

# AGENDA

## REGULAR SCHOOL BOARD MEETING

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

September 25, 2018

6:00 P.M.

### THIS MEETING IS OPEN TO THE PUBLIC

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

### ITEMS FOR CONSENT

#### 5. REVIEW OF MINUTES – **SEE ATTACHMENT**

- a. August 16, 2018, 4:30 p.m. – Executive Session
- b. August 21, 2018, 4:30 p.m. – School Board Workshop
- c. August 21, 2018, 6:00 p.m. – Regular School Board Meeting
- d. August 27, 2018, 10:00 a.m. – School Board Workshop
- e. August 31, 2018, 10:00 a.m. – School Board Workshop
- f. September 4, 2018, 6:00 p.m. – Final Budget Hearing
- g. September 10, 2018, 10:00 a.m. – Special School Board Meeting

ACTION REQUESTED: The Superintendent recommends approval.

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

- a. Personnel 2018 – 2019

ACTION REQUESTED: The Superintendent recommends approval.

7. BUDGET AND FINANCIAL TRANSACTIONS

- a. Board Review Requested for GASB Statement No. 75: Other Post-Employment Benefits (OPEB) for the Fiscal Year Ending June 30, 2018 – **SEE PAGE #9**

Fund Source: Applicable Funds

Amount: Incorporated into Annual Financial Report Document

ACTION REQUESTED: The Superintendent recommends approval.

- b. Board Review Requested for Audit and Financial Statements from Crossroad Academy Charter School – **SEE PAGE #22**

Fund Source: All Public Funds at Crossroad Academy Charter School

Amount: Crossroad Academy Charter School Financial Statements Attached

ACTION REQUESTED: The Superintendent recommends approval.

8. AGREEMENTS/PROJECT/GRANT APPLICATIONS

- a. Board Approval for Copier Leases from Xerox - **SEE PAGE #50**

Fund Source: General Fund

Amount: \$20,931.32

ACTION REQUESTED: The Superintendent recommends approval.

- b. Board Approval for Copier Leases from Konica Minolta - **SEE PAGE #59**

Fund Source: General Fund

Amount: \$122,120.44

ACTION REQUESTED: The Superintendent recommends approval.

- c. Board Approval of SDJ Security Contract – **SEE PAGE #75**

Fund Source: General Fund

Amount: \$42,120.00

ACTION REQUESTED: The Superintendent recommends approval.

- d. PAEC ELL Contract – **SEE PAGE #77**

Fund Source: General Revenue

Amount: \$72,000.00

ACTION REQUESTED: The Superintendent recommends approval.

- e. English Language Learners (ELL) Award – **SEE PAGE #85**

Fund Source: Federal

Amount: \$70,000.00

ACTION REQUESTED: The Superintendent recommends approval.



- f. Small School District Council Consortium - **SEE PAGE #107**  
 Fund Source: General Fund  
 Amount: \$2,850.00  
 ACTION REQUESTED: The Superintendent recommends approval.
  - g. Agreement Between the Gadsden County Public Schools and Linda Sarvis, LCSW  
**SEE PAGE #110**  
 Fund Source: FEFP (Mental Health Allocation)  
 Amount: \$15,000.00  
 ACTION REQUESTED: The Superintendent recommends approval.
  - h. Capital City Consulting – **SEE PAGE #116**  
 Fund Source: Federal Programs  
 Amount: \$30,000.00  
 ACTION REQUESTED: The Superintendent recommends approval.
  - i. Interlocal Road Maintenance Agreement Between Gadsden County and the School Board of Gadsden County – **SEE PAGE #141**  
 Fund Source: N/A  
 Amount: N/A  
 ACTION REQUESTED: The Superintendent recommends approval.
9. STUDENT MATTERS – **SEE ATTACHMENT**
- a. Student Expulsion – See back-up material  
 Case #03-1819-0091  
 ACTION REQUESTED: The Superintendent recommends approval.
10. EDUCATIONAL ISSUES
- a. School Field Trip Request (Out-of-State) – Gadsden Technical Institute  
**SEE PAGE #151**  
 Fund Source: N/A  
 Amount: N/A  
 ACTION REQUESTED: The Superintendent recommends approval.
  - b. 2018 – 2019 Uniform Assessment Schedule - **SEE PAGE #156**  
 Fund Source: N/A  
 Amount: N/A  
 ACTION REQUESTED: The Superintendent recommends approval.

- c. 2018 – 2019 School Health Services Plan - **SEE PAGE #167**  
Fund Source: N/A  
Amount: N/A  
ACTION REQUESTED: The Superintendent recommends approval.
- d. Gadsden District K-12 Comprehensive Reading Plan – **SEE PAGE #189**  
Fund Source: FEFP  
Amount: \$310,634.00  
ACTION REQUESTED: The Superintendent recommends approval.
- e. Master In-Service Plan Approval – **SEE PAGE #215**  
Fund Source: N/A  
Amount: N/A  
ACTION REQUESTED: The Superintendent recommends approval.
- f. Student Progression Plan 2018 – 2019 – **SEE PAGE #360**  
Fund Source: N/A  
Amount: N/A  
ACTION REQUESTED: The Superintendent recommends approval.

ITEMS FOR DISCUSSION

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

# THE SCHOOL BOARD OF GADSDEN COUNTY

6a



*"Putting Children First"*

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

**Roger P. Milton**  
*Superintendent*  
miltonr@gcpsmail.com

September 25, 2018

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

Dear School Board Members:

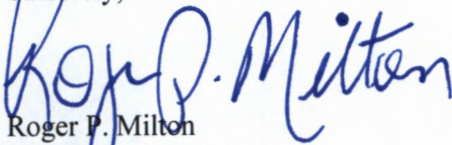
**I am recommending that the attached list of personnel actions be approved, as indicated. I further recommend that all appointments to grant positions be contingent upon funding.**

## **Item 6A Instructional and Non-Instructional Personnel 2018-2019**

The following reflects the total number of full-time employees in this school district for the 2018-2019 school term, as of September 25, 2018.

<u>Description Per DOE Classification</u>	<u>DOE Object#</u>	<u>#Employees September 2018</u>
Classroom Teachers and Other Certified	120 & 130	367.00
Administrators	110	40.00
Non-Instructional	150, 160, & 170	<u>369.00</u>
		776.00

Sincerely,

  
Roger P. Milton  
Superintendent of Schools

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

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

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

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

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

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

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

<b><u>Name</u></b>	<b><u>Location</u></b>	<b><u>Position</u></b>	<b><u>Effective Date</u></b>
Atherton, Taylor	JASMS	Teacher	08/17/2018
Bratcher, Whitney	JASMS	Teacher	08/06/2018
Bridges-Bright, Gail	CPA	Teacher	09/17/2018
Byrd, Shannon	GCHS	Teacher	08/06/2018
Cherry, Ann	JASMS	Teacher	08/23/2018
Franklin, Stone	WGMS	Teacher	08/06/2018
Gilcrease, Dana	GBES	Teacher	09/13/2018
Joseph, Pierre	GCHS	Teacher	08/27/2018
Landrum, Jerlin	CES	Teacher	08/06/2018
Lewis, Pierre	GCHS	Teacher	09/17/2018
Montgomery, Rebecca	GCHS	Teacher	08/20/2018
Murray, Kristin	WGMS	Teacher	08/24/2018
Pierrevil, Jeffry	JASMS	Teacher	08/06/2018
Robinson, Adrienne	SSES	Teacher	08/06/2018
Sneed, Abigail	JASMS	Teacher	09/27/2018
Starke, Erica	HMS	Teacher	09/17/2018
Stephenson, Ciara	GCHS	Teacher	08/20/2018
Thomas, Keyuanna	SSES	Teacher	08/06/2018
Washington, Alex	SSES	Teacher	08/06/2018

**NON-INSTRUCTIONAL**

<b><u>Name</u></b>	<b><u>Location</u></b>	<b><u>Position</u></b>	<b><u>Effective Date</u></b>
Alls, Precious	PreK	HIPPY Program Assistant	09/17/2018
Baskin, Myra	GWM	SFS Worker	09/04/2018
Battles, Barry	SSES	SFS Worker	09/10/2018
Brady, Dorine	CPA	Education Paraprofessional	09/05/2018
Donald, Lakisha*	HMS	Education Paraprofessional	08/06/2018
Fagg, Willie	GCHS	Education Paraprofessional	09/11/2018
Harrell, Sharita	GWM	Social Worker	09/18/2018
Hills, Kecia	PreK	HIPPY Coordinator	09/10/2018
Jackson, Lillian	Transportation	Bus Aide	09/12/2018
Knight, Rose	Transportation	Bus Aide	09/17/2018
Marlowe, Maranda**	CES	Education Paraprofessional	08/06/2018
Monroe, Chenell	Transportation	Bus Driver	08/14/2018
Murphy, Bianca	ESE	Social Worker	08/30/2018
Pride, Patricia	CPA	SFS Worker	08/10/2018
Quintinilla, Earnesto	PreK	HIPPY Program Assistant	09/17/2018
Smith, Armanda	ESE	Social Worker	09/19/2018
Street, Dana*	Head Start	HIPPY Coordinator	07/23/2018
Ward, Kevin	District	Inventory Intake Specialist	08/27/2018
Weston, Shaquita	GBES	Education Paraprofessional	09/10/2018
Williams, Parrish	WGMS	Assistant Principal	07/30/2018
Youmas, Deborah	HMS	SFS Worker	09/05/2018

\*corrected start date from August 2018 board meeting

\*\*corrected from Instructional status July Board

**INSTRUCTIONAL ANNUAL**

Jones, Gamocho

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

<b><u>Name</u></b>	<b><u>Location</u></b>	<b><u>Position</u></b>	<b><u>Effective Date</u></b>
Alls, Precious*	HMS	Education Paraprofessional	09/14/2018
Borden, Cynthia	Transportation	Bus Driver	08/24/2018
Cummings, Kimberly	GCHS	Reading Coach	08/28/2018
Hills, Kecia*	PreK	Visiting Teacher	09/07/2018
Lewis, Kourtney	GTI	Secretary	09/07/2018
Stubbs, Sherri	SSES	Teacher	08/23/2018
Weeks, Kameelah	HMS	Assistant Principal	09/21/2018
Wynn, JaNay	GCHS	Teacher	09/19/2018

\*Resigned to accept another position within the district

**TRANSFERS**

<b><u>Name</u></b>	<b><u>Location/Position Transferring From</u></b>	<b><u>Location/Position Transferring To</u></b>	<b><u>Effective Date</u></b>
Amin, Roshni	WGMS/Guidance Counselor	GCHS/Guidance Counselor	08/06/2018
Davis, Dionne	GEMS/Teacher	WGMS/Teacher	08/06/2018
Kirkland, Nahketah	CPA/Teacher	JASMS/Reading Coach	08/06/2018
Estelle, Randall	CPA/Teacher	GCA/Teacher	08/20/2018
Lockwood, Chavien	CPA/Teacher	SSES/Teacher	08/20/2018
Thomas, Brandon	CPA/Teacher	JASMS/Teacher	09/18/2018
Wright, Jo Lynda	JASMS/Reading Coach	CPA/Teacher	08/06/2018

**OUT OF FIELD**

<b><u>Name</u></b>	<b><u>Location</u></b>	<b><u>Area out of field</u></b>	<b><u>No. of Periods</u></b>
Allridge, Ashley	SSES	Elementary Education	All Periods
Atherton, Taylor	JASMS	Math	All Periods
Bridges-Bright, Gail	CPA	Science	All Periods
Brown, Donna	HMS	Elementary Education	All Periods
Byrd, Shannon	GCHS	Reading	All Periods
Chambers, Janecia	SSES	Elementary Education	All Periods
Cherry, Ann	JASMS	Math	All Periods
Cooper, Natasha	HMS	PreK	All Periods
Cooper, Shapale	CPA	Business	All Periods
Davis, Stephan	SSES	Elementary Education	All Periods
Douglas, Barbara	SSES	Elementary Education	All Periods
Ferguson, Javonna	HMS	Elementary Education	All Periods
Franklin, Stone	SSES	Elementary Education	All Periods
Harmon, Ashleigh	CES	Elementary Education	All Periods
Jones, Chaneidre	GEMS	Science	All Periods
Lee, Sharron	CES	PreK	All Periods
Logan, June	JASMS	Math	All Periods
Mitchell, Korie	HMS	Elementary Education	All Periods
Montgomery, Rebecca	GCHS	Math	All Periods
Moultire, Kimberly	GWM	Elementary Education	All Periods
Murray, Kristin	WGMS	Science	All Periods
Robinson, Adrienne	SSES	Elementary Education	All Periods
Showers, Camelia	JASMS	Elementary Education	All Periods
Smith, Yolanda	SSES	Elementary Education	All Periods
Sneed, Abigail	JASMS	Elementary Education	All Periods
Thomas, Keyunna	JASMS	Elementary Education	All Periods
Walker, Shannon	HMS	Elementary Education	All Periods

**OUT OF FIELD****Name**

Washington, Alex  
Williams, Adrian  
Yarsiah, Wede

**Location**

SSES  
HMS  
GCHS

**Area out of field**

Elementary Education  
Elementary Education  
Chemistry

**No. of Periods**

All Periods  
All Periods  
All Periods

**SUBSTITUTES****Teachers**

Brown, Deric  
Cox, Juan  
Jones, Hasan  
Kenon, Felicia  
Knight, Nishani  
Lee, Keizsa  
Lehr, Amanda  
McQuitter, Mary  
Peoples, Latanja

**SFS**

Oliver-Strong, Bethany  
Lehr, Amanda

**Bus Driver**

Mathews, Telly  
Pete, Sheldon

**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 7a

**DATE OF SCHOOL BOARD MEETING:** September 25, 2018

**TITLE OF AGENDA ITEMS:** Board Review Requested for GASB Statement No. 75: Other Post-Employment Benefits (OPEB) for the Fiscal Year Ending June 30, 2018

**DIVISION:** Finance Department

**PURPOSE AND SUMMARY OF ITEMS:** Board review is requested for the GASB Statement No. 75: Other Post-Employment Benefits (OPEB) for the fiscal year ending June 30, 2018.

**FUND SOURCE:** Applicable Funds

**AMOUNT:** Incorporated into Annual Financial Report Document

**PREPARED BY:** Bonnie Wood

**POSITION:** Finance Director





July 31, 2018

Mr. John T. Selover  
Executive Director  
Panhandle Area Education Consortium  
753 West Boulevard  
Chipley, Florida 32428

**Re: The School District of Gadsden County, Florida  
GASB Statement No. 75: Other Post-Employment Benefits (OPEB)  
Actuarial Roll-forward for Fiscal Year Ending June 30, 2018**

Dear Mr. Selover:

Gabriel, Roeder, Smith & Company (GRS) has been engaged by the Panhandle Area Education Consortium (PAEC) and the School District of Gadsden County ("the District") to perform an Actuarial Roll-forward of its Other Post-Employment Benefits (OPEB) provided to the District's retiring employees. We are pleased to present the results herein.

This report provides information on behalf of the District in connection with Governmental Accounting Standards Board (GASB) Statement No. 75, "Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions." This information is intended to assist in preparation of the financial statements of the District. Financial statements are the responsibility of management, subject to the auditor's review. Please let us know if the auditor recommends any changes.

This report was prepared at the request of the District and is intended for use by the District and those designated or approved by them. This report may be provided to parties other than the District in its entirety and only with their permission. GRS is not responsible for unauthorized use of this report.

Our actuarial calculations for this report were prepared for the purpose of complying with the requirements of GASB Statement No. 75. These calculations have been made on a basis that is consistent with our understanding of this Statement.

The calculation of the liability associated with the benefits described in this report was performed for the purpose of satisfying the requirements of GASB Statement No. 75. The calculation of the plan's liability for this report is not applicable for funding purposes of the District's OPEB plan. A calculation of the plan's liability for purposes other than satisfying the requirements of GASB Statement No. 75 may produce significantly different results.



The actuarial valuation of the liabilities was determined as of October 1, 2016 (based on the actuarial valuation results as reported in the October 1, 2016 actuarial valuation report dated August 17, 2017) and "rolled-forward" to the June 30, 2017 measurement date. These liabilities are used for GASB Statement No. 75 reporting for the reporting period ending June 30, 2018. Using a measurement date of June 30, 2017 allows for timelier reporting at the end of the year. If significant changes occur during the year, such as benefit changes or changes in assumptions or methods, these should be noted in the footnotes.

This report is based upon information furnished to us by the District for the October 1, 2016 actuarial valuation. This information was checked for internal consistency, but it was not audited. We are not responsible for the accuracy or completeness of the information provided by the District.

This report complements the October 1, 2016 actuarial valuation report dated August 17, 2017, and information herein should be considered along with the information from that report, especially for additional discussions of the nature of actuarial calculations and for more information related to participant data, economic, demographic, health care trend and morbidity assumptions, and benefit provisions.

The calculations are based upon assumptions regarding future events, which may or may not materialize. They are also based upon plan provisions outlined in the October 1, 2016 actuarial valuation report. If you have reason to believe that the assumptions that were used are unreasonable, that the plan provisions are incorrectly described, that important relevant plan provisions are not described or referenced, or that conditions have changed since the calculations were made, you should contact the author of this report prior to relying on information in this report. Future actuarial measurements may differ significantly from the current measurements presented in this report due to such factors as the following: plan experience differing from that anticipated by the economic or demographic assumptions; changes in economic or demographic assumptions; increases or decreases expected as part of the natural operation of the methodology used for these measurements; and changes in plan provisions or applicable law. The scope of this report does not include an analysis of the potential range of such future measurements.

This report has been prepared by actuaries who have substantial experience valuing public employee retirement systems. To the best of our knowledge, the information contained in this report is accurate and fairly represents the actuarial position of the plan as of the valuation date. All calculations have been made in conformity with generally accepted actuarial principles and practices, with the Actuarial Standards of Practice, and with applicable statutes. If you have reason to believe that the information provided in this report is inaccurate, or is in any way incomplete, or if you need further information in order to make an informed decision on the subject matter of this report, please contact the author of this report prior to making such decision.

Mr. John Selover  
July 31, 2018  
Page 3

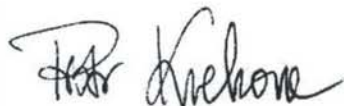
Piotr Krekora and Nicolas Lahaye are Members of the American Academy of Actuaries (MAAA) and meet the Qualification Standards of the American Academy of Actuaries to render the actuarial opinions contained herein.

The signing actuaries are independent of the plan sponsor.

We will be pleased to answer any questions pertaining to this report.

Respectfully submitted,

GABRIEL, ROEDER, SMITH AND COMPANY



Piotr Krekora, ASA, EA, MAAA, FCA  
Consultant & Actuary



Nicolas Lahaye, FSA, EA, MAAA, FCA  
Consultant & Actuary



## Executive Summary

Actuarial Valuation Date	October 1, 2016
Measurement Date of the Total OPEB Liability	June 30, 2017
Employer's Fiscal Year Ending Date (Reporting Date)	June 30, 2018

### Membership as of the Actuarial Valuation Date

Number of	
- Retirees and Beneficiaries	174
- Inactive, Nonretired Members	0
- Active Members	646
- Total	820
Estimated Covered-Employee Payroll	\$ 23,752,855

### Total OPEB Liability

Total OPEB Liability	\$ 4,314,527
Total OPEB Liability as a Percentage of Covered-Employee Payroll	18.16 %

### Development of the Single Discount Rate

Long-Term Municipal Bond Rate*	3.56 %
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### Total OPEB Expense

\$ 238,927

### Summary of Deferred Outflows and Deferred Inflows of Resources by Source

	Deferred Outflows of Resources	Deferred Inflows of Resources
Difference between expected and actual experience	\$ 0	\$ 0
Changes of assumptions and other inputs	0	152,406
Benefits Paid after the Measurement Date	373,523	0
<b>Total</b>	<b>\$ 373,523</b>	<b>\$ 152,406</b>

\*Source: "Fidelity General Obligation AA Index" rate as of June 30, 2017, the most recent date available on or before the measurement date. This is the rate for Fixed Income Market Yield Curve for Municipal bonds with 20 years to maturity that include only federally tax-exempt municipal bonds as reported in Fidelity's "20-Year Municipal GO AA Index." In describing this index, Fidelity notes that the municipal curves are constructed using option adjusted analytics of a diverse population of over 10,000 tax exempt securities.

**Schedule of Changes in Total OPEB Liability and Related Ratios  
Measurement Year Ended June 30, 2017  
(Ultimately 10 Years Will Be Displayed)**

Measurement Year Ended June 30,	<b>2017</b>
<b>A. Total OPEB Liability</b>	
1. Service Cost	\$ 126,381
2. Interest on the Total OPEB Liability	132,339
3. Changes of benefit terms	0
4. Difference between expected and actual experience of the Total OPEB Liability	0
5. Changes of assumptions and other inputs	(172,198)
6. Benefit payments	(355,575)
7. Net change in Total OPEB Liability	\$ (269,053)
<b>8. Total OPEB Liability – Beginning</b>	<b>4,583,580</b>
<b>9. Total OPEB Liability – Ending</b>	<b>\$ 4,314,527</b>
<b>B. Estimated Covered-Employee Payroll</b>	<b>\$ 23,752,855</b>
<b>C. Total OPEB Liability as a Percentage of Covered Payroll</b>	<b>18.16%</b>

Note: Covered-Employee Payroll presented above is an estimate based on data submitted for the October 1, 2016 valuation. GASB Statement 75 defined *Covered-employee payroll* as the payroll of employees that are provided with OPEB through the OPEB plan, including employees terminating during the measurement period (fiscal year ending June 30, 2017).



## Notes to Schedule of Changes in Total OPEB Liability and Related Ratios

Valuation Date                      October 1, 2016  
Measurement Date                 June 30, 2017

Roll Forward Procedures         The Total OPEB Liability was rolled forward nine months from the Valuation Date to the Measurement Date using standard actuarial techniques.

### Methods and Assumptions Used to Determine Total OPEB Liability:

Actuarial Cost Method	Entry Age Normal
Inflation	2.50%
Discount Rate	3.56%
Salary Increases	Salary increase rates used for Regular Class members in the July 1, 2016 actuarial valuation of the Florida Retirement System; 3.7% - 7.8%, including inflation.
Retirement Age	Retirement rates used for Regular Class members in the July 1, 2016 actuarial valuation of the Florida Retirement System. They are based on the results of a statewide experience study covering the period 2008 through 2013.
Mortality	Mortality tables used for Regular Class members in the July 1, 2016 actuarial valuation of the Florida Retirement System. They are based on the results of a statewide experience study covering the period 2008 through 2013.
Healthcare Cost Trend Rates	Based on the Getzen Model, with trend starting at 7.25% and gradually tending to an ultimate trend rate of 4.24% plus 0.54% increase for excise tax.
Aging factors Expenses	Based on the 2013 SOA Study "Health Care Costs - From Birth to Death". Administrative expenses are included in the per capita health costs.

### Other Information:

Notes                                      See the Actuarial Valuation Report as of October 1, 2016 (dated August 17, 2017).

The discount rate was changed from 2.92% as of the beginning of the measurement period to 3.56% as of June 30, 2017. This change is reflected in the Schedule of Changes in Total OPEB Liability.

There were no benefit changes during the year.

**Statement of OPEB Expense**  
**Employer Fiscal Year Ended June 30, 2018**  
**(Based on Measurement Year Ended June 30, 2017)**

**OPEB Expense**

1. Service Cost	\$	126,381
2. Interest on the Total OPEB Liability		132,339
3. Current-Period Benefit Changes		0
4. OPEB Plan Administrative Expense		0
5. Recognition of Outflow/(Inflow) of Resources due to Liabilities		<u>(19,793)</u>
<b>6. Total OPEB Expense</b>	<b>\$</b>	<b>238,927</b>

**Recognition of Deferred Outflows and Inflows of Resources**

Differences between expected and actual experience and changes in assumptions are recognized in OPEB expense using a systematic and rational method over a closed period equal to the average of the expected remaining service lives of all employees that are provided with OPEB through the OPEB plan (active employees and inactive employees) determined as of the beginning of the measurement period. At the beginning of the current measurement period, the average of the expected remaining service lives for purposes of recognizing the applicable combined deferred outflows and inflows of resources established in the current measurement period is 8.7 years.

**Statement of Outflows and Inflows Arising  
From Current Reporting Period  
Employer Fiscal Year Ended June 30, 2018  
(Based on Measurement Year Ended June 30, 2017)**

**A. Outflows/(Inflows) of Resources due to Liabilities**

1. Difference between expected and actual experience of the Total OPEB Liability (gains) or losses	\$	0
2. Assumption Changes (gains) or losses	\$	(172,198)
3. Recognition period for Liabilities: Average of the expected remaining service lives of all employees {in years}		8.70
4. Outflow/(Inflow) of Resources to be recognized in the current OPEB expense for the difference between expected and actual experience of the Total OPEB Liability (1÷3)	\$	0
5. Outflow/(Inflow) of Resources to be recognized in the current OPEB expense for assumption changes (2÷3)	\$	(19,793)
6. Outflow/(Inflow) of Resources to be recognized in the current OPEB expense due to Liabilities (4 + 5)	\$	(19,793)
7. Deferred Outflow/(Inflow) of Resources to be recognized in future OPEB expenses for the difference between expected and actual experience of the Total OPEB Liability (1 - 4)	\$	0
8. Deferred Outflow/(Inflow) of Resources to be recognized in future OPEB expenses for assumption changes (2 - 5)	\$	(152,405)
9. Deferred Outflow/(Inflow) of Resources to be recognized in future OPEB expenses due to Liabilities (7+ 8)	\$	(152,405)

**Statement of Outflows and Inflows Arising  
From Current and Prior Reporting Periods  
Employer Fiscal Year Ended June 30, 2018  
(Based on Measurement Year Ended June 30, 2017)**

**A. Outflows and Inflows of Resources by Source to be Recognized in Current OPEB Expense**

	<u>Outflows of Resources</u>	<u>Inflows of Resources</u>	<u>Net Outflows of Resources</u>
1. Differences between expected and actual experience	\$ 0	\$ 0	\$ 0
2. Assumption changes	0	19,793	(19,793)
<b>3. Total</b>	<b>\$ 0</b>	<b>\$ 19,793</b>	<b>\$ (19,793)</b>

**B. Deferred Outflows and Deferred Inflows of Resources by Source to be Recognized in Future OPEB Expenses**

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>	<u>Net Deferred Outflow of Resources</u>
1. Differences between expected and actual experience	\$ 0	\$ 0	\$ 0
2. Assumption changes	0	152,406	(152,406)
<b>3. Total</b>	<b>\$ 0</b>	<b>\$ 152,406</b>	<b>\$ (152,406)</b>

**C. Deferred Outflows and Deferred Inflows of Resources by Year to be Recognized in Future OPEB Expenses**

<u>Year Ending June 30</u>	<u>Net Deferred Outflows of Resources</u>
2019	\$ (19,793)
2020	(19,793)
2021	(19,793)
2022	(19,793)
2023	(19,793)
Thereafter	(53,441)
<b>Total</b>	<b>\$ (152,406)</b>



**Statement of Remaining Deferred Outflows and  
Inflows of Resources  
Employer Fiscal Year Ended June 30, 2018  
(Based on Measurement Year Ended June 30, 2017)**

<u>Date Established</u>	<u>Source</u>	<u>Recognition Period (years)</u>	<u>Original Amount</u>	<u>Years Remaining</u>	<u>Amount Unrecognized Beg. of Period</u>	<u>Amount Recognized in Current Expense</u>	<u>Amount Deferred to Future Periods</u>
<b><u>Deferred Outflows of Resources</u></b>							
-	None	-	\$ -	-	\$ -	\$ -	\$ -
		SUBTOTAL:	-		-	-	-
<b><u>Deferred Inflows of Resources</u></b>							
6/30/2018	Assumption Changes	8.7	172,198	8.7000	172,198	19,793	152,405
		SUBTOTAL:	172,198		172,198	19,793	152,405
		<b>GRAND TOTAL:</b>	<b>(172,198)</b>		<b>(172,198)</b>	<b>(19,793)</b>	<b>(152,405)</b>

## Discount Rate

For plans that do not have formal assets, the discount rate should equal the tax-exempt municipal bond rate based on an index of 20-year general obligation bonds with an average AA credit rating as of the measurement date. For the purpose of this actuarial roll-forward, the municipal bond rate is 3.56% (based on the daily rate of Fidelity's "20-Bond GO Index" closest to but not later than the measurement date). The discount rate was 2.92% as of the beginning of the measurement year.

## Plan Assets

There are no plan assets accumulated in a trust that meets the criteria in paragraph 4 of GASB Statement No. 75.

## Summary of Membership Information

The following table provides a summary of the number of participants in the plan as of October 1, 2016 (the latest valuation date):

Inactive Plan Members or Beneficiaries Currently Receiving Benefits	174
Inactive Plan Members Entitled to But Not Yet Receiving Benefits	-
Active Plan Members	<u>646</u>
Total Plan Members	820

## Sensitivity of Total OPEB Liability

Regarding the sensitivity of the total OPEB liability to changes in the discount rate, the following presents the plan's total OPEB liability, calculated using a discount rate of 3.56%, as well as what the plan's total OPEB liability would be if it were calculated using a discount rate that is one percent lower or one percent higher:

### Sensitivity of Total OPEB Liability to the Discount Rate Assumption

1% Decrease 2.56%	Current Discount Rate Assumption 3.56%	1% Increase 4.56%
\$ 4,585,660	\$ 4,314,527	\$ 4,057,150

Regarding the sensitivity of the total OPEB liability to changes in the healthcare cost trend rates, the following presents the plan's total OPEB liability, calculated using the assumed trend rates as well as what the plan's total OPEB liability would be if it were calculated using a trend rate that is one percent lower or one percent higher:

### Sensitivity of Total OPEB Liability to the Healthcare Cost Trend Rate Assumption

1% Decrease (6.25% to 3.24%)	Current Healthcare Cost Trend Rate Assumption (7.25% to 4.24%)	1% Increase (8.25% to 5.24%)
\$ 3,951,496	\$ 4,314,527	\$ 4,734,579

**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 7b

**DATE OF SCHOOL BOARD MEETING:** September 25, 2018

**TITLE OF AGENDA ITEMS:** Board Review Requested for Audit and Financial Statements from  
Crossroad Academy Charter School

**DIVISION:** Finance Department

**PURPOSE AND SUMMARY OF ITEMS:** Board review is requested for the audit and financial statements for the 2017-2018 fiscal year for Crossroad Academy Charter School.

**FUND SOURCE:** All Public Funds at Crossroad Academy Charter School

**AMOUNT:** Crossroad Academy Charter School Financial Statements attached

**PREPARED BY:** Bonnie Wood

**POSITION:** Finance Director



Certified Public Accountants

August 20, 2018

Sherrill F. Norman, CPA  
Auditor General  
4638 Highway 90  
Marianna, Florida 32446

Dear Ms. Norman:

This letter is provided in connection with your audit of the group financial statements of Gadsden County District School Board as of and for the fiscal year ended June 30, 2018 for the purpose of expressing an opinion on whether the group financial statements present fairly in all material respects, the financial position of the group as of June 30, 2018, and the results of its operations for the fiscal year then ended in accordance with accounting principles generally accepted in the United States.

We acknowledge receipt of your instructions dated June 20, 2017, in connection with our audit of Crossroad Academy Charter School (Charter School), as of and for the fiscal year ended June 30, 2018.

We acknowledge that:

- The financial information of the Charter School will be included in the group financial statements of Gadsden County District School Board.
- Auditor General staff intend to make reference to our report in their opinion of the group financial statements of Gadsden County District School Board.

We confirm that:

- We will be able to comply with the instructions.

In connection with our audit of the financial statements of the Charter School, a discretely presented component unit of the Gadsden County District School Board, we confirm the following:

- We have an understanding of the Code of Professional Conduct of the American Institute of Certified Public Accountants that is sufficient to fulfill our responsibilities in the audit of the group financial statements and will comply therewith. In particular, and with respect to Gadsden County District School Board and its components including the Charter School, we are independent within the meaning of Rule 101 of the Code of Professional Conduct and intend to remain independent during the course of the engagement.
- We have an understanding of auditing standards generally accepted in the United States of America and Government Auditing Standards that is sufficient to fulfill our responsibilities in the audit of the group financial statements and will conduct our work on the financial information of the Charter School, as of and for the fiscal year ended June 30, 2018 in accordance with those standards.
- We have an understanding of generally accepted accounting principles (GAAP) that is sufficient to fulfill our responsibilities in the audit of the group financial statements.
- We have an understanding of relevant laws and regulations that may have a material effect on the financial statements of the Charter School.

Ms. Sherrill F. Norman, CPA

August 20, 2018

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- The audit of the Charter School will not be restricted as to use.
- Should a period of time lag between completion of our audit of the Charter School and the completion of the Auditor General's audit of the group financial statements of Gadsden County District School Board, we will not update subsequent events procedures for the Charter School to the date of the Auditor General's report on the group financial statements.

We will inform you of any changes in the above representations during the course of our work on the financial information of the Charter School.

Sincerely,

A handwritten signature in cursive script that reads "Brooks, Harrison & Cayer". The signature is written in dark ink and is positioned above the printed name of the firm.

Brooks, Harrison & Cayer, LLC

**CROSSROAD ACADEMY CHARTER SCHOOL**  
**(A DIVISION OF COMMUNITY AND**  
**ECONOMIC DEVELOPMENT**  
**ORGANIZATION OF GADSDEN COUNTY, INC.)**  
**FINANCIAL STATEMENTS**  
**JUNE 30, 2018**

**CROSSROAD ACADEMY CHARTER SCHOOL  
(A DIVISION OF COMMUNITY AND ECONOMIC DEVELOPMENT  
ORGANIZATION OF GADSDEN COUNTY, INC.)  
JUNE 30, 2018**

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**INDEPENDENT AUDITORS' REPORT**

To the Board of Directors,  
Crossroad Academy Charter School:

We have audited the accompanying special purpose financial statements of Crossroad Academy Charter School (a division of Community and Economic Development Organization of Gadsden County, Inc.), which comprise the statement of financial position as of June 30, 2018 and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements.

**Management's Responsibility for the Financial Statements**

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

**Auditor's Responsibility**

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers the internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we obtained is sufficient and appropriate to provide a basis for our audit opinion.

As discussed in Note 1(c) to the special purpose financial statements, the accompanying financial statements were prepared for the purpose of complying with Section 218.39, Florida Statutes, and Section 10.856(2), Rules of the Auditor General for Audits of Charter Schools and Similar Entities, and are intended to present the financial position and the changes in net assets and its cash flows of only that portion of the financial reporting entity of Community and Economic Development Organization of Gadsden County, Inc. that is attributable to the transactions of Crossroad Academy Charter School. These financial statements do not purport to, and do not, present fairly the financial position of Community and Economic Development Organization of Gadsden County, Inc. as of June 30, 2018 and the changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

## Opinion

In our opinion, the special purpose financial statements referred to above present fairly, in all material respects, the financial position of Crossroad Academy Charter School as of June 30, 2018 and the changes in net assets and its cash flows for the year then ended in conformity with the basis of accounting described in Note 1(c).

## Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated August 20, 2018, on our consideration of Crossroad Academy Charter School's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Crossroad Academy Charter School's internal control over financial reporting and compliance.

Brooks, Hanson & Cayer

Tallahassee, Florida  
August 20, 2018

**CROSSROAD ACADEMY CHARTER SCHOOL  
(A DIVISION OF COMMUNITY AND ECONOMIC DEVELOPMENT  
ORGANIZATION OF GADSDEN COUNTY, INC.)  
STATEMENT OF FINANCIAL POSITION  
JUNE 30, 2018**

**ASSETS**

<b>Current assets</b>	
Cash and cash equivalents	\$ 3,539,961
Certificate of deposit	265,189
Accounts receivable	121,445
Prepaid expenses	29,510
Total current assets	3,956,105
 <b>Restricted assets</b>	
Cash for PTO and student activities	30,956
Cash for debt service	133,421
Cash for reserve	148,497
Total restricted assets	312,874
<b>Property and equipment, net of accumulated depreciation of \$1,271,529</b>	3,887,756
 <b>Total Assets</b>	 <b>\$ 8,156,735</b>

**LIABILITIES AND NET ASSETS**

<b>Current liabilities</b>	
Current portion of notes payable	\$ 72,888
Accounts payable and accrued expenses	347,546
Accrued interest	42,730
Total current liabilities	463,164
<b>Notes payable, less current portion</b>	1,691,405
<b>Net assets, unrestricted</b>	6,002,166
 <b>Total Liabilities and Net Assets</b>	 <b>\$ 8,156,735</b>

The accompanying notes to special purpose financial statements  
are an integral part of this statement.



**CROSSROAD ACADEMY CHARTER SCHOOL**  
**(A DIVISION OF COMMUNITY AND ECONOMIC DEVELOPMENT**  
**ORGANIZATION OF GADSDEN COUNTY, INC.)**  
**STATEMENT OF ACTIVITIES**  
**FOR THE YEAR ENDED JUNE 30, 2018**

<b>Support and revenues</b>	
Federal through state	\$ 121,445
Revenue from state sources	3,331,643
Revenue from local sources	219,045
Total support and revenues	<u>3,672,133</u>
 <b>Expenses</b>	
Basic instruction	1,526,683
Other instruction	133,362
Pupil personnel services	105,428
Instructional media services	11,746
Instruction and curriculum development services	30,380
Instructional staff training	2,610
Instructional-related technology	37,703
Board administration	163,407
General administration	46,542
School administration	537,273
Food services	72,165
Central services	11,752
Pupil transportation services	3,413
Operation of plant	214,955
Maintenance of plant	168,383
Debt service	76,261
Total expenses	<u>3,142,063</u>
 <b>Increase in unrestricted net assets</b>	 <u>530,070</u>
 <b>Net assets, unrestricted, beginning of year</b>	 5,472,096
 <b>Net assets, unrestricted, end of year</b>	 <u><u>\$ 6,002,166</u></u>

The accompanying notes to special purpose financial statements  
are an integral part of this statement.

**CROSSROAD ACADEMY CHARTER SCHOOL  
(A DIVISION OF COMMUNITY AND ECONOMIC DEVELOPMENT  
ORGANIZATION OF GADSDEN COUNTY, INC.)  
STATEMENT OF CASH FLOWS  
FOR THE YEAR ENDED JUNE 30, 2018**

<b>Cash flows from operating activities</b>	
Cash received from grantors, programs and other	\$ 3,603,508
Cash paid to suppliers and employees	(2,939,484)
Interest income	4,282
Interest paid	(77,954)
Net cash provided by operating activities	590,352
 <b>Cash flows from investing activities</b>	
Purchases of property and equipment	(264,114)
Purchase of certificate of deposit	(391)
Net cash used in investing activities	(264,505)
 <b>Cash flows from financing activities</b>	
Payments on long-term debt	(69,916)
Net increase in cash and cash equivalents	255,931
Cash and cash equivalents, beginning of year	3,596,904
Cash and cash equivalents, end of year	\$ 3,852,835
 <b>Reconciliation of increase in unrestricted net assets to net cash provided by operating activities:</b>	
Increase in unrestricted net assets	\$ 530,070
Adjustments to reconcile increase in unrestricted net assets to net cash provided by operating activities:	
Depreciation	128,213
Decrease in prepaid expenses	(10,165)
Increase in accounts receivable	(82,975)
Increase in due from related parties	18,632
Increase in accounts payable and accrued expenses	8,270
Decrease in accrued interest	(1,693)
Total adjustments	60,282
Net cash provided by operating activities	\$ 590,352

The accompanying notes to special purpose financial statements  
are an integral part of this statement.

**CROSSROAD ACADEMY CHARTER SCHOOL**  
**(A DIVISION OF COMMUNITY AND ECONOMIC DEVELOPMENT**  
**ORGANIZATION OF GADSDEN COUNTY, INC.)**  
**NOTES TO SPECIAL PURPOSE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED JUNE 30, 2018**

(1) **Summary of Significant Accounting Policies:**

The following is a summary of the more significant accounting policies and practices of Crossroad Academy Charter School ("the Organization") which affect significant elements of the accompanying financial statements:

- (a) **Purpose of Crossroad Academy Charter School**—Crossroad Academy Charter School was formed to provide a year round, alternative educational system to assist "at risk" students in preparing academically, socially, and culturally to be responsible participants in our society.
- (b) **Basis of Accounting**—The financial statements of the Organization have been prepared on the accrual basis of accounting, and accordingly, reflect all significant receivables, payables and other liabilities.
- (c) **Basis of Presentation**—The financial statements were prepared solely for the purpose of complying with Chapter 10.850, Rules of the Auditor General of the State of Florida, and are not intended to be a complete presentation of Community and Economic Development Organization of Gadsden County, Inc.. Financial statement presentation follows the recommendations of the Financial Accounting Codification, *Financial Statements of Not-for-Profit Organizations*. Accordingly, the Organization is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets.
- (d) **Property and Equipment**—Property and equipment acquired by the Organization is considered to be owned by the Organization. However, funding sources may maintain an equitable interest in the property purchased with grant monies as well as the right to determine the use of any proceeds from the sale of these assets. The Federal Government has a reversionary interest in those assets purchased with its funds which have cost of \$5,000 or more and an estimated useful life of at least one year. The State of Florida has a reversionary interest in those assets purchased with funds which have a cost of \$1,000 or more and an estimated useful life of at least one year.

Property and equipment with a value greater than \$1,000 and an estimated useful life of at least one year is recorded at cost when purchased. Depreciation is computed using the straight-line method over the estimated useful life of the assets, ranging from five to thirty nine years.

- (e) **Cash and Cash Equivalents**—For the purpose of reporting cash flows, cash and cash equivalents include cash on hand, amounts due from banks, and certificates of deposit with original maturities of less than ninety days.
- (f) **Use of Estimates**—The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

The accompanying notes to financial statements  
are an integral part of this statement.



**CROSSROAD ACADEMY CHARTER SCHOOL  
(A DIVISION OF COMMUNITY AND ECONOMIC DEVELOPMENT  
ORGANIZATION OF GADSDEN COUNTY, INC.)  
NOTES TO SPECIAL PURPOSE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED JUNE 30, 2018**

(1) **Summary of Significant Accounting Policies:** (Continued)

- (g) **Income Taxes**—The Organization is generally exempt from income taxes under Section 501 (c)(3) of the Internal Revenue Code. Therefore, no provision for income taxes has been made in the accompanying financial statements.
- (h) **Advertising**—The Organization expenses advertising as incurred.
- (i) **Receivables**—Receivables are stated at the amount management expects to collect from balances outstanding at year-end. Based on management’s assessment of the credit history with those having outstanding balances and current relationships with them, it has concluded that realization losses on balances outstanding at year-end will be immaterial.

(2) **Concentrations of Credit Risk:**

- (a) **Demand Deposits with Bank**—The Organization maintains cash deposits with banks. The Organization has no policy requiring collateral to support its cash deposits, although accounts at each bank are insured by the Federal Deposit Insurance Corporation.
- (b) **Receivables**—The Organization’s receivables are for amounts due under contracts with the State of Florida and Federal and local government agencies. The Organization has no policy requiring collateral or other security to support its receivables.

(3) **Significant Funding Source:**

The Organization receives a substantial amount of its funding from the Gadsden County School Board. A significant reduction in the level of this funding, if this were to occur, could have an adverse effect on the Organization’s programs and activities.

(4) **Property and Equipment:**

Property and equipment consists of the following at June 30, 2018:

Land	\$ 391,655
Buildings and improvements	4,149,714
Computer equipment	476,753
Furniture and equipment	85,666
Vehicles	55,497
	5,159,285
Less: accumulated depreciation	1,271,529
	\$ 3,887,756

Depreciation expense for the year ended June 30, 2018 was \$128,213.

The accompanying notes to financial statements  
are an integral part of this statement.

**CROSSROAD ACADEMY CHARTER SCHOOL  
(A DIVISION OF COMMUNITY AND ECONOMIC DEVELOPMENT  
ORGANIZATION OF GADSDEN COUNTY, INC.)  
NOTES TO SPECIAL PURPOSE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED JUNE 30, 2018**

**(5) Long-term Debt:**

Long-term debt consisted of the following at June 30, 2018:

4.25% note payable to USDA Rural Development, payable in \$ 1,764,293  
annual payments of \$147,870 including interest, due on  
December 4, 2034, collateralized by real property.

	1,764,293
Less: Current portion of long-term debt	72,888
Long-term debt, less current portion	\$ 1,691,405

At June 30, 2018, note payable maturities were as follows:

Year	
2019	\$ 72,888
2020	75,985
2021	79,215
2022	82,581
2023	86,091
Thereafter	1,367,533
Total	\$ 1,764,293

Under the Loan Agreement with Rural Development, the Organization is required to make monthly deposits of \$1,233 into a reserve account until the balance reaches \$147,870.

**(6) Profit Sharing Plan:**

The Organization offers a defined contribution pension plan set up under IRC401(a). The maximum contribution is 25% of eligible compensation. For the year ended June 30, 2018, the amount of retirement expense was \$150,000.

**(7) Risk Management:**

The Organization is exposed to various risks of loss related to torts; theft of, damage to and destruction of assets; errors and omissions; and natural disasters for which the Organization carries commercial insurance.

The accompanying notes to financial statements  
are an integral part of this statement.



**CROSSROAD ACADEMY CHARTER SCHOOL  
(A DIVISION OF COMMUNITY AND ECONOMIC DEVELOPMENT  
ORGANIZATION OF GADSDEN COUNTY, INC.)  
NOTES TO SPECIAL PURPOSE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED JUNE 30, 2018**

(8) **Subsequent Event:**

The Organization has evaluated events and transactions for potential recognition or disclosure in the financial statements through August 20, 2018, the date which the financial statements were available to be issued. No subsequent events have been recognized or disclosed.

The accompanying notes to financial statements  
are an integral part of this statement.

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**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

To the Board of Directors,  
Crossroad Academy Charter School

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Crossroad Academy Charter School, which comprise the statement of financial position as of June 30, 2018, and the related statements of activities, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated August 20, 2018.

**Internal Control Over Financial Reporting**

In planning and performing our audit, we considered Crossroad Academy Charter School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the effectiveness of Crossroad Academy Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of Crossroad Academy Charter School's internal control.

*A deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the Organization's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant and therefore, material weaknesses or significant deficiencies may exist that were not identified. Given these limitations, during the audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

### **Compliance and Other Matters**

As part of obtaining reasonable assurance about whether Crossroad Academy Charter School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

### **Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

*Brooks, Hanson & Cayer*

Tallahassee, Florida  
August 20, 2018



**INDEPENDENT AUDITORS' MANAGEMENT LETTER REQUIRED BY CHAPTER 10.850,  
RULES OF THE AUDITOR GENERAL**

To the Board of Directors,  
Crossroad Academy Charter School:

**Report on the Financial Statements**

We have audited the special purpose financial statements of Crossroad Academy Charter School (a division of Community and Economic Development Organization of Gadsden County, Inc.) as of and for the year ended June 30, 2018, and have issued our report thereon dated August 20, 2018.

**Auditor Responsibility**

We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and Chapter 10.850, Rules of the Auditor General.

**Other Reports and Schedules**

We have issued our Independent Auditors' Report on Internal Control over Financial Reporting and Compliance and Other Matters Based on an Audit of the Financial Statements Performed in Accordance with *Government Auditing Standards*. Disclosures in that report, which is dated August 20, 2018, should be considered in conjunction with this management letter.

**Prior Audit Findings**

Section 10.854 (1)(e)1., Rules of the Auditor General, requires that we determine as to whether or not corrective actions have been taken to address significant findings and recommendations made in the preceding annual financial audit report. There were no findings identified in the preceding annual financial audit report.

**Official Title**

Section 10.854 (1)(e)5., Rules of the Auditor General, requires the name or official title of the charter school. Crossroad Academy Charter School (a division of Community and Economic Development Organization of Gadsden County, Inc.) was formed August 6, 1998 by the Community and Economic Development Organization of Gadsden County, Inc.

### **Financial Condition**

Section 10.854 (1)(e)2. And 10.855(11), Rules of the Auditor General, require that we apply appropriate procedures to determine whether or not the Charter School has met one or more of the conditions described in Section 218.503(1), Florida Statutes, and identification of the specific conditions(s) met. In connection with our audit, we determined that the Crossroad Academy Charter School (a division of Community and Economic Development Organization of Gadsden County, Inc.) did not meet any of the conditions described in Section 218.503(1), Florida Statutes.

Pursuant to Sections 10.854 (1)(e)6a and 10.855(12), Rules of the Auditor General, require that we apply financial condition assessment procedures for the Charter School. It is management's responsibility to monitor the Crossroad Academy Charter School's financial condition, and our financial condition assessment was based in part on representations made by management and the review of the financial information provided by same. The financial condition assessment was done as of June 30, 2017, and there were no deteriorating financial conditions required to be disclosed by the Rules of the Auditor General (Section 10.855(12)).

Section 10.854 (1)(e)3., Rules of the Auditor General, requires that we address in the management letter any recommendations to improve financial management. In connection with our audit, we did not have any such recommendations.

### **Transparency**

Sections 10.854(1)(e)7. and 10.855(13), Rules of the Auditor General, require that we apply appropriate procedures to determine whether the Crossroad Academy Charter School (a division of Community and Economic Development Organization of Gadsden County, Inc.) maintains on its Web site the information specified in Section 1002.33(9)(p), Florida Statutes. In connection with our audit, we determined that the Crossroad Academy Charter School (a division of Community and Economic Development Organization of Gadsden County, Inc.) has not maintained on its Web site the information specified in Section 1002.33(9)(p), Florida Statutes.

### **Additional Matters**

Section 10.854 (1)(e)4., Rules of the Auditor General, requires that we address noncompliance with provisions of contracts or grant agreements, or abuse, that have occurred, or are likely to have occurred, that have an effect on the financial statements that is less than material but which warrants the attention of those charged with governance. In connection with our audit, we did not have any such findings.

### **Purpose of this Letter**

Our management letter is intended solely for the information and use of the Legislative Auditing Committee, members of the Florida Senate and the House of Representatives, the Florida Auditor General, Federal and other granting agencies, and applicable management and is not intended to be and should not be used by anyone other than these specified parties.

*Brooks, Hinson & Cayer*

Tallahassee, Florida  
August 20, 2018



## CROSSROAD ACADEMY CHARTER SCHOOL

## Balance Sheet

As of June 30, 2018

	Jun 30, 18	Jun 30, 17
<b>ASSETS</b>		
<b>Current Assets</b>		
<b>Checking/Savings</b>		
1100 · Cash & cash equivalents		
1112 · New Facility - CD CCBG	265,189.40	264,798.31
1114 · Premier - Revenue Op Acct		
1115 · Student Activities Bank Account		
1106 · PK Academy - Restricted	1,503.60	1,503.60
1111 · Social Awareness Club	2,227.51	2,227.51
11171 · Class of 2021	1,233.36	47.24
11172 · Class of 2020	2,234.21	0.00
11173 · Class of 2019	-94.81	0.00
11174 · Class of 2018	-727.22	0.00
1119 · FBLA - Restricted		
1119-1 · Beta Club	-1,064.01	-349.24
1119-2 · National Honor Society	-712.20	-271.50
1119-3 · Royal Court	8,438.34	3,897.52
1119 · FBLA - Restricted - Other	5,316.79	5,239.79
<b>Total 1119 · FBLA - Restricted</b>	<b>11,978.92</b>	<b>8,516.57</b>
1120 · Classic Modeling - Restricted	3,366.03	3,366.03
1121 · Athletics Department		
1121-1 · Basketball Teams	-12,323.99	-11,200.11
1121-2 · Cheerleaders - Restricted	-519.65	2,241.11
1121-3 · Track Teams	-7,145.66	-6,267.45
1121-4 · Soccer Team	1,865.81	732.17
1121-5 · Volleyball	343.45	0.00
1121-6 · Flag Football	-967.29	0.00
1121 · Athletics Department - Other	11,913.75	8,898.38
<b>Total 1121 · Athletics Department</b>	<b>-6,833.58</b>	<b>-5,595.90</b>
1124 · Journalism/Yearbook	-419.27	-419.27
1127 · K-2 Spirit Pep Squad	18.46	18.46
1128 · Scorpion Danceline	572.22	572.22
<b>Total 1115 · Student Activities Bank Account</b>	<b>15,059.43</b>	<b>10,236.46</b>
1118 · Parent Teacher Org - Restricted	15,229.06	15,305.00
1122 · Hospitality - Restricted	-582.66	-582.66
1123 · Inez M. Holt Library-Restricted	1,250.00	1,250.00
1114 · Premier - Revenue Op Acct - Other	3,539,961.11	3,313,746.46
<b>Total 1114 · Premier - Revenue Op Acct</b>	<b>3,570,916.94</b>	<b>3,339,955.26</b>

## CROSSROAD ACADEMY CHARTER SCHOOL

## Balance Sheet

As of June 30, 2018

	Jun 30, 18	Jun 30, 17
<b>1125 · Premier Bank-Debt Service Acct</b>		
1125-1 · Capital Outlay Restricted	171,079.21	162,247.21
1125 · Premier Bank-Debt Service Acct - Other	-37,658.00	-53,586.00
<b>Total 1125 · Premier Bank-Debt Service Acct</b>	133,421.21	108,661.21
<b>1126 · Premier Bank - Reserve Account</b>	148,496.69	148,348.27
<b>Total 1100 · Cash &amp; cash equivalents</b>	4,118,024.24	3,861,763.05
<b>Total Checking/Savings</b>	4,118,024.24	3,861,763.05
<b>Other Current Assets</b>		
<b>1130 · Accounts receivable - net</b>		
1131 · FEFP Receivable	0.00	5,433.00
1133 · E-Rate Receivable	0.00	19,792.13
1220 · GCSB Receivable-Cap Outlay	0.00	13,245.00
1221 · Title 1 Funds Receivable	121,444.71	0.00
<b>Total 1130 · Accounts receivable - net</b>	121,444.71	38,470.13
<b>1140 · Due from other funds</b>		
1142 · Due from CEDO	0.00	341.66
1144 · Due from Omega Villas	0.00	8,062.05
1145 · Due from VV	0.00	3,617.62
1146 · Due from TOA	0.00	6,609.56
<b>Total 1140 · Due from other funds</b>	0.00	18,630.89
<b>1230 · Prepaid expenses</b>	29,509.87	19,345.33
<b>Total Other Current Assets</b>	150,954.58	76,446.35
<b>Total Current Assets</b>	4,268,978.82	3,938,209.40
<b>Fixed Assets</b>		
<b>1300 · Property, plant, and equip- net</b>		
1310 · Land	391,654.62	391,654.62
1330 · School and Improvements	3,835,731.58	3,835,731.58
1339 · Accumulated Depreciation	-1,271,529.10	-1,143,315.95
1340 · Computers & Equipments	409,474.63	409,474.63
1341 · Furniture and Equipment	71,882.10	71,882.10
1350 · Automobile/van	12,837.00	12,837.00
1360 · CIP - New School	139,265.00	139,265.00



## CROSSROAD ACADEMY CHARTER SCHOOL

09/07/18

## Balance Sheet

Accrual Basis

As of June 30, 2018

	Jun 30, 18	Jun 30, 17
1381 · Audio-visual Materials	34,326.47	34,326.47
Total 1300 · Property, plant, and equip- net	3,623,642.30	3,751,855.45
Total Fixed Assets	3,623,642.30	3,751,855.45
<b>TOTAL ASSETS</b>	<b>7,892,621.12</b>	<b>7,690,064.85</b>
<b>LIABILITIES &amp; EQUITY</b>		
<b>Liabilities</b>		
<b>Current Liabilities</b>		
<b>Other Current Liabilities</b>		
2120 · Accounts Payables		
2239 · Other Payable	24,913.85	28,661.89
Total 2120 · Accounts Payables	24,913.85	28,661.89
2160 · Due to other funds		
2163 · K-2 Spirit Pep Squad	18.46	18.46
2164 · Scorpion Danceline	572.22	572.22
2200 · PK Academy	1,503.60	1,503.60
2201 · Parent Teacher Organization-Res	15,229.06	15,305.00
22021 · Class of 2021	1,233.36	47.24
22022 · Class of 2020	2,234.21	0.00
22023 · Class of 2019	-94.81	0.00
22024 · Class of 2018	-727.22	0.00
2203 · Future Business Leader America		
2203-1 · Beta Club	-970.79	-256.02
2203-2 · National Honor Society	-1,172.00	-731.30
2203-3 · Royal Court	8,438.34	3,897.52
2203 · Future Business Leader America - Ot...	5,683.37	5,606.37
Total 2203 · Future Business Leader America	11,978.92	8,516.57
2204 · Social Awareness Club	2,227.51	2,227.51
2205 · Classic Modeling Company	3,366.03	3,366.03
2206 · Athletic Department		
2206-1 · Basketball Teams	-12,323.99	-11,200.11
2206-2 · CACS Cheerleaders	-519.65	2,241.11
2206-3 · Track Teams	-7,145.66	-6,267.45
2206-4 · Soccer Team	1,865.81	732.17
2206-5 · Volleyball	343.45	0.00
2206-6 · Flag Football	-967.29	0.00
2206 · Athletic Department - Other	11,913.75	8,898.38
Total 2206 · Athletic Department	-6,833.58	-5,595.90

## CROSSROAD ACADEMY CHARTER SCHOOL

## Balance Sheet

As of June 30, 2018

	Jun 30, 18	Jun 30, 17
2207 · Hospitality - Restricted	-582.66	-582.66
2208 · Inez M. Holt Library/Media Cent	1,250.00	1,250.00
2209 · Journalism/Yearbook	-419.27	-419.27
<b>Total 2160 · Due to other funds</b>	<b>30,955.83</b>	<b>26,208.80</b>
<b>2170 · Salaries, benefits, p/r payable</b>		
2112 · Accrued Profit Sharing	150,000.00	100,000.00
2113 · Payroll Liabilities	3,884.21	7,840.88
2114 · Accrued Payroll	127,524.39	163,055.16
2115 · Unemployment Payable	512.38	1,035.08
2118 · Accrued Payroll Taxes	9,755.62	12,473.72
<b>Total 2170 · Salaries, benefits, p/r payable</b>	<b>291,676.60</b>	<b>284,404.84</b>
<b>2175 · Accrued expenses</b>		
2210 · Accrued Interest	42,729.72	44,423.03
<b>Total 2175 · Accrued expenses</b>	<b>42,729.72</b>	<b>44,423.03</b>
<b>2250 · Current Notes Payable</b>	<b>72,887.53</b>	<b>69,916.10</b>
<b>Total Other Current Liabilities</b>	<b>463,163.53</b>	<b>453,614.66</b>
<b>Total Current Liabilities</b>	<b>463,163.53</b>	<b>453,614.66</b>
<b>Long Term Liabilities</b>		
2300 · Notes payable - long term		
2310 · RD Loan	1,691,405.84	1,764,293.38
<b>Total 2300 · Notes payable - long term</b>	<b>1,691,405.84</b>	<b>1,764,293.38</b>
<b>Total Long Term Liabilities</b>	<b>1,691,405.84</b>	<b>1,764,293.38</b>
<b>Total Liabilities</b>	<b>2,154,569.37</b>	<b>2,217,908.04</b>
<b>Equity</b>		
2760 · Net Assets Unrestricted	5,472,096.38	4,814,548.11
Net Income	265,955.37	657,608.70
<b>Total Equity</b>	<b>5,738,051.75</b>	<b>5,472,156.81</b>
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<b>7,892,621.12</b>	<b>7,690,064.85</b>

**CROSSROAD ACADEMY CHARTER SCHOOL**  
**Profit & Loss**  
 July 2017 through June 2018

	Jul '17 - Jun 18	Jul '16 - Jun 17
<b>Ordinary Income/Expense</b>		
<b>Income</b>		
<b>3200 · Federal Indirect Grant</b>		
3216 · E-Rate Reimbursement	0.00	68,551.30
3240 · Elem & Secondary /Title 1	121,444.71	128,732.18
<b>Total 3200 · Federal Indirect Grant</b>	121,444.71	197,283.48
<b>3310 · FEFP Program</b>	3,121,655.00	2,855,330.00
<b>3334 · State Teacher Lead Program</b>	25,117.30	41,173.20
<b>3361 · School Recognition Funds</b>	45,431.00	0.00
<b>3397 · Capital Outlay</b>	139,205.00	159,729.00
<b>3399 · Other Misc. State Revenue</b>	234.90	0.00
<b>3430 · Interest Income</b>	4,282.25	3,239.14
<b>3450 · Food Service Income</b>	120.00	0.00
<b>3472 · Pre-Kindergarten</b>		
3472-0 · P-K Early Intenvention Fees	89,624.03	102,356.97
3472-1 · P-K Parent Fees	56,515.00	48,453.00
3472-2 · PK Supplemental Materials Fee	8,499.33	2,773.09
3472-3 · P-K Student Activity/Field Trip	12,433.27	174.82
3472 · Pre-Kindergarten - Other	2,171.71	0.00
<b>Total 3472 · Pre-Kindergarten</b>	169,243.34	153,757.88
<b>34721 · Pre-K 3 Year Olds</b>		
34721-0 · Early Learning Invention Fees	23,878.35	0.00
34721 · Pre-K 3 Year Olds - Other	10,905.00	31,104.50
<b>Total 34721 · Pre-K 3 Year Olds</b>	34,783.35	31,104.50
<b>3490 · Other local revenue</b>		
3400 · Other Income/Employees	0.00	400.00
3440 · Other Income/donations	966.00	733.00
3482 · Uniform Income	5,379.11	-55.98
<b>3495 · Miscellaneous Sources</b>		
3495-0 · Supplemental Resources	90.00	990.00
3495-1 · PTO Membership Fees	1,290.00	1,230.00
3495-3 · Student Activity Fund	-13,525.51	-14,171.04
3495-4 · Student Books/Planners	333.48	-1,127.79
3495-5 · Misc. Local/Extended Day Revenu	3,679.00	2,353.00
3495-6 · K-2 Field Trips	5,441.12	1,301.35
3495-7 · 3-5 Field Trips	770.05	306.75
3495-8 · 6-8 Field Trips	962.81	-923.51
3495-9 · 9-12 Field Trips	30.00	471.49
3495 · Miscellaneous Sources - Other	4,188.87	5,165.56
<b>Total 3495 · Miscellaneous Sources</b>	3,259.82	-4,404.19



## CROSSROAD ACADEMY CHARTER SCHOOL

09/07/18

## Profit &amp; Loss

Accrual Basis

July 2017 through June 2018

	Jul '17 - Jun 18	Jul '16 - Jun 17
3490 · Other local revenue - Other	1,011.12	1.88
<b>Total 3490 · Other local revenue</b>	<b>10,616.05</b>	<b>-3,325.29</b>
<b>Total Income</b>	<b>3,672,132.90</b>	<b>3,438,291.91</b>
<b>Gross Profit</b>	<b>3,672,132.90</b>	<b>3,438,291.91</b>
<b>Expense</b>		
5000 · Instruction		
5100-10 · Leave without Pay		
5100-160 Student Assistance	1,125.00	0.00
<b>Total 5100-10 · Leave without Pay</b>	<b>1,125.00</b>	<b>0.00</b>
5100-12 · Basic Fte/Clstrm Teachr	930,201.88	982,772.41
5100-13 · Classroom Paraprofessi	34,923.58	55,521.30
5100-14 · Substitute Teachers	141,768.12	25,491.75
5100-15 · Basic Fte/Clstrm Aide	25,098.21	71,221.75
5100-21 · Dental Insurance	1,654.86	0.00
5100-23 · EE' Group Insurance	179,384.62	132,817.07
5100-24 · Worker's Compensation	2,864.21	3,443.69
5100-25 · Unemployment Comp	4,979.55	9,493.72
5100-29 · Other Emp Benefits		
290-01 · Stipends	31,875.00	35,182.00
5100-29 · Other Emp Benefits - Other	2,855.50	9,053.50
<b>Total 5100-29 · Other Emp Benefits</b>	<b>34,730.50</b>	<b>44,235.50</b>
5100-31 · Prof Consultants	67,440.00	72,525.20
5100-51 · Basic Fte/Supplies	23,693.08	14,349.93
5100-52 · Basic Fte/Textbooks	75,185.11	27,719.58
5100-53 · Basic Fte/Publications	0.00	7.12
5100-59 · Misc. Student Activity	112.50	217.40
5100-64 · Classroom Furnitur Fixt & Equip		
5100-641 Capitalized F F & E	2,299.99	-14,271.16
5100-642 NonCapitalized F F & E	3,521.70	12,729.02
<b>Total 5100-64 · Classroom Furnitur Fixt &amp; Eq...</b>	<b>5,821.69</b>	<b>-1,542.14</b>
5500-00 · PK Expenses		
5500-15 · PK Classroom Personnel	85,519.75	93,236.13
5500-16 · PK Food Service Worker	0.00	110.00
5500-35 · PK Maintenance	3,270.75	4,375.45
5500-37 · Internet Services	1,841.78	1,558.97
5500-43 · Utilities	6,392.43	5,980.58
5500-51 · PK Supplies	3,354.68	2,403.01
5500-52 · Curriculum Materials/Textbooks	1,926.25	7,537.85
5500-59 · Other PK Admin Expense	28,201.35	1,564.16
5500-00 · PK Expenses - Other	225.20	1,865.25
<b>Total 5500-00 · PK Expenses</b>	<b>130,732.19</b>	<b>118,631.40</b>

**CROSSROAD ACADEMY CHARTER SCHOOL**  
**Profit & Loss**  
 July 2017 through June 2018

	Jul '17 - Jun 18	Jul '16 - Jun 17
<b>5900 · Extended Day/ Afterschool progr</b>		
5900-30 · After School Personnel Services	321.98	31.50
5900 · Extended Day/ Afterschool progr - O...	2,307.67	261.00
<b>Total 5900 · Extended Day/ Afterschool progr</b>	2,629.65	292.50
<b>Total 5000 · Instruction</b>	1,662,344.75	1,557,198.18
<b>6000 · Instructional Support Services</b>		
6100-13 · Staff Support Personnel	50,415.59	1,000.00
6190-31 · Testing Materials	55,012.36	25,794.85
6200-31 · Instructional Media	1,947.00	220.00
6200-35 · Copier Service Costs	4,416.71	4,917.57
6200-39 · Printing cost	917.36	374.72
6200-62 · Capital Outlay AV		
6200-622 Noncapitalized AV	4,465.00	0.00
<b>Total 6200-62 · Capital Outlay AV</b>	4,465.00	0.00
6300-11 · Staff Support Personnel	13,344.00	0.00
6300-22 · FICA Contributions	0.00	0.00
6300-33 · Travel/Training	6,377.15	502.88
6300-51 · Supplies/Curriculum	3,921.20	14,985.00
6300-62 · Capital Outlay-Audio Visual		
6300-621 Capitalized AV	0.00	17,200.96
6300-622 Noncapitalized AV	6,738.18	7,050.36
6300-62 · Capital Outlay-Audio Visual - Other	32,952.32	-25,728.96
<b>Total 6300-62 · Capital Outlay-Audio Visual</b>	39,690.50	-1,477.64
6400-17 · Training - board	0.00	440.00
6400-29 · Training - Teachers	1,781.44	405.74
6400-33 · Training/Travel	0.00	2,352.00
6400-65 · Transportation/Travel	828.63	0.00
6500-64 · Capital Outlay - Instruct Tech		
6500-642 Noncapital Computers	37,703.21	25,714.12
6500-64 · Capital Outlay - Instruct Tech - O...	0.00	7,275.00
<b>Total 6500-64 · Capital Outlay - Instruct Tech</b>	37,703.21	32,989.12
6000 · Instructional Support Services - Other	0.00	8,528.00
<b>Total 6000 · Instructional Support Services</b>	220,820.15	91,032.24
<b>7100 · Board</b>		
7100-11 · Other Admin. Expenses	1,624.67	4,660.59
7100-17 · Legal Services	3,325.00	3,325.00
7100-21 · Retirement Benefits	150,000.00	100,000.00
7100-31 · Professional Services	8,250.00	8,000.00
7100-59 · Other Material and Supplies	207.53	0.00
<b>Total 7100 · Board</b>	163,407.20	115,985.59



## CROSSROAD ACADEMY CHARTER SCHOOL

## Profit &amp; Loss

July 2017 through June 2018

	Jul '17 - Jun 18	Jul '16 - Jun 17
<b>7200 · General Administration</b>		
7200-11 · Administration	28,129.14	23,754.00
7200-33 · Travel	18,308.18	2,838.98
7200-52 · Legal Publications	105.00	0.00
<b>Total 7200 · General Administration</b>	<b>46,542.32</b>	<b>26,592.98</b>
<b>7300 · School Administration</b>		
7300-11 · Salary-School Principal	79,089.84	73,999.92
7300-13 · Salary-Assistant Principal	102,999.86	59,421.07
<b>7300-16 · Administrative Support</b>		
7300-1 · Salary - Receptionist	27,342.50	24,713.48
7300-2 · Office Manager	36,461.75	37,531.17
7300-4 · Instructional Support Personnel	85,874.93	108,231.24
7300-16 · Administrative Support - Other	200.00	0.00
<b>Total 7300-16 · Administrative Support</b>	<b>149,879.18</b>	<b>170,475.89</b>
7300-22 · FICA Contributions(Co)	136,108.15	126,492.03
7300-31 · Online Subscription Fee	9,346.85	12,316.81
7300-37 · Postage	768.14	273.53
7300-51 · Supplies	24,946.10	22,799.19
7300-52 · Publications	177.00	0.00
7300-59 · Other Admin Material	8,338.26	6,717.53
7300-62 · Non-Capitalized Material	4,010.90	4,000.00
7300-73 · Membership Fees	5,509.20	6,004.40
7300 · School Administration - Other	16,100.19	456.56
<b>Total 7300 · School Administration</b>	<b>537,273.67</b>	<b>482,956.93</b>
<b>7400 · Facilities and Acquisition</b>		
7400-51 · Maintenance Supplies	0.00	405.80
7400-67 · New School Expenses	1,900.00	58,364.25
<b>Total 7400 · Facilities and Acquisition</b>	<b>1,900.00</b>	<b>58,770.05</b>
<b>7500 · Fiscal Services</b>		
7500-31 · Bookkeeping Services	0.00	30.00
7500-73 · Bank Charges/Operating Fees	0.00	411.40
<b>Total 7500 · Fiscal Services</b>	<b>0.00</b>	<b>441.40</b>
<b>7600 · Food Services</b>		
7600-15 · Cafeteria Manager	25,785.72	24,937.50
7600-16 · Personnel	39,046.73	50,150.56
7600-30 · Contracted Services	0.00	0.00
7600-35 · Repairs and Maintenance	1,942.23	202.50
7600-51 · Supplies	673.98	-535.00
<b>7600-64 · Equipment</b>		
700-642 Noncapitalized FFE	430.67	9,011.14
7600-64 · Equipment - Other	11,484.58	0.00
<b>Total 7600-64 · Equipment</b>	<b>11,915.25</b>	<b>9,011.14</b>

## CROSSROAD ACADEMY CHARTER SCHOOL

## Profit &amp; Loss

July 2017 through June 2018

	Jul '17 - Jun 18	Jul '16 - Jun 17
<b>7600-65 · Vehicle</b>		
7600-652 Vehicle Non-Capitalize	3,655.75	0.00
7600-65 · Vehicle - Other	42,659.65	3,763.34
<b>Total 7600-65 · Vehicle</b>	46,315.40	3,763.34
<b>7600-72 · Interest Expense</b>	4.40	0.00
<b>7600-73 · Dues and Fees</b>	625.00	300.00
<b>Total 7600 · Food Services</b>	126,308.71	87,830.04
<b>7700 · Central Services</b>		
7790-230 Athletic Insurance	3,694.60	3,143.90
7790-52 · Textbooks	3,707.24	0.00
7790-59 · Other Materials/Sup	4,350.00	3,200.00
<b>Total 7700 · Central Services</b>	11,751.84	6,343.90
<b>7800 · Student Transportation Services</b>		
7800-32 · Automobile Insurance	228.00	1,847.00
7800-65 · Transportation	3,185.00	590.00
<b>Total 7800 · Student Transportation Services</b>	3,413.00	2,437.00
<b>7900 · Operation of Plant</b>		
7900-16 · Janitorial/Custodial	63,283.74	46,854.16
7900-32 · Property Insurance	20,601.27	19,677.09
7900-35 · Maintenance	14,465.65	5,940.15
7900-36 · Rental Equipment	294.00	588.00
7900-37 · Telephone/internet service	41,351.86	40,245.63
7900-39 · Other Facilities Svcs	8,163.50	14,343.55
7900-40 · Gargbage Collections	5,108.88	4,771.56
7900-43 · Elect/Energy Service	44,074.98	33,942.32
7900-51 · Janitorial/Maintenance Supplies	17,611.04	1,071.33
7900-68 · Remodeling & Renovations	172,817.28	-58,364.25
<b>Total 7900 · Operation of Plant</b>	387,772.20	109,069.54
<b>8100 · Maintenance of Plant</b>		
8100-35 · Repairs & Maintenance	35,381.57	36,656.08
8100-64 · Noncap Furn/Equip	4,788.39	0.00
<b>Total 8100 · Maintenance of Plant</b>	40,169.96	36,656.08
<b>Total Expense</b>	3,201,703.80	2,575,313.93
<b>Net Ordinary Income</b>	470,429.10	862,977.98
<b>Other Income/Expense</b>		
<b>Other Expense</b>		
8100-78 · Depreciation Exp	128,213.15	126,189.36



10:48 AM

09/07/18

Accrual Basis

**CROSSROAD ACADEMY CHARTER SCHOOL**

**Profit & Loss**

July 2017 through June 2018

	<u>Jul '17 - Jun 18</u>	<u>Jul '16 - Jun 17</u>
<b>9200 · Debt Service</b>		
<b>9200-71 · Debt Redemption of Principle</b>	0.00	0.00
<b>9200-72 · Interest</b>	76,260.58	79,179.92
<b>Total 9200 · Debt Service</b>	<u>76,260.58</u>	<u>79,179.92</u>
<b>Total Other Expense</b>	<u>204,473.73</u>	<u>205,369.28</u>
<b>Net Other Income</b>	<u>-204,473.73</u>	<u>-205,369.28</u>
<b>Net Income</b>	<u><b>265,955.37</b></u>	<u><b>657,608.70</b></u>

**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 8a

**DATE OF SCHOOL BOARD MEETING:** September 25, 2018

**TITLE OF AGENDA ITEMS:** Board Approval for Copier Leases from Xerox

**DIVISION:** Finance Department

**PURPOSE AND SUMMARY OF ITEMS:** Board approval is requested for Purchase Orders to Xerox for leases of copy machines with prices based on the State of Florida Contract # 600-000-011-1.

**FUND SOURCE:** General Fund

**AMOUNT:** \$20,931.32

**PREPARED BY:** Bonnie Wood

**POSITION:** Finance Director

PO DATE
08/27/2018



PURCHASE ORDER NUMBER
1101900036

VENDOR KEY : XEROX CA001  
 FISCAL YEAR : 2018-2019  
 ENTERED BY : ALDAYSHI000  
 ORIGINAL REQ # : 0000003021

PRINTED 08/28/2018

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

**VENDOR:**  
 XEROX CAP SVCS, LLC  
 PO BOX 660502  
 DALLAS, TX 75266

**SHIP TO:**  
 GADSDEN COUNTY SCHOOLS  
 35 MARTIN L KING JR BLVD  
 QUINCY, FL 32351

ATTN: SHIRLEY ALDAY

GEMS Teachers

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
12	MONTHLY COPIES	SOFC 600-000-11-1 CONTRACT QXI00000X-000 LEASE S# A2M-738953 BASE CHARGE MONTHLY 07/01/2018-06/30/2019 B/W COPIES ALLOWANCE [N/C FOR COPIES]	246.79000	2,961.48
ACCOUNT SUMMARY (FOR INTERNAL USE)				
		ACCOUNT NUMBER	ACCOUNT AMOUNT	
		1100E5100 3600 0101 11043 10000 00000	2,961.48	
			<b>PAGE TOTAL</b>	2,961.48
			<b>TOTAL</b>	2,961.48

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

PURCHASE APPROVED BY:

*Ray P. Milton*  
 \_\_\_\_\_  
 Superintendent of Schools

PO DATE
08/27/2018



PURCHASE ORDER NUMBER
1101900037

PRINTED 08/28/2018

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

VENDOR KEY : XEROX CA001  
 FISCAL YEAR : 2018-2019  
 ENTERED BY : ALDAYSHI000  
 ORIGINAL REQ # : 0000003019

**VENDOR:**  
 XEROX CAP SVCS, LLC  
 PO BOX 660502  
 DALLAS, TX 75266

**SHIP TO:**  
 GADSDEN COUNTY SCHOOLS  
 35 MARTIN L KING JR BLVD  
 QUINCY, FL 32351

ATTN: SHIRLEY ALDAY  
 GEMS Principal

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
12	MONTH	SOFC 600-000-11-1 CONTRACT QXI00000X-000		
24000	COPIES	LEASE S#KXX-025947 BASE CHARGE MONTHLY 07/01/2018-06/30/2018	130.04000	1,560.48
24000	COPIES	B/W COPIES ALLOWANCE 24,000 @ 0.0059CPC = 141.60	0.00590	141.60
		COLOR COPIES [ALLOWANCE: EACH/MONTH] 24,000 X 0.52= \$1248.00	0.05200	1,248.00
		ALL COPIES ALLOWANCE = 141.60 = 1248.00 = \$1389.60		
<b>ACCOUNT SUMMARY (FOR INTERNAL USE)</b>				
		ACCOUNT NUMBER	ACCOUNT AMOUNT	
		1100E5100 3600 0101 11043 10000 00000	2,950.08	
			<b>PAGE TOTAL</b>	2,950.08
			<b>TOTAL</b>	2,950.08

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

PURCHASE APPROVED BY:

*Ray P. Milton*  
 Superintendent of Schools

PO DATE
08/27/2018



PURCHASE ORDER NUMBER
1101900038

PRINTED 08/28/2018

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

VENDOR KEY : XEROX CA001  
 FISCAL YEAR : 2018-2019  
 ENTERED BY : ALDAYSHI000  
 ORIGINAL REQ # : 0000003014

**VENDOR:**  
 XEROX CAP SVCS, LLC  
 PO BOX 660502  
 DALLAS, TX 75266

**SHIP TO:**  
 GADSDEN COUNTY SCHOOLS  
 35 MARTIN L KING JR BLVD  
 QUINCY, FL 32351

ATTN: SHIRLEY ALDAY  
 Training Center

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
12	MONTHLY	SOFC 600-000-11-1 CONTRACT QXI00000X-000 <b>Mx4-490233</b>		
120000	COPIES	LEASE BASE CHARGE MONTHLY 07/01/2018-06/30/2019	302.49000	3,629.88
		B/W COPIES [ALLOWANCE : 10,000/MONTH] 120,000 EXCESS @ 0.0051CPC = 612.00	0.00510	612.00
30000	COPIES	COLOR COPIES [ALLOWANCE: EACH/MONTH] 30,000 X 0.52= \$1560.00 ALL COPIES ALLOWANCE = \$2172.00	0.05200	1,560.00
<b>ACCOUNT SUMMARY (FOR INTERNAL USE)</b>				
		<b>ACCOUNT NUMBER</b>	<b>ACCOUNT AMOUNT</b>	
		1100E6400 3600 9001 11043 10000 00000	5,801.88	
			<b>PAGE TOTAL</b>	5,801.88
			<b>TOTAL</b>	5,801.88

State Tax Exemption # - 85-8012621915C-2 | FEID # - 59-8000615  
 All items purchased under this order must be received and invoiced by 06/30/2019  
 Cancellations must be in writing. No backorders without buyer approval.

PURCHASE APPROVED BY:

*Roy P. Milton*  
 \_\_\_\_\_  
 Superintendent of Schools



<b>PO DATE</b>
<b>08/27/2018</b>



<b>PURCHASE ORDER NUMBER</b>
<b>1101900039</b>

PRINTED 08/28/2018

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

VENDOR KEY : XEROX CA001  
 FISCAL YEAR : 2018-2019  
 ENTERED BY : ALDAYSHI000  
 ORIGINAL REQ # : 0000003026

**VENDOR:**  
 XEROX CAP SVCS, LLC  
 PO BOX 660502  
 DALLAS, TX 75266

**SHIP TO:**  
 GADSDEN COUNTY SCHOOLS  
 35 MARTIN L KING JR BLVD  
 QUINCY, FL 32351

ATTN: SHIRLEY ALDAY

Receptionist -EOC 08/31/2018  
 replacement ordered

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
4	MONTHLY	SOFC 600-000-11-1 CONTRACT QXI00000X-000 END OF CONTRACT - SEE NEW CONTRACT PO FOR REPLACEMENT OF THIS UNIT.		
1000	COPIES	LEASE S#A2M-197683 BASE CHARGE MONTHLY B/W COPIES ALLOWANCE ESTIMATE: 250 CPC/MO X4 MONTHS @ 0.0252 CPC = 6.30 X 4 MOS	64.49000 0.02520	257.96 25.20
<b>ACCOUNT SUMMARY (FOR INTERNAL USE)</b>				
		<b>ACCOUNT NUMBER</b>	<b>ACCOUNT AMOUNT</b>	
		1100E7200 3600 9001 11043 10000 00000	283.16	
			<b>PAGE TOTAL</b>	283.16
			<b>TOTAL</b>	283.16

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

PURCHASE APPROVED BY:

Superintendent of Schools

PO DATE
08/27/2018



PURCHASE ORDER NUMBER
1101900041

PRINTED 08/28/2018

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

VENDOR KEY : XEROX CA001  
 FISCAL YEAR : 2018-2019  
 ENTERED BY : ALDAYSHI000  
 ORIGINAL REQ # : 0000003028

**VENDOR:**  
 XEROX CAP SVCS, LLC  
 PO BOX 660502  
 DALLAS, TX 75266

**SHIP TO:**  
 GADSDEN COUNTY SCHOOLS  
 35 MARTIN L KING JR BLVD  
 QUINCY, FL 32351

ATTN: SHIRLEY ALDAY  
 Maintenance Dept.

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
12	MONTHLY	SOFC 600-000-11-1 CONTRACT QXI00000X-000		
6000	COPIES	LEASE S#XKK-025935 BASE CHARGE MONTHLY 07/01/2018-06/30/2019	117.59000	1,411.08
		B/W COPIES [ALLOWANCE EST 500/MO X 12MOS = 6000 USAGE @ 0.0059CPC = 35.40	0.00590	35.40
12000	COPIES	COLOR COPIES [ALLOWANCE ESTM. 1000/MONTH] 12,000 X 0.52= \$624.00 ALL COPIES ALLOWANCE: 35.40 + 624.00 = \$659.40	0.05200	624.00
<b>ACCOUNT SUMMARY (FOR INTERNAL USE)</b>				
		<b>ACCOUNT NUMBER</b>	<b>ACCOUNT AMOUNT</b>	
		1100E8100 3600 9020 11099 90000 00000	2,070.48	
			<b>PAGE TOTAL</b>	2,070.48
			<b>TOTAL</b>	2,070.48

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

PURCHASE APPROVED BY:

*Roger P. Milton*  
 \_\_\_\_\_  
 Superintendent of Schools

PO DATE
08/27/2018



PURCHASE ORDER NUMBER
1101900042

VENDOR KEY : XEROX CA001  
 FISCAL YEAR : 2018-2019  
 ENTERED BY : ALDAYSHI000  
 ORIGINAL REQ # : 0000003030

PRINTED 08/28/2018

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

**VENDOR:**  
 XEROX CAP SVCS, LLC  
 PO BOX 660502  
 DALLAS, TX 75266

**SHIP TO:**  
 GADSDEN COUNTY SCHOOLS  
 35 MARTIN L KING JR BLVD  
 QUINCY, FL 32351

ATTN: SHIRLEY ALDAY

Carter Parramore Academy

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
12	MONTHLY	SOFC 600-000-11-1 CONTRACT QXI00000X-000		
12000	COPIES	LEASE S#EX9-665737 BASE CHARGE MONTHLY 07/01/2018-06/30/2019 B/W COPIES [ALLOWANCE 3000 @ N/C] EXCESS 1000 X12 @ .0048 = \$57.60	331.25000 0.00480	3,975.00 57.60
<b>ACCOUNT SUMMARY (FOR INTERNAL USE)</b>				
		<b>ACCOUNT NUMBER</b>	<b>ACCOUNT AMOUNT</b>	
		1100E5100 3600 0231 11043 10000 00000	4,032.60	
			<b>PAGE TOTAL</b>	4,032.60
			<b>TOTAL</b>	4,032.60

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

PURCHASE APPROVED BY:

*Roger P. Milton*  
 Superintendent of Schools



PO DATE
08/27/2018



PURCHASE ORDER NUMBER
1101900043

PRINTED 08/28/2018

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

VENDOR KEY : XEROX CA001  
 FISCAL YEAR : 2018-2019  
 ENTERED BY : ALDAYSHI000  
 ORIGINAL REQ # : 0000003025

**VENDOR:**  
 XEROX CAP SVCS, LLC  
 PO BOX 660502  
 DALLAS, TX 75266

**SHIP TO:**  
 GADSDEN COUNTY SCHOOLS  
 35 MARTIN L KING JR BLVD  
 QUINCY, FL 32351

ATTN: SHIRLEY ALDAY

Gadsden Central Academy

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
12	MONTHLY COPIES	SOFC 600-000-11-1 CONTRACT QXI00000X-000 LEASE S#A2M-739652 BASE CHARGE MONTHLY 07/01/18--06/30/19 B/W COPIES ALLOWANCE [N/C FOR COPIES]	209.85000	2,518.20
ACCOUNT SUMMARY (FOR INTERNAL USE)				
		ACCOUNT NUMBER	ACCOUNT AMOUNT	
		1100E5100 3600 9106 11043 10000 00000	2,518.20	
			<b>PAGE TOTAL</b>	2,518.20
			<b>TOTAL</b>	2,518.20

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

PURCHASE APPROVED BY:

*Roy P. Milton*  
 \_\_\_\_\_  
 Superintendent of Schools

mark@abcemss.com

PO DATE
08/27/2018



PURCHASE ORDER NUMBER
1101900040

PRINTED 08/28/2018

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

VENDOR KEY : XEROX CA001  
 FISCAL YEAR : 2018-2019  
 ENTERED BY : ALDAYSHI000  
 ORIGINAL REQ # : 0000003027

VENDOR:  
 XEROX CAP SVCS, LLC  
 PO BOX 660502  
 DALLAS, TX 75266

SHIP TO:  
 GADSDEN COUNTY SCHOOLS  
 35 MARTIN L KING JR BLVD  
 QUINCY, FL 32351

*Emailed order to  
 cell 850-849-3066  
 mark.sonsalla*

*FYI - xerox  
 do not duplicate*

ATTN: SHIRLEY ALDAY

Receptionist  
 New 9/2018-06/30/2019

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
8	MONTHLY	STATE/LOCAL GOVT NEGOTIATED CONTRACT: 072768600 FIXED RATE / 36 MOS. [END OF CONTRACT - TRADE IN AS OF PAYMENT 48] SEE NEW CONTRACT PO FOR REPLACEMENT --08/30/2018.		
		LEASE B405DN B/W S# _____ REPLACE S#A2M-197683	36.93000	295.44
2000	COPIES	BASE CHARGE MONTHLY \$36.93 1-8/36 MO LEASE B/W COPIES ALLOWANCE ESTIMATE: 250 CPC/MO X 8 MONTHS @ 0.0090 CPC = 18.00/8MOS	0.00900	18.00
ACCOUNT SUMMARY (FOR INTERNAL USE)				
		ACCOUNT NUMBER	ACCOUNT AMOUNT	
		1100E7200 3600 9001 11043 10000 00000		313.44

<b>PAGE TOTAL</b>	313.44
<b>TOTAL</b>	313.44

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

PURCHASE APPROVED BY:

*Roy P. Milton*  
 Superintendent of Schools



**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 8b

**DATE OF SCHOOL BOARD MEETING:** September 25, 2018

**TITLE OF AGENDA ITEMS:** Board Approval for Copier Leases from Konica Minolta

**DIVISION:** Finance Department

**PURPOSE AND SUMMARY OF ITEMS:** Board approval is requested for Purchase Orders to Konica Minolta for leases of copy machines with prices based on the State of Florida Contract # 600-000-011-1.

**FUND SOURCE:** General Fund

**AMOUNT:** \$122,120.44

**PREPARED BY:** Bonnie Wood

**POSITION:** Finance Director

PO DATE
08/15/2018



PURCHASE ORDER NUMBER
1101900023

PRINTED 08/16/2018

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

VENDOR KEY : KONICA M001  
 FISCAL YEAR : 2018-2019  
 ENTERED BY : ALDAYSHI000  
 ORIGINAL REQ # : 0000002885

**VENDOR:**  
 KONICA MINOLTA BUS SOL USA INC  
 500 DAY HILL ROAD  
 WINDSOR, CT 06095

**SHIP TO:**  
 GADSDEN COUNTY SCHOOLS  
 35 MARTIN L KING JR BLVD  
 QUINCY, FL 32351

ATTN: SHIRLEY ALDAY

GEORGE W MUNROE ELEM  
 07/01/2018 --06/30/2019SY

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
4	QRTRS	[1] LEASE BIZHUB C754E S#A2X0017007355 GEORGE MUNROE- PRINCIPAL'S OFFICE LEASE QUARTERLY 4 X \$728.88 = \$2915.52/4QRT 02/21/2017-02/20/2020	728.88000	2,915.52
4	QRTRS	[1] LEASE FS-534 STAPLER/FINISHER 4X35.76= 143.04 PK-520 PUNCH KIT 4 X 11.28 = 45.12 FK-511 FAX KIT 4 X 20.61 = \$82.44 270.60 \$67.65/QTR	67.65000	270.60
4	QRTRS	[1] MAINTENANCE CPC ALLOWANCE =QUARTLY EST. B/W 4X 2,000 @ \$.0045CPC \$9.00/QTR = \$36.00 CLR 4X 2,400 @ \$.0045CPC \$108.00/QTR = \$432.00	117.00000	468.00
4	QRTRS	[2] LEASE BIZHUB 808 S#A8KN011002373 GEORGE MUNROE- OFFICE LEASE QUARTERLY 4 X \$649.02 = \$2596.08/4QRT 02/21/2017-02/20/2020	649.02000	2,596.08
4	QRTRS	[2] LEASE PK-520 PUNCH KIT 4 X 11.28 = 45.12 FS-536 FINISHER 4 X 37.47 = \$149.88 \$48.75/QTR	48.75000	195.00
520000	EACH	[2] MAINTENANCE CPC ALLOWANCE = \$585/QUARTLY EST. B/W 4X 130,000 @ \$.0045CPC [\$585.00/QTR] = \$2340.00	0.00450	2,340.00
4	QRTRS	[3] LEASE BIZHUB 808 S#A8KN011002566 GEORGE MUNROE - OFFICE 3 LEASE QUARTERLY 4 X \$649.02 = \$2596.08/4QRT 02/21/2017-02/20/2020	649.02000	2,596.08
4	QRTRS	[3] LEASE PK-520 PUNCH KIT 4 X 11.28 = 45.12 FS-536 FINISHER 4 X 37.47 = \$149.88 \$48.75/QTR	48.75000	195.00
272000	EACH	[3] MAINTENANCE CPC ALLOWANCE = \$306/QUARTLY EST. B/W 4X 68,000 @ \$.0045CPC \$306.00/QTR = \$1224.00	0.00450	1,224.00
4	QRTRS	[4] LEASE BIZHUB 808 S#A8KN011002582 GEORGE MUNROE MEDIA 1 LEASE QUARTERLY 4 X \$649.02 = \$2596.08/4QRT 02/21/2017-02/20/2020	649.02000	2,596.08
4	QRTRS	[4] LEASE PK-520 PUNCH KIT 4 X 11.28 = 45.12 FS-536 FINISHER 4 X 37.47 = \$149.88 \$48.75/QTR	48.75000	195.00

CONTINUED ON NEXT PAGE

<b>PAGE TOTAL</b>	15,591.36
<b>TOTAL</b>	20,398.44

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

PO DATE
08/15/2018



PURCHASE ORDER NUMBER
1101900023

VENDOR KEY : KONICA M001  
 FISCAL YEAR : 2018-2019  
 ENTERED BY : ALDAYSHI000  
 ORIGINAL REQ # : 0000002885

PRINTED 08/16/2018

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

**VENDOR:**  
 KONICA MINOLTA BUS SOL USA INC  
 500 DAY HILL ROAD  
 WINDSOR, CT 06095

**SHIP TO:**  
 GADSDEN COUNTY SCHOOLS  
 35 MARTIN L KING JR BLVD  
 QUINCY, FL 32351

ATTN: SHIRLEY ALDAY

GEORGE MUNROE ELEM  
 07/01/2018--06/30/2019SY

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
176000	EA	[4] MAINTENANCE CPC ALLOWANCE =\$198/QUARTLY EST. B/W 4X44,000 @ \$.0045CPC \$198.00/QTR = \$3583.00	0.00450	792.00
4	QRTRS	[5] LEASE BIZHUB 808 S#A8KN011002325 GEORGE MUNROE MEDIA 2 LEASE QUARTERLY 4 X \$649.02 = \$2596.08/4QRT 02/21/2017-02/20/2020	649.02000	2,596.08
4	QRTRS	[5] LEASE PK-520 PUNCH KIT 4 X 11.28 = 45.12 FS-536 FINISHER 4 X 37.47 = \$149.88 \$48.75/QTR	48.75000	195.00
272000		.00455] MAINTENANCE CPC ALLOWANCE =\$306/QUARTLY EST. B/W 4X 68,000 @ \$.0045CPC \$306.00/QTR = \$4015.00	0.00450	1,224.00
<b>ACCOUNT SUMMARY (FOR INTERNAL USE)</b>				
		<b>ACCOUNT NUMBER</b>	<b>ACCOUNT AMOUNT</b>	
		1100E5100 3600 0041 11043 10000 00000	20,398.44	

<b>PAGE TOTAL</b>	4,807.08
<b>TOTAL</b>	20,398.44

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

PURCHASE APPROVED BY:

*Ray P. Milton*  
 \_\_\_\_\_  
 Superintendent of Schools

PO DATE
08/15/2018



PURCHASE ORDER NUMBER
1101900024

PRINTED 08/16/2018

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

VENDOR KEY : KONICA M001  
 FISCAL YEAR : 2018-2019  
 ENTERED BY : ALDAYSHI000  
 ORIGINAL REQ # : 0000002906

**VENDOR:**  
 KONICA MINOLTA BUS SOL USA INC  
 500 DAY HILL ROAD  
 WINDSOR, CT 06095

**SHIP TO:**  
 GADSDEN COUNTY SCHOOLS  
 35 MARTIN L KING JR BLVD  
 QUINCY, FL 32351

ATTN: MARY DAVIS /SHIRLEY ALDAY  
 Superintendent's Office  
 07/01/2018--06/30/2019SY

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
4	QTRRLY	SOFC # 600-000-11-1 05/03/2017--05/02/2020 BH C754E S#A2X0017008129	728.88000	2,915.52
4	QTRRS	FS-534 STPLR/FNSHR + SD-511 4X 63.69= 254.76 PK-520 PUNCH KIT 4X 11.28 = 45.12 =74.97/QTR	74.97000	299.88
1	EA	B/W 4 QTRRS X 10,000= 40,000 X \$0.0045CPC = \$180.00 CLR 4 QTRRS X 42,000= 84,000 X \$0.0450CPC = \$7,560.00 = ALLOWANCE EST. \$7,740.00	7740.00000	7,740.00
<b>ACCOUNT SUMMARY (FOR INTERNAL USE)</b>				
		<b>ACCOUNT NUMBER</b>	<b>ACCOUNT AMOUNT</b>	
		1100E7200 3600 9001 11043 10000 00000	10,955.40	

<b>PAGE TOTAL</b>	10,955.40
<b>TOTAL</b>	10,955.40

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

PURCHASE APPROVED BY:

Superintendent of Schools



PO DATE
08/15/2018



PURCHASE ORDER NUMBER
1101900025

PRINTED 08/16/2018

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

VENDOR KEY : KONICA M001  
 FISCAL YEAR : 2018-2019  
 ENTERED BY : ALDAYSHI000  
 ORIGINAL REQ # : 0000002909

**VENDOR:**  
 KONICA MINOLTA BUS SOL USA INC  
 500 DAY HILL ROAD  
 WINDSOR, CT 06095

**SHIP TO:**  
 GADSDEN COUNTY SCHOOLS  
 35 MARTIN L KING JR BLVD  
 QUINCY, FL 32351

ATTN: SHIRLEY ALDAY  
 Personnel  
 07/01/2018--06/30/2019SY

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
12	monthly	SOFC# 600-000-11-1 06/01/2018---05/31/2021 BH C458		
12	UNITS	BH C458 SER# A79M011027112	167.68000	2,012.16
		FEATURES: PK-520 PUNCH KIT 12 X 3.76 = 45.12 FS-536	31.59000	379.08
		FINISHER 12 X 11.95 = 143.40 FK-514 FAX KIT 12 X 6.87		
		= 82.44 PC-415 PAPER FEED CABINET 12 X 9.01 = 108.12		
1	ALLOW	ALLOWANCE= B/W 8,000 X 0.0055CPC = 44.00 X 12 = \$ 528.00	3048.00000	3,048.00
		CLR 5,000 X 0.0420CPC = 210.00 X 12 = \$2520.00		
<b>ACCOUNT SUMMARY (FOR INTERNAL USE)</b>				
		<b>ACCOUNT NUMBER</b>	<b>ACCOUNT AMOUNT</b>	
		1100E7700 3600 9015 11043 10000 00000	5,439.24	

<b>PAGE TOTAL</b>	5,439.24
<b>TOTAL</b>	5,439.24

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

PURCHASE APPROVED BY:

Superintendent of Schools



PO DATE
08/15/2018



PURCHASE ORDER NUMBER
1101900026

PRINTED 08/16/2018

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

VENDOR KEY : KONICA M001  
 FISCAL YEAR : 2018-2019  
 ENTERED BY : ALDAYSHI000  
 ORIGINAL REQ # : 0000002910

**VENDOR:**  
 KONICA MINOLTA BUS SOL USA INC  
 500 DAY HILL ROAD  
 WINDSOR, CT 06095

**SHIP TO:**  
 GADSDEN COUNTY SCHOOLS  
 35 MARTIN L KING JR BLVD  
 QUINCY, FL 32351

ATTN: SHIRLEY ALDAY

Greensboro Elem

07/01/2018--06/30/2019SY

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
4	QRTRS	SOFC# 600-000-11-1 03/28/2017--03/27/2020 [1] LEASE BIZHUB C754E G'BORO OFFICE S#A2X0017007233 LEASE QUARTERLY 4 X 728.88 \$2915.52/QRT 03/29/2017-03/28/2020	728.88000	2,915.52
4	QRTLY	[1] LEASE FS-534 STAPLE-FINISHER 4 X 35.76 = 143.04 PK-520 PUNCH KIT 4 X 11.28 = 45.12 FK-511 FAX KIT 4 X 20.61 = 82.44 \$270.60/QTR	67.65000	270.60
1	COPIES	[1] MAINTENANCE CPC ALLOWANCE =\$765.00/QUARTLY EST. B/W 4X 42,000 @ \$.0045CPC \$759.60 CLR 4X 10,300 @ \$.0450CPC \$463.50 = \$2613.60	2613.60000	2,613.60
4	QRTRLY	[2] LEASE BIZHUB 808 G'BORO S#A8KN011002567 LEASE QUARTERLY 4 X \$649.02 = \$2596.08/4QRT	649.02000	2,596.08
4	QRTRLY	[2] LEASE PK-520 PUNCH KIT 4 X 11.28 = 45.12 FS-536 FNSHER 4 X 37.47= \$149.88 = \$195.00 \$48.75/QTR	48.75000	195.00
4	QRTRS	[2] MAINTENANCE CPC ALLOWANCE =\$612/QUARTLY EST. B/W 4X 136,000 @ \$.0045CPC \$612/QTR = \$2,448.00	612.00000	2,448.00
<b>ACCOUNT SUMMARY (FOR INTERNAL USE)</b>				
		<b>ACCOUNT NUMBER</b>	<b>ACCOUNT AMOUNT</b>	
		1100E5100 3600 0141 11043 10000 00000	11,038.80	
			<b>PAGE TOTAL</b>	11,038.80
			<b>TOTAL</b>	11,038.80

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

PURCHASE APPROVED BY:

*Roy P. Milton*  
 Superintendent of Schools

PO DATE
08/15/2018



PURCHASE ORDER NUMBER
1101900027

PRINTED 08/16/2018

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

VENDOR KEY : KONICA M001  
 FISCAL YEAR : 2018-2019  
 ENTERED BY : ALDAYSHI000  
 ORIGINAL REQ # : 0000002914

**VENDOR:**  
 KONICA MINOLTA BUS SOL USA INC  
 500 DAY HILL ROAD  
 WINDSOR, CT 06095

**SHIP TO:**  
 GADSDEN COUNTY SCHOOLS  
 35 MARTIN L KING JR BLVD  
 QUINCY, FL 32351

ATTN: SHIRLEY ALDAY

Stewart Street Elem

07/01/2018--06/30/2019SY

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
4	QRTLY	SOFC# 600-000-11-1 STEWART STREET - OFFICE [1] LEASE BIZHUB C759 SER# A8JE011001342 LEASE QUARTERLY 4 X 728.88 \$2915.52/4QRTS 06/07/2018-06/06/2021	728.88000	2,915.52
4	QRTLY	[1] LEASE FS-536 MPOS STAPLE/SORTER 3 X 12.49 = 37.47 4 X 37.47 = 149.88 FK-516 FAX KIT 3X6.87 = 20.61/QTR = 82.44 = 232.32	58.08000	232.32
4	QRTLY	[1] MAINTENANCE CPC ALLOWANCE =\$765.00/QUARTLY EST. B/W 4X 20,000 @ \$.0045CPC \$360.00 CLR 4X 15,000 @ \$.0450CPC \$2,700.00 = \$3060.00	765.00000	3,060.00
4	QRTLY	[2] LEASE BIZHUB 808 STEWART ST-- PRODUCTION RM S#A8KN011006970 LEASE QUARTERLY 4 X \$649.02 = \$2596.08/4QRT 06/07/2018-06/06/2021	649.02000	2,596.08
4	QRTLY	[2] LEASE FS-536 FINISHER 4 X 37.47 = \$149.88 \$37.47/QTR	37.47000	149.88
4	QRTLY	[2] MAINTENANCE CPC ALLOWANCE =\$369/QUARTLY EST. B/W 4X 96,000 @ \$.0045CPC \$432.00/QTR = \$1,728.00	432.00000	1,728.00
<b>ACCOUNT SUMMARY (FOR INTERNAL USE)</b>				
		<b>ACCOUNT NUMBER</b>	<b>ACCOUNT AMOUNT</b>	
		1100E5100 3600 0201 11043 10000 00000	10,681.80	
			<b>PAGE TOTAL</b>	10,681.80
			<b>TOTAL</b>	10,681.80

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

PURCHASE APPROVED BY:

Superintendent of Schools

PO DATE
08/15/2018



PURCHASE ORDER NUMBER
1101900028

PRINTED 08/16/2018

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

VENDOR KEY : KONICA M001  
 FISCAL YEAR : 2018-2019  
 ENTERED BY : ALDAYSHI000  
 ORIGINAL REQ # : 0000002921

**VENDOR:**  
 KONICA MINOLTA BUS SOL USA INC  
 500 DAY HILL ROAD  
 WINDSOR, CT 06095

**SHIP TO:**  
 GADSDEN COUNTY SCHOOLS  
 35 MARTIN L KING JR BLVD  
 QUINCY, FL 32351

ATTN: SHIRLEY ALDAY

Finance Office

07/01/2018--06/30/2019SY

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
4	QRTLY	SOFC# 600-000-11-1 COPIER LEASE BIZHUB C754E FINANCE OFFICE S#A2X0017008138 LEASE QUARTERLY 4 X 728.88 \$2915.52/QRT 05/03/2017---05/02/2020	728.88000	2,915.52
4	QRTLY	[1] LEASE FS-534 STAPLE-FINISHER+SD-511 4 X 63.69 = 254.76 PK-520 PUNCH KIT 4 X 11.28 = 45.12 FK-511 FAX KIT 4 X 20.61 = 82.44 \$95.58/QTR	95.58000	382.32
4	QRTLY	1] MAINTENANCE CPC ALLOWANCE =\$765.00/QUARTLY EST. B/W 4X18,000 @ \$.0045CPC \$324.00 CLR 4X 11,000 @ \$.0450CPC \$1980.00 = \$2304.00 \$576.00/Q	576.00000	2,304.00
<b>ACCOUNT SUMMARY (FOR INTERNAL USE)</b>				
		<b>ACCOUNT NUMBER</b>	<b>ACCOUNT AMOUNT</b>	
		1100E7500 3600 9017 11043 10000 00000	5,601.84	

<b>PAGE TOTAL</b>	5,601.84
<b>TOTAL</b>	5,601.84

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

PURCHASE APPROVED BY:

*Roy P. Milton*  
 Superintendent of Schools



PO DATE
08/15/2018



PURCHASE ORDER NUMBER
1101900029

VENDOR KEY : KONICA M001  
 FISCAL YEAR : 2018-2019  
 ENTERED BY : ALDAYSHI000  
 ORIGINAL REQ # : 0000002927

PRINTED 08/16/2018

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

**VENDOR:**  
 KONICA MINOLTA BUS SOL USA INC  
 500 DAY HILL ROAD  
 WINDSOR, CT 06095

**SHIP TO:**  
 GADSDEN COUNTY SCHOOLS  
 35 MARTIN L KING JR BLVD  
 QUINCY, FL 32351

ATTN: SHIRLEY ALDAY

Transportation  
 07/01/2018--06/30/2019SY

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
4	QTRRLY	LEASE QUARTERLY: BIZHUB SER# AA6V011000469 04/09/2018--04/08/2021 CONTINUED CONTRACT \$706.52 SEE SUMMARY INVOICE FOR SPECIFICS \$272.88	244.85000	979.40
4	QTRRLY	MAINTENANCE QUARTERLY: ALLOWANCE: 4 X 11,000 CPCOPIES @ \$.0055 = \$242.00	242.00000	968.00
<b>ACCOUNT SUMMARY (FOR INTERNAL USE)</b>				
		<b>ACCOUNT NUMBER</b>	<b>ACCOUNT AMOUNT</b>	
		1100E7800 3600 9003 11043 10000 00000	1,947.40	

<b>PAGE TOTAL</b>	1,947.40
<b>TOTAL</b>	1,947.40

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

PURCHASE APPROVED BY:

Superintendent of Schools



PO DATE
08/15/2018



PURCHASE ORDER NUMBER
1101900030

PRINTED 08/29/2018  
\*REPRINTED PO\*

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

VENDOR KEY : KONICA M001  
FISCAL YEAR : 2018-2019  
ENTERED BY : ALDAYSHI000  
ORIGINAL REQ # : 0000002915

**VENDOR:**  
KONICA MINOLTA BUS SOL USA INC  
500 DAY HILL ROAD  
WINDSOR, CT 06095

**SHIP TO:**  
GADSDEN COUNTY SCHOOLS  
35 MARTIN L KING JR BLVD  
QUINCY, FL 32351

ATTN: SHIRLEY ALDAY

*ESE + ESE PORTABLE*

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
		SOFC# 600-000-11-1		
4	QRTRLY	[1] LEASE BIZHUB C558 E.S.E. OFFICE S#A79K011014464 LEASE QUARTERLY 4 X 604.92 = \$2,437.68 06/05/2018 -- 06/04/2021	609.42000	2,437.68
4	QRTRLY	[ 1 ] LEASE PK-520 PUNCH KIT 4 X 11.28 = 45.12 FS-536 MP STPLR/FINISHER 4 X 35.85= 143.40 FK-514 FAX KIT 4 X 20.61 = 82.44 PC-415 PAPER CABINET 4 X 27.03= 108.12 4 X 94.77 = \$379.08	94.77000	379.08
4	QRTLY	[1] MAINTENANCE CPC ALLOWANCE =QUARTLY EST. B/W 4X 15,000 @ \$.0055CPC \$247.50/QTR = \$990.00 CLR 4X 33,000 @ \$0.042CPC \$1,386.00/QTR = \$5544.00 990.00 + 5544.00 = \$6534.00 OR \$1633.50/QTRCPC	1633.50000	6,534.00
4	QRTRLY	[2] LEASE BIZHUB 368 E.S.E. PORTABLE S#A9HJ012000386 LEASE QUARTERLY 4 X 193.86 = \$775.44 04/17/2018--- 04/16/2021	193.86000	775.44
4	QRTRS	[2] LEASE DK-510 ENH COPY DESK 4 X 4.29 = \$17.16 DF-704 SINGLPASS DOC FEEDER 4 X 34.74 = \$138.46 FS-534 STAPLER/FINISHER 4X35.85= 143.40 FK-514 FAX KIT 4 X 20.61 = \$82.44 =381.46 \$95.37/QTR	95.37000	381.48
4	QRTRLY	[2] MAINTENANCE CPC ALLOWANCE =\$49.50/QUARTLY EST. B/W 4X 9,000 @ \$.0055CPC [\$49.50/QTR] = \$198.00	49.50000	198.00
<b>ACCOUNT SUMMARY (FOR INTERNAL USE)</b>				
		<b>ACCOUNT NUMBER</b>	<b>ACCOUNT AMOUNT</b>	
		1100E6300 3600 9008 11043 10000 00000	10,705.68	

<b>PAGE TOTAL</b>	10,705.68
<b>TOTAL</b>	10,705.68

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

PURCHASE APPROVED BY:

*Roy P. Milton*

PO DATE
08/15/2018



PURCHASE ORDER NUMBER
1101900031

PRINTED 08/29/2018  
\*REPRINTED PO\*

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

VENDOR KEY : KONICA M001  
FISCAL YEAR : 2018-2019  
ENTERED BY : ALDAYSHI000  
ORIGINAL REQ # : 0000002883

**VENDOR:**  
KONICA MINOLTA BUS SOL USA INC  
500 DAY HILL ROAD  
WINDSOR, CT 06095

**SHIP TO:**  
GADSDEN COUNTY SCHOOLS  
35 MARTIN L KING JR BLVD  
QUINCY, FL 32351

ATTN: FINANCE - SHIRLEY ALDAY

*Gad. Co. High*

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
4	UNITS	SOFPC# 600-000-11-1 [1] LEASE BIZHUB C754E GHS PRINCIPAL'S OFFICE S#A2X0017007332 LEASE QUARTERLY 4 X 728.88 \$2915.52/QRT 02/21/2017-02/20/2020	728.88000	2,915.52
4	UNITS	[1] LEASE FS-534 STAPLE-FINISHER 4 X 35.76 = 143.04 PK-520 PUNCH KIT 4 X 11.28 = 45.12 FK-511 FAX KIT 4 X 20.61 = 82.44 \$270.60/QTR	270.60000	1,082.40
1	EA	[1] MAINTENANCE CPC ALLOWANCE =\$765.00/QUARTLY EST. B/W 4X 20,000 @ \$.0045CPC \$360.00 CLR 4X 15,000 @ \$.0450CPC \$2,700.00 = \$3060.00	3060.00000	3,060.00
4	UNITS	[2] LEASE BIZHUB 808 GHS S#A8KN011002334 RECEPTIONIST LEASE QUARTERLY 4 X \$649.02 = \$2596.08/4QRT 02/21/2017-02/20/2020	649.02000	2,596.08
4	UNITS	[2] LEASE PK-520 PUNCH KIT 4 X 11.28 = 45.12 FS-536 FINISHER 4 X 37.47 = \$149.88 = \$195.00 \$48.75/QTR	48.75000	195.00
4	EA	[2] MAINTENANCE CPC ALLOWANCE =\$369/QUARTLY EST. B/W 4X 82,000 @ \$.0045CPC \$369.00/QTR = \$3160.08	92.25000	369.00
4	UNITS	[3] LEASE BIZHUB 808 GHS S#A8KN011002574 ATTENDANCE OFFICE LEASE QUARTERLY 4 X \$649.02 = \$2596.08/4QRT 02/21/2017-02/20/2020	649.02000	2,596.08
4	UNIT	***ADD PRO RATED FAX KIT*** [3] LEASE PK-520 PUNCH KIT 4 X 11.28 = 45.12 FS-536 FINISHER 4 X 37.47 = \$149.88 PRO RATED FK-516 AUGUST 18MONTHS (.06141)= \$1.11/MO \$3.33/QTR = \$13.32 = \$208.32 \$52.08/QTR	52.08000	208.32
4	EA	[3] MAINTENANCE CPC ALLOWANCE =\$162.00/QUARTLY EST. B/W 4X 36,000 @ \$.0045CPC \$162.00/QTR = \$648.00 TOTAL \$3439.08 \$859.77/QTR	162.00000	648.00

CONTINUED ON NEXT PAGE

<b>PAGE TOTAL</b>	13,670.40
<b>TOTAL</b>	30,595.80

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

PO DATE
08/15/2018



PURCHASE ORDER NUMBER
1101900031

PRINTED 08/29/2018  
\*REPRINTED PO\*

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

VENDOR KEY : KONICA M001  
FISCAL YEAR : 2018-2019  
ENTERED BY : ALDAYSHI000  
ORIGINAL REQ # : 0000002883

**VENDOR:**  
KONICA MINOLTA BUS SOL USA INC  
500 DAY HILL ROAD  
WINDSOR, CT 06095

**SHIP TO:**  
GADSDEN COUNTY SCHOOLS  
35 MARTIN L KING JR BLVD  
QUINCY, FL 32351

ATTN: FINANCE - SHIRLEY ALDAY

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
4	UNIT	[4] LEASE BIZHUB 808 GHS S#A8KN011002345 GUIDANCE STE 5, BLDG 300 LEASE QUARTERLY 4 X \$649.02 = \$2596.08/4QRT 02/21/2017-02/20/2020	649.02000	2,596.08
4	UNIT	[4] LEASE PK-520 PUNCH KIT 4 X 11.28 = 45.12 FS-536 FINISHER 4 X 37.47 = \$149.88 = \$195.00=\$48.75/QTR	48.75000	195.00
4	EA	[4] MAINTENANCE CPC ALLOWANCE =4X32,000 = 128,000 B/W 4X 32,000 @ \$.0045CPC \$576.00 \$144.00/QTR = \$3367.08	144.00000	576.00
4	UNITS	[5] LEASE BIZHUB 808 GHS S#A8KN011002579 COPYROOM LEASE QUARTERLY 4 X \$649.02 = \$2596.08/4QRT 02/21/2017-02/20/2020	649.02000	2,596.08
4	UNITTS	[5] LEASE PK-520 PUNCH KIT 4 X 11.28 = 45.12 FS-536 FINISHER 4 X 37.47 = \$149.88 = \$195.00=\$48.75/QTR	48.75000	195.00
4	EA	[5] MAINTENANCE CPC ALLOWANCE =4X32,000 = 128,000 B/W 4X 54,000 @ \$.0045CPC = \$243.00/QTR = \$972.00 = \$3763.08	243.00000	972.00
4	UNIT	[6] LEASE BIZHUB 808 GHS S#A8KN011002380 COPYROOM LEASE QUARTERLY 4 X \$649.02 = \$2596.08/4QRT 02/21/2017-02/20/2020	649.02000	2,596.08
4	UNITS	[6] LEASE PK-520 PUNCH KIT 4 X 11.28 = 45.12 FS-536 FINISHER 4 X 37.47 = \$149.88 = \$195.00=\$48.75/QTR	48.75000	195.00
4	EA	[6] MAINTENANCE CPC ALLOWANCE =4X59,000 = 236,000 B/W 4X 59,000 @ \$.0045CPC = \$265.50/QTR = \$1062.00 = \$3853.08	265.50000	1,062.00
4	UNITS	[7] LEASE BIZHUB 808 GHS S#A8KN011002573 MEDIA CENTER LEASE QUARTERLY 4 X \$649.02 = \$2596.08/4QRT 02/21/2017-02/20/2020	649.02000	2,596.08
4	UNITS	[7] LEASE PK-520 PUNCH KIT 4 X 11.28 = 45.12 FS-536 FINISHER 4 X 37.47 = \$149.88 = \$195.00=\$48.75/QTR	48.75000	195.00
4	EA	[7] MAINTENANCE CPC ALLOWANCE =4X 14,000 = 56,000 B/W 4X 14,000 @ \$.0045CPC = \$63.000/QTR = \$252.00 = \$3043.08	63.00000	252.00
4	UNITS	[8]] LEASE BIZHUB 808 GHS S#A8KN011002545 BLDG 400 9-CTE [J HOLT] LEASE QUARTERLY 4 X \$649.02 = \$2596.08/4QRT	649.02000	2,596.08

CONTINUED ON NEXT PAGE

<b>PAGE TOTAL</b>	16,622.40
<b>TOTAL</b>	30,595.80

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



PO DATE
08/15/2018



PURCHASE ORDER NUMBER
1101900031

PRINTED 08/29/2018  
 \*REPRINTED PO\*

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

VENDOR KEY : KONICA M001  
 FISCAL YEAR : 2018-2019  
 ENTERED BY : ALDAYSHI000  
 ORIGINAL REQ # : 0000002883

**VENDOR:**  
 KONICA MINOLTA BUS SOL USA INC  
 500 DAY HILL ROAD  
 WINDSOR, CT 06095

**SHIP TO:**  
 GADSDEN COUNTY SCHOOLS  
 35 MARTIN L KING JR BLVD  
 QUINCY, FL 32351

ATTN: FINANCE - SHIRLEY ALDAY

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
4	UNIT	02/21/2017-02/20/2020 [8] LEASE PK-520 PUNCH KIT 4 X 11.28 = 45.12 FS-536 FINISHER	48.75000	195.00
4	EA	4 X 37.47 = \$149.88 = \$195.00=\$48.75/QTR [8] MAINTENANCE CPC ALLOWANCE =4X 6,000 = 24,000 B/W 4X 6,000 @ \$.0045CPC = \$27.000/QTR = \$108.00 =\$2899.08	27.00000	108.00
ACCOUNT SUMMARY (FOR INTERNAL USE)				
		ACCOUNT NUMBER	ACCOUNT AMOUNT	
		1100E5100 3600 0051 11043 10000 00000	27,696.72	
		1100E5300 3600 0051 11900 43000 30000	2,899.08	
			<b>PAGE TOTAL</b>	303.00
			<b>TOTAL</b>	30,595.80

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

PURCHASE APPROVED BY:



PO DATE
08/21/2018



PURCHASE ORDER NUMBER
1101900032

PRINTED 08/24/2018  
\*REPRINTED PO\*

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

VENDOR KEY : KONICA M001  
FISCAL YEAR : 2018-2019  
ENTERED BY : ALDAYSHI000  
ORIGINAL REQ # : 0000002908

**VENDOR:**  
KONICA MINOLTA BUS SOL USA INC  
500 DAY HILL ROAD  
WINDSOR, CT 06095

**SHIP TO:**  
GADSDEN COUNTY SCHOOLS  
35 MARTIN L KING JR BLVD  
QUINCY, FL 32351

ATTN: SHIRLEY ALDAY

*M & Tech*

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
		SOFCS# 600-000-11-1 05/03/2017---05/02/2020		
4	QRTRS	BH C754E Media & Technology	728.88000	2,915.52
4	QRTRLY	BH C754E S#A2X00177008152	74.97000	299.88
1	EA	FS-534 STPLR/FINSHR + SD 511 4X 63.69=254.76 PK-520 PUNCH KIT 4 X 11.28 = 45.12 B/W QRTRLY 4 X 2000 X .0045CPC = \$36.00 CLR QRTRLY 4 X 16,000 X .0450CPC= \$2880.00 ALLOWANCE EST. = \$2,916.00	2916.00000	2,916.00
ACCOUNT SUMMARY (FOR INTERNAL USE)				
		ACCOUNT NUMBER	ACCOUNT AMOUNT	
		1100E8200 3600 9019 11043 10000 00000	6,131.40	
			<b>PAGE TOTAL</b>	6,131.40
			<b>TOTAL</b>	6,131.40

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

PURCHASE APPROVED BY:

*Roger P. Milton*  
\_\_\_\_\_  
Superintendent of Schools

PO DATE
08/21/2018



PURCHASE ORDER NUMBER
1101900033

VENDOR KEY : KONICA M001  
 FISCAL YEAR : 2018-2019  
 ENTERED BY : ALDAYSHI000  
 ORIGINAL REQ # : 0000002929

PRINTED 08/29/2018  
 \*REPRINTED PO\*

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

**VENDOR:**  
 KONICA MINOLTA BUS SOL USA INC  
 500 DAY HILL ROAD  
 WINDSOR, CT 06095

**SHIP TO:**  
 GADSDEN COUNTY SCHOOLS  
 35 MARTIN L KING JR BLVD  
 QUINCY, FL 32351

ATTN: SHIRLEY ALDAY

HMS

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
1	UNIT	SOFC# 600-000-11-1 ENDING CONTRACTS AT HAVANA MAGNET 4 ON 10/08/2018, 1 ON 11/03/2018		
		[1] LEASE QUARTERLY/END OF CONTRACT 10/08/2018 BH 754E SER# A55V017005113 SEE SUMMARY INVOICE \$743.69	743.69000	743.69
2	UNITS	[1] MAINTENANCE-QRTLY/END OF CONTRACT S#A55V017005113 COPIES: B/W ALLOWANCE ESTIMATE 2QRTS OF 48,117 @ 0.0045CPC = 216.53/QTR	216.53000	433.06
1	UNIT	[2] LEASE QUARTERLY/END OF CONTRACT 10/08/2018 BH 754E SER# A55V017005103 SEE SUMMARY INVOICE \$743.69	743.69000	743.69
2	UNITS	[2] MAINTENANCE QARTERLY/END OF CONTRACT S#A55V017005103 COPIES: B/W ALLOWANCE ESTIMATE 2QRTRS OF 131,162 @ 0.0045CPC = 590.23/QTR	590.23000	1,180.46
1	UNIT	[3] LEASE QUARTERLY/END OF CONTRACT 10/08/2018 BH 754E SER# A55V017005153 SEE SUMMARY INVOICE \$743.69	743.69000	743.69
2	UNITS	[3] MAINTENANCE QARTERLY/END OF CONTRACT SER# A55V017005153 COPIES: B/W ALLOWANCE ESTIMATE 2QRTRS OF 46,830 @ 0.0045CPC = 421.48/QTR	210.74000	421.48
1	UNITS	[4] LEASE QUARTERLY/END OF CONTRACT 10/08/2018 BH 754E SER# A55V017005106 SEE SUMMARY INVOICE \$743.69	743.69000	743.69
2	UNITS	[4] MAINTENANCE QUARTERLY/END OF CONTRACT SER# A55V017005106 COPIES: B/W ALLOWANCE ESTIMATE 2QRTRS OF 81,251 @ 0.0045CPC = 356.53/QTR	356.53000	713.06
1	UNIT	[5] LEASE QUARTERLY/END OF CONTRACT 11/03/2018 BH 754E SER# A55V017005605 SEE SUMMARY INVOICE \$935.86	935.86000	935.86
2	UNITS	[ 5] MAINTENANCE QUARTERLY/END OF CONTRACT SER# A55V017005605 COPIES: B/W ALLOWANCE ESTIMATE 2QRTRS OF 218,440 @ 0.0045CPC = 982.98/QTR	982.98000	1,965.96

CONTINUED ON NEXT PAGE

<b>PAGE TOTAL</b>	8,624.64
<b>TOTAL</b>	8,624.64

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

PO DATE
08/21/2018



PURCHASE ORDER NUMBER
1101900033

VENDOR KEY : KONICA M001  
 FISCAL YEAR : 2018-2019  
 ENTERED BY : ALDAYSHI000  
 ORIGINAL REQ # : 0000002929

PRINTED 08/29/2018  
 \*REPRINTED PO\*

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

**VENDOR:**  
 KONICA MINOLTA BUS SOL USA INC  
 500 DAY HILL ROAD  
 WINDSOR, CT 06095

**SHIP TO:**  
 GADSDEN COUNTY SCHOOLS  
 35 MARTIN L KING JR BLVD  
 QUINCY, FL 32351

ATTN: SHIRLEY ALDAY

*HMS*

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
		ACCOUNT SUMMARY (FOR INTERNAL USE)		
		ACCOUNT NUMBER		ACCOUNT AMOUNT
		1100E5100 3600 0091 11043 10000 00000		8,624.64

<b>PAGE TOTAL</b>	0.00
<b>TOTAL</b>	8,624.64

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

PURCHASE APPROVED BY:

*Ray P. Milton*

**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 8c

**DATE OF SCHOOL BOARD MEETING:** September 25, 2018

**TITLE OF AGENDA ITEMS:** Board Approval of SDJ Security Contract

**DIVISION:** Finance Department

**PURPOSE AND SUMMARY OF ITEMS:** Board approval is requested for RFP #2018-2019 security guard contract awarded to SDJ Security Agency, LLC. The firm was awarded the contract after a competitive solicitation for security guards with arrest powers to provide services at Gadsden Central Academy.

**FUND SOURCE:** General Fund 1100 Fund

**AMOUNT:** \$42,120.00

**PREPARED BY:** Bruce James

**POSITION:** Safety, Investigations, and Inventory Control Coordinator



Requisition Number	Approve	Deny	Pending	Appr & Reroute	Vendor Name	Vnd St	Description	Amount	Entered By
0000003145	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SDJ SECURITY AGENCY, LLC	FL	SECURITY GUARD @ GADSDEN CENTRAL ACADEMY	38,590.50	ALDAY, SHIRLEY ADAMS

Expand All Collapse All

**Master Edit**

Vendor: **SDJ SECURITY AGENCY, LLC**  
 623 KEVER LANE  
 QUINCY, FL 32351

Ship To: **GADSDEN COUNTY SCHOOLS**  
 35 MARTIN L KING JR BLVD  
 QUINCY, FL 32351

Attention: **SHARON THOMAS: SA**

Group: **(110) GEN FUND**  
 Entered Date: **09/17/2018**  
 Fiscal Year: **2018 - 2019**  
 Batch Number: **08**

Due Date: **09/13/2018**  
 Ship Date: **09/13/2018**  
 Ship Via:

Accounting: **Account allocation by total PO/Requisition amount.**  
 Origin: **Budgetary**  
 Project/Grant:  
 Contract:  
 Last Updated: **09/17/2018**

Ecommerce PO/Req: **NO**  
 Vendor PO/Req Discount %:  
 Ordered: **NO**  
 Printed: **NO**  
 Emailed: **NO**

Invoice To:  
 Notes: **NO**  
 Attachments: **NO**  
 Blanket PO: **NO**

# of Line Items: **3**  
 # of Accounts: **1**

**Line Item Edit**

Line Nbr.	Catalog Code	Description	Quantity	U of M	Unit Cost	Total Cost	Line Type
100		RFP AWARDED: 2018-2019_2 SECURITY GUARD SERVICES [OFFICER W/ARREST POWER X1 PER DAY @ GADSDEN CENTRAL ACADEMY]	0		0.00000	0.00	Merchandise
110		BASED ON 6 HRS/DAY X 180 DAYS [STUDENTS PRESENT] = 1080 HOURS **EARLY DISMISSAL DAY MAX 5 HRS	1,080	HOURS	39.00000	42,120.00	Merchandise
120		IST PAYMENT CK# 121553 [WO/PURCHASE ORDER COMPLETED]	1	MONTH	-3,529.50000	-3,529.50	Merchandise

**Accounts Edit**

\* Designates accounts that are over budget

Account	Acct. Amt.	Acct. Pct.
1100E7900 3900 9106 51300 00000 00000	\$38,590.50	100.00%

**Approval**

**Awaiting Approvals**

Requisition Group	Status	Type	Name/Note
* Requisition Group Approvals	Awaiting Approval	PO Group: Level 3	MILTON, ROGER PAGE WOOD, BONNIE B

**Approval History View All**

Date	Time	Action	Type	Name/Note
09/17/2018	4:39:48 PM	Approved	Acct Group: 9023 INSTRUCTIONAL/CURRICULUM K12	MAYS, LACLARENCE S
09/17/2018	4:39:48 PM	Approved	Acct Group: 9016 FEDERAL PROGRAMS	MAYS, LACLARENCE S
09/17/2018	4:39:48 PM	Approved	Acct Group: 9020 MAINTENANCE DEPARTMENT	MAYS, LACLARENCE S
09/17/2018	4:39:48 PM	Approved	Acct Group: 9003 TRANSPORTATION DEPARTMENT	MAYS, LACLARENCE S
09/17/2018	4:39:48 PM	Approved	Acct Group: 9026 HEADSTART/VPK	MAYS, LACLARENCE S
09/17/2018	4:39:48 PM	Approved	Acct Group: 9017 Finance 002	MAYS, LACLARENCE S
09/17/2018	4:39:48 PM	Approved	Acct Group: 9017 Finance Dept Leadership Team	MAYS, LACLARENCE S
09/17/2018	4:02:33 PM	Submitted		ALDAY, SHIRLEY ADAMS Submitted for Approval by SHIRLEY ADAMS ALDAY on 09/17/2018 at 4:02:33 PM.

**Notes Add Notes**

No Notes exists for this PO/Requisition.

**Print/Email History View Print/Email History**

No Print/Email history exists for this PO/Requisition.

**Change History View Change History**

Date	Time	Table Desc	Process	Field Desc	Orig Value	New Value	Changed By	Field Type	Table Name
09/17/2018	4:39:48 PM	APPROVAL HISTORY	Add	Approval Status: APP	n/a	n/a	MAYS, LACLARENCE S	n/a	FAPPAH-APPROVAL-HIST
09/17/2018	4:39:48 PM	APPROVAL HISTORY	Add	Approval Status: APP	n/a	n/a	MAYS, LACLARENCE S	n/a	FAPPAH-APPROVAL-HIST
09/17/2018	4:39:48 PM	APPROVAL HISTORY	Add	Approval Status: APP	n/a	n/a	MAYS, LACLARENCE S	n/a	FAPPAH-APPROVAL-HIST
09/17/2018	4:39:48 PM	APPROVAL HISTORY	Add	Approval Status: APP	n/a	n/a	MAYS, LACLARENCE S	n/a	FAPPAH-APPROVAL-HIST
09/17/2018	4:39:48 PM	APPROVAL HISTORY	Add	Approval Status: APP	n/a	n/a	MAYS, LACLARENCE S	n/a	FAPPAH-APPROVAL-HIST
09/17/2018	4:39:48 PM	APPROVAL HISTORY	Add	Approval Status: APP	n/a	n/a	MAYS, LACLARENCE S	n/a	FAPPAH-APPROVAL-HIST

SUMMARY SHEET  
RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

**AGENDA ITEM NO.** 8d  
**DATE OF SCHOOL BOARD MEETING:** September 25, 2018  
**TITLE OF AGENDA ITEM:** PAEC ELL Contract  
**DIVISION:**  
X This is a CONTINUATION of a current project, grant, etc.

**PURPOSE AND SUMMARY OF ITEM:** This is a resubmission of a previous document in order to correct the funding source.

This is a contracted out renewal contract with PAEC for continuing operation of the ESOL and Immigrant Programs. PAEC will provide all the staffing and deliverables for the ESOL/EL program required of GCPS for EL and Immigrant students. Florida Statute and Florida Consent decree require the district to provide staff to manage the requirements of the district program for ESOL/EL students. This contract pays PAEC to handle all of the operation, federal and state reporting, and federal and state monitoring of GCPS' ESOL/EL program. Statutory requirements of the district to provide these services are included below.

Per Florida Statute 1003.56: Each district school board **shall** implement the following procedures:

- Develop and submit a plan for providing English language instruction for limited English proficient students to the Department of Education for review and approval.
- Identify limited English proficient students through assessment.
- Provide for student exit from and reclassification into the program.
- Provide limited English proficient students ESOL instruction in English and ESOL instruction or home language instruction in the basic subject areas of reading, mathematics, science, social studies, and computer literacy.
- Maintain a student plan.
- Provide qualified teachers.
- Provide equal access to other programs for eligible limited English proficient students based on need.
- Provide for parental involvement in the program.
- Each district school board's program for limited English proficient students shall be evaluated and monitored periodically.

Since PAEC is a regional educational consortium under a school district fiscal agent, contracted by the legislature to provide competitive services to districts with less than 25,000 students, there is not a need to bid these services. The contract would fall under the purchasing exception (E) the purchase by the Board of educational services from a governmental agency within the state.

**FUND SOURCE:** General Revenue  
**AMOUNT:** \$72,000.00  
**PREPARED BY:** Rose Raynak  
**POSITION:** Director of Federal Programs



INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

\_\_\_\_ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered \_\_\_\_\_

CHAIRMAN'S SIGNATURE: page(s) numbered \_\_\_\_\_

REVIEWED BY: \_\_\_\_\_

2018 09 19 PM 2:24



**School Board of Gadsden County, Florida**  
**RENEWAL CONTRACTUAL AGREEMENT**  
**Fiscal Year: 2018-2019**

This contractual AGREEMENT is made between the School Board of Gadsden County, Florida, a school district, referred to as the "RECIPIENT", organized and existing under the laws of the State of Florida, with its principal place of business at 35 Martin Luther King., Jr. Blvd, City of Quincy, County of Gadsden, State of Florida, herein referred to as the Board, (also referred to as the District) and Panhandle Area Educational Consortium (PAEC), an regional educational agency with their principal place of business at 753 West Boulevard, Chipley, FL 32428 for the purposes of providing English Language Learner (EL) Services to Gadsden County Public School EL students, families, and community stakeholders. The contractual AGREEMENT will establish uniform administrative requirements for the CONTRACTOR and the School Board of Gadsden County.

NOW, THEREFORE, the parties agree as follows:

**ARTICLE 1. ENGAGEMENT OF THE CONTRACTOR**

The RECIPIENT agrees to engage the CONTRACTOR and the CONTRACTOR agrees to perform the functions as outlined in their agreement with the Superintendent and School Board of Gadsden County to provide EL language services in Gadsden County as further set forth below. The CONTRACTOR understands and agrees that all services contracted are to be performed solely by the CONTRACTOR and may not be subcontracted for or assigned without the prior written consent of the RECIPIENT.

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

**ARTICLE 2. SCOPE OF SERVICES**

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

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

Any changes to the services above must be made by mutual AGREEMENT in writing with the Superintendent and Area Directors of Curriculum and Instruction.

**ARTICLE 3. DURATION OF AGREEMENT**

This AGREEMENT shall begin on the week of July 1, 2018 and end June 30, 2019 contingent upon the approval by the district School Board as stated in Article 1 above. As required by law,

this AGREEMENT shall be subject to review and renewal if performance is deemed satisfactory, and if the School Board and Superintendent approve.

(b). The CONTRACTOR shall begin performing the contract on the week of July 1, 2018 and finish the project by June 30, 2019.

#### **ARTICLE 4. DEFINITIONS**

<b>Term</b>	<b>Definition</b>
<b>Advance</b>	means a payment made by Treasury check or other appropriate payment mechanism to a CONTRACTOR upon its request either before outlays are made by the CONTRACTOR or through the use of predetermined payment schedules.
<b>Award</b>	means financial assistance that provides support or stimulation to accomplish a public purpose.
<b>Contract</b>	means a procurement contract under an award or sub-award, and a procurement sub-contract under a RECIPIENT'S or CONTRACTOR'S contract. A contract shall be used when the principal purpose is acquisition of property or services for the direct benefit or use of the federal government and/or organization receiving financial assistance. .
<b>Date of Completion</b>	means the date on which all work under an award or sub-award is completed or the date on the award document, or any supplement or amendment thereto, on which Federal sponsorship ends.
<b>Project costs</b>	means all necessary, allocable, reasonable, and allowable costs, as established in the applicable Federal cost principles, incurred by a RECIPIENT and the value of the contributions made by third parties in accomplishing the objectives of the award during the project period.
<b>Project period</b>	means the period established in the award document during which Federal sponsorship begins and ends.
<b>RECIPIENT</b>	means an organization receiving financial assistance directly from the Department of Education to carry out a project or program. The term includes public and private institutions of higher education, public and private hospitals and other quasi-public and private non-profit organizations such as, but not limited to, community action agencies, research institutes, educational associations, and health centers.
<b>CONTRACTOR</b>	means the legal entity to which a sub-award is made and which is accountable to the RECIPIENT for the use of the funds provided.
<b>Sub-award</b>	means an award of financial assistance in the form of money, or property in lieu of money, made under an award by a RECIPIENT to an eligible CONTRACTOR. The term includes financial assistance when provided by any legal AGREEMENT, even if the AGREEMENT is called a contract, but does not include procurement of goods and services nor does it include any form of assistance which is excluded from the definition of "award". The sub-award <b>does not create a sub-contractor relationship</b> with contracted entity. Sub-awards are awarded to vendors for the procurement of goods and/or services.
<b>Termination</b>	means the cancellation of award, in whole or in part, under an AGREEMENT at any time prior to the date of completion.
<b>Working Capital</b>	means a procedure whereby funds are advanced to the RECIPIENT to cover its estimated disbursement needs for a given initial period.

#### **ARTICLE 5. PAYMENT**



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

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

(c) The total cost of the AGREEMENT is no more than \$72,000.00

#### **ARTICLE 6. PUBLIC RECORDS**

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

#### **ARTICLE 7. ACCESS AND RETENTION OF RECORDS**

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

#### **ARTICLE 8. TERMINATION OF AGREEMENT**

The parties hereto contemplate this contract to run for the duration of the grant award subject to annual review and renewal as required by law. Any party wishing to terminate this contract prior to its expiration date shall provide the other party with sixty (60) days written notice. Upon termination, the district shall be responsible for payment of all costs incurred by the CONTRACTOR in the performance of the AGREEMENT prior to termination.

#### **ARTICLE 9. AMENDMENTS**

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

#### **ARTICLE 10. INDEPENDENT CONTRACTOR**

The CONTRACTOR is an independent agent and not an employee, sub-contractor, or agent of the RECIPIENT. The CONTRACTOR agrees to comply with all requirements of the Jessica Lunsford Act. The CONTRACTOR shall be acting as an independent CONTRACTOR in the performance of this AGREEMENT, and shall be responsible for the payment of claims for loss, personal injury, death, property damage, or otherwise arising out of any act or omission of their respective employees or agents in connection with the performance of the Services for which they may be held liable under applicable law. Each party shall maintain at its sole expense adequate insurance or self-insurance coverage to satisfy its liability obligations under this AGREEMENT.

**ARTICLE 11. NONDISCRIMINATION AND COMPLIANCE**

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

**ARTICLE 12. ADMINISTRATION OF AGREEMENT**

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

**ARTICLE 13. AGREEMENT AS INCLUDING ENTIRE AGREEMENT**

This instrument, including any attachments, embodies the entire AGREEMENT of the parties. There are no other provisions, terms, conditions, or obligations. This AGREEMENT supersedes all previous oral or written communications, representations or AGREEMENTS on this subject.

CONFLICT OF INTEREST: As of the date of this AGREEMENT and throughout the term of this agreement, CONTRACTOR agrees that they are not a party to any oral or written contract or understanding or legal or regulatory obligation that will in any way limit or conflict with its ability to fulfill the terms of the AGREEMENT.

**ARTICLE 14. ENFORCEMENT**

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

IN WITNESS WHEREOF, the School Board of Gadsden County, Florida and Panhandle Area Educational Consortium have executed this AGREEMENT.

\_\_\_\_\_  
Mr. John Selover  
Executive Director, PAEC

\_\_\_\_\_  
Date

\_\_\_\_\_  
Mr. Roger P. Milton  
Superintendent of Schools

\_\_\_\_\_  
Date

\_\_\_\_\_  
Mr. Steve Scott  
Chairman, Gadsden County School Board

\_\_\_\_\_  
Date



## Appendix A

### Program Responsibilities for Contracted English Learner Services

#### Programmatic:

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

#### Staff:

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

#### Student Services:

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



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

**Professional Development:**

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

**Curriculum:**

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

**General Responsibilities:**

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



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

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8e

DATE OF SCHOOL BOARD MEETING: September 25, 2018


TITLE OF AGENDA ITEM: English Language Learners (ELL) Award

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM:

This is an amendment to the previously approved contract between PAEC and Gadsden County Schools to facilitate and implement the federal award for English Language Learners. Dr. Maria Pouncey was instrumental in writing and securing additional English Language funding for Gadsden County to provide additional teacher training services and monitoring of the ELL project. The funding for this amendment is designed to support a district-wide Supplementary Instructional Support Leader for English Learners (SISLEL) to provide focused and deliberate training and implementation of the Sheltered Instructor Observation Protocol (SIOP) Model. SISLEL will conduct extensive data analysis to identify areas of improvement for teachers and students; provide tools and strategies to use SIOP to improve assessment results in ELA, science, and civics; review the ACCESS 2.0 student results to identify additional instructional ELL focus areas to be targeted to raise proficiency by at least 5%; provide afterschool ELL support and coaching; train/support ELL teachers in the SIOP model; conduct classroom walkthroughs/monitoring and coach teachers in SIOP; work with ELL teachers to analyze data; participate in ELL committee meetings; facilitate ELL trainings (onsite and virtual) for content area teachers; and assist with identifying supplemental curriculum to support ELL improvement in content areas. Dr. Pouncey will provide leadership and support for the implementation of this additional piece of the work with ELL students and teachers. This amendment would be in addition to the \$72,000 already approved for facilitating the ELL entitlement award. It would raise the total of the contract to PAEC for the combined project goals to include teacher training and student support to \$142,000. The addition of these new strategies will make the Board efforts to support ELL students, teachers and their families a success and sustainable.

FUND SOURCE: Federal  
AMOUNT: \$70,000.00  
PREPARED BY: Rose Raynak   
POSITION: Director of Federal Programs

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

       Number of ORIGINAL SIGNATURES NEEDED by preparer.



SUPERINTENDENT'S SIGNATURE: page(s) numbered       

CHAIRMAN'S SIGNATURE: page(s) numbered       

REVIEWED BY:



**Florida Department of Education  
Project Award Notification**

<b>1 PROJECT RECIPIENT</b> Gadsden County School District	<b>2 PROJECT NUMBER</b> 200-1029T-9CLL1
<b>3 PROJECT/PROGRAM TITLE</b> Supplementary Instructional Support Leader for English Language Learners  <p align="right">TAPS 19A015</p>	<b>4 AUTHORITY</b> 84.365A Title III Part A, English Language Acquisition USDE or Appropriate Agency  FAIN#: S365A180009
<b>5 AMENDMENT INFORMATION</b> Amendment Number: Type of Amendment: Effective Date:	<b>6 PROJECT PERIODS</b>  Budget Period: 07/01/2018 - 06/30/2019 Program Period: 07/01/2018 - 06/30/2019
<b>7 AUTHORIZED FUNDING</b> Current Approved Budget:           \$70,000.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount:               \$70,000.00	<b>8 REIMBURSEMENT OPTION</b> Federal Cash Advance
<b>9 TIMELINES</b> <ul style="list-style-type: none"> <li>• Last date for incurring expenditures and issuing purchase orders: <span style="float: right;"><u>06/30/2019</u></span></li> <li>• Date that all obligations are to be liquidated and final disbursement reports submitted: <span style="float: right;"><u>08/20/2019</u></span></li> <li>• Last date for receipt of proposed budget and program amendments: <span style="float: right;"><u>05/30/2019</u></span></li> <li>• Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400:</li> <li>• Date(s) for program reports:</li> <li>• Federal Award Date : <span style="float: right;"><u>07/01/2018</u></span></li> </ul>	
<b>10 DOE CONTACTS</b> Program: Chane Eplin Phone: (850) 245-0417 Email: <a href="mailto:Chane.Eplin@fldoe.org">Chane.Eplin@fldoe.org</a> Grants Management: Unit A (850) 245-0496	<b>Comptroller Office</b> Phone: (850) 245-0401  <b>Duns#: 152811279</b> <b>FEIN#: F596000615001</b>
<b>11 TERMS AND SPECIAL CONDITIONS</b> <ul style="list-style-type: none"> <li>• This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs and the terms and requirements of the Request for Proposal or Request for Application, RFP/RFA, hereby incorporated by reference.</li> <li>• For federal cash advance projects, expenditures must be recorded in the Florida Grants System (FLAGS) as close as is administratively feasible to when actual disbursements are made for this project. Cash transaction requests must be limited to amounts needed and be timed with the actual, immediate cash requirements to carry out the purpose of the approved project.</li> <li>• All provisions not in conflict with any amendment(s) are still in full force and effect and are to be performed at the level specified in the project award notification.</li> <li>• If the district includes estimated roll-forward funds, the district will be authorized to expend estimated roll-forward funds when the Department of Education Comptroller's Office certifies these funds. Agencies receiving funds under Title III, No Child Left Behind may use not more than two percent (2%) of such funds for the cost of administering the program.</li> </ul>	
<b>12 APPROVED:</b>  <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;">   <hr/>                 Authorized Official on behalf of Pam Stewart                  Commissioner of Education             </div> <div style="width: 45%; text-align: center;"> <u>9-6-18</u>                  Date of Signing             </div> <div style="width: 10%; text-align: right;">                   FLORIDA DEPARTMENT OF                  EDUCATION                  fldoe.org             </div> </div>	



**INSTRUCTIONS  
PROJECT AWARD NOTIFICATION**

- 1 Project Recipient: Agency, Institution or Non-Governmental entity to which the project is awarded.
- 2 Project Number: This is the agency number, grant number, and project code that must be used in all communication. (Projects with multiple project numbers will have a separate DOE-200 for each project number).
- 3 Project Description: Title of program and/or project. TAPS #: Departmental tracking number.
- 4 Authority: Federal Grants - Public Law or authority and CFDA number. State Grants - Appropriation Line Item Number and/or applicable statute and state identifier number.
- 5 Amendment Information: Amendment number (consecutively numbered), type (programmatic, budgeting, time extension or others) in accordance with the Project Application and Amendment Procedures for Federal and State Programs (Green Book), and effective date.
- 6 Project Periods: The periods for which the project budget and program are in effect.
- 7 Authorized Funding: Current Approved Project (total dollars available prior to any amendments); Amendment Amount (total amount of increase or decrease in project funding); Estimated Roll Forward (roll forward funds which have been estimated into this project); and Total Project Amount (total dollars awarded for this project).
- 8 Reimbursement Options:
  - Federal Cash Advance –On-Line Reporting required monthly to record expenditures.
  - Advance Payment – Upon receipt of the Project Award Notification, up to 25% of the total award may be advanced for the first payment period. To receive subsequent payments, 90% of previous expenditures must be documented and approved by the Department.
  - Quarterly Advance to Public Entity – For quarterly advances of non-federal funding to state agencies and LEAs made in accordance within the authority of the General Appropriations Act. Expenditures must be documented and reported to DOE at the end of the project period. If audited, the recipient must have expenditure detail documentation supporting the requested advances.
  - Reimbursement with Performance - Payment made upon submission of documented allowable expenditures, plus documentation of completion of specified performance objectives.
- 9 Timelines: Date requirements for financial and program reporting/requests to the Department of Education.
- 10 DOE Contacts: Program contact for program issues, Grants Management Unit for processing issues, and Comptroller's Office number for payment information.
- 11 Terms and Special Conditions: Listed items apply to this project. (Additional space provided on Page 2 of 2 if needed.)
- 12 Approved: Approval signature from the Florida Department of Education and the date signature was affixed.

DOE-200  
Revised 07/15

Page 2 of 2

## FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

<b>Please return to:</b>  Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	<b>A) Program Name:</b>  Supplementary Instructional Support Leader for English Language Acquisition  <b>TAPS NUMBER: 19A015</b>	<b>DOE USE ONLY</b>  Date Received     Project Number (DOE Assigned)  <i>2000</i> -10291-9CLL1						
<b>B) Name and Address of Eligible Applicant:</b> Gadsden County School District 35 Martin Luther King Blvd, Quincy, FL 32351								
<b>C) Total Funds Requested:</b>  \$70,000.00 <hr/> <b>DOE USE ONLY</b>  <b>Total Approved Project:</b> \$ <i>70,000.00</i>	<b>D) Applicant Contact &amp; Business Information</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"> <b>Contact Name:</b>                      Dr. Maria I. Pouncey  <b>Fiscal Contact Name:</b>  <b>Bonnie Wood</b> </td> <td style="width: 40%;"> <b>Telephone Numbers:</b>                      850-638-6131 ext. 2266                       850-627-9651 ext. 1222                 </td> </tr> <tr> <td> <b>Mailing Address:</b>  <b>35 Martin Luther King Blvd.</b>  <b>Quincy, FL 32351</b> </td> <td> <b>E-mail Addresses:</b>                      pounceym@gcpsmail.com                 </td> </tr> <tr> <td> <b>Physical/Facility Address:</b> </td> <td> <b>DUNS number:</b>                      15-2811-279 ✓  <b>FEIN number:</b> 59-6000615 ✓                 </td> </tr> </table>		<b>Contact Name:</b> Dr. Maria I. Pouncey <b>Fiscal Contact Name:</b> <b>Bonnie Wood</b>	<b>Telephone Numbers:</b> 850-638-6131 ext. 2266  850-627-9651 ext. 1222	<b>Mailing Address:</b> <b>35 Martin Luther King Blvd.</b> <b>Quincy, FL 32351</b>	<b>E-mail Addresses:</b> pounceym@gcpsmail.com	<b>Physical/Facility Address:</b>	<b>DUNS number:</b> 15-2811-279 ✓ <b>FEIN number:</b> 59-6000615 ✓
<b>Contact Name:</b> Dr. Maria I. Pouncey <b>Fiscal Contact Name:</b> <b>Bonnie Wood</b>	<b>Telephone Numbers:</b> 850-638-6131 ext. 2266  850-627-9651 ext. 1222							
<b>Mailing Address:</b> <b>35 Martin Luther King Blvd.</b> <b>Quincy, FL 32351</b>	<b>E-mail Addresses:</b> pounceym@gcpsmail.com							
<b>Physical/Facility Address:</b>	<b>DUNS number:</b> 15-2811-279 ✓ <b>FEIN number:</b> 59-6000615 ✓							
<b>CERTIFICATION</b>  I, Roger P. Milton, as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.  Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.								
E) <u><i>Roger P. Milton</i></u> Signature of Agency Head	<u>Superintendent</u> Title	<u>6/24/18</u> Date						





FLORIDA DEPARTMENT OF EDUCATION  
BUDGET NARRATIVE FORM

A) Name of Eligible Recipient/Fiscal Agent: Gadsden County School District

B) DOE Assigned Project Number: 200-1029T-9CLL1

C) TAPS Number: 19A015

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
5100	160+B8:E20B	Salaries- Part-time EL Consultant and Full-time EL Bilingual Certified Support Specialist	1.28	\$ 52,480.20		✓	✓	✓
5100	210	Retirement (8.26%)		\$ 4,334.86		✓	✓	✓
5100	220	Social Security (7.65%)		\$ 4,014.74		✓	✓	✓
5100	230	Health Benefits		\$ 4,149.78		✓	✓	✓
5100	240	Workmen Compensation (1.5%)		\$ 787.20		✓	✓	✓
5100	330	Travel - reimbursed at .445 per mile to school sites and to attend EL Professional learning opportunities		\$ 3,000.00		✓	✓	✓
5100	390	Other purchased material (printing, copies)		\$ 593.22		✓	✓	✓
5100	510	Cosumable supplies (paper, notebooks, reading material to support small reading instnction)		\$ 640.00		✓	✓	✓
<b>D) TOTAL</b>				<b>\$ 70,000.00</b>		✓		





**DOE USE ONLY (Program)**

I certify that the cost for each line item budget category has been evaluated and determined to be allowable, reasonable and necessary as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

**Printed Name:** Matthew Caldwell

**Signature:** *Matthew Caldwell*

**Title:** Program Specialist IV

**Date:** 9/4/18

**DOE USE ONLY (Grants Management)**

I certify that the cost for each line item budget category has been evaluated and determined to be allowable as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

**Printed Name:** Felicia Williams-Taylor

**Signature:** *Felicia Williams-Taylor*

**Title:** Program Specialist IV

**Date:** 9/6/2018

### Project Abstract

The Gadsden County School District, considered a rural and small school district, has a student population of 5,131 based on the final Survey 2 of the 2017-18 school year. The student population has been decreasing due to private and charter school enrollment. The district now has a 96.5% minority population; 21% (1077.51) of the minority population is Hispanic and 38% of the Hispanic population (404) has an English Learner (EL) designation of LY. 7% of the Hispanic population (74) remain in an LF status - monitored for two years by district personnel. ELs will be enrolled throughout the 10 public schools, one charter school, and two magnet schools in the district. Possible ELs in private schools are offered testing to identify eligibility; parents of ELs are invited to participate in the EL Parent Advisory Council. Private school teachers of ELs are also invited to participate in EL professional development. Although ELs in grades three thru 9<sup>th</sup> are showing gains as assessed by ACCESS 2.0, the results on the statewide assessments continue to be less than acceptable – 19% scoring satisfactory in English Language Arts compared to 34.8 non-ELs in the district, 18.8% in the Biology FSA compared to non-ELs, 22.2% in Civics compared to 56.9% non-ELs.

Gadsden County continues to experience a teacher shortage and continues to lose EL certified teachers to a neighboring county and the bordering state of Georgia. The good news is Gadsden teachers and administrators have realized the importance of having as many teachers EL certified/endorsed or working towards it. Ten teachers in one school participated in a week long after-school Methods and Teaching Strategies course in May. Currently, multiple teachers are taking the on-line EL courses to complete their first 60 hours prior to September 15<sup>th</sup>. There continues to be only two EL certified teachers at the high schools. We continue to be confident and anticipate the principals continue making every effort to increase the EL certified or endorsed teachers. Incoming language arts teachers in the district without EL certification or endorsement will be contacted and offered EL support and an opportunity to immediately enroll in online EL courses. The EL population continues to grow and continues receiving students from Central America via placement by Homeland Security. We have recently enrolled six children in one family with a vast amount of educational, emotional, and medical needs. Three months of the year migrant students move into the district. Students are predominantly Hispanic and ELs. The opportunity to incorporate districtwide Supplementary Instructional Support Leaders for English Learners (SISLEL) into the EL team during 2017-2018 allowed for an immediate focus and deliberate training and implementation of the Sheltered Instruction Observation Protocol (SIOP®) Model - a research based and proven program specifically designed to move ELs to be college and career ready (Guzman, 2015). The SISLELs conducted extensive data analysis to identify areas for improvement and to increase student achievement. This process will continue if awarded the grant. The SISLELs provided the tools, strategies and professional learning using the SIOP® model to improve summative and formative district results and increase EL students scoring satisfactory or above in the FSAs for language arts, science, civics and social science. The SISLELs reviewed ACCESS 2.0 and I-Ready scores, MyPath, and student report card grades to identify areas of instructional focus to be targeted by teachers with the goal of increasing the proficiency level of EL students on the ACCESS 2.0 from 9% to 14%. We believe through the support of our SISLELs, the goal of the district was surpassed to a 20% proficiency level on ACCESS 2.0. It is believed the intense focus in the district of working with ELs supported growth. Training was held along with classroom support



but continuation of the SIOP® model with classroom walk-throughs and support for ELs supported teachers in their work with EIs.

It is necessary for the SISLEs to be EL certified or endorsed, experience working with ELs, having successful classroom experience and previous SIOP® experience. Master's degree and Bi-lingual preferred.

### **Project Need**

The Gadsden County School District EL staff analyzed the results of the Florida Standards Assessments (FSA) 2018 and ACCESS 2.0 2018 results to determine the areas of need for EL students in grade clusters and academic areas. District EL teachers and paraprofessionals working with the EL students were also consulted. In April, parents of EL students were convened with over 100 parents in attendance and conversations ensued on how best to serve their students and what supports are needed. Increased support in academic vocabulary, oral language, and reading was expressed as a need. Afterschool programs and more importantly summer programs geared for language development was expressed as a priority by the parents. As a group, students continue to show gains - results from ACCESS 2.0 for 2018 were used to determine areas for improvement. However, ACCESS 2.0 Reading and Writing remains a concern and needs improvement within Kindergarten through Second Grade. 75% of Kindergarten students scored Proficiency Level 1 & 2 in Reading; 61% of First Graders scored Proficiency Level 1 & 2; and 30% of 2<sup>nd</sup> Graders scored in Proficiency Level 1 & 2. The deficit in ELs can be attributed to "factors such as children's experiences in the home and their socioeconomic status ..." (Brooke, 2013). The amount of exposure to higher order vocabulary words also affects their descriptive language and ability for expanding narration (Hart & Risley, 1995). Current SISLEs verified the lack of foundational skills with first and second graders – as a result small groups focused on foundation reading skills proved immensely successful. Small groups with EL and Reading Endorsed/Certified teachers has continued during the summer program. To support EL students in meeting the state's proficiency goal and to provide supplemental support to teachers and students, the following results were considered: Reading was identified as a critical need for students in kindergarten entering first grade during the 2018-19 school year with 71% of Kindergarten students scoring a Proficiency Level 1 in Reading; a correlation between minimal proficiency on the Kindergarten Readiness Assessment and the results of ACCESS 2.0 supports these results. Biology FSA results were well under the state average at 18.8%. An emphasis must continue to be placed on working with Kindergarten thru second grade to support and improve reading. Reading was also identified as a need for students 9<sup>th</sup> through 12<sup>th</sup> with 61% scoring Level 1 resulting in a definite impact on the FSA ELA of 19.3% compared to 34.8% non-ELs in the district. Input from teachers, administrators, and parents resulted in the following identified support services that will be provided by the Supplementary Instructional Support Leader and EL Bilingual Certified Support Specialist for English Language Learners:

1. Coaching support for teachers of ELs identified thru classroom walkthroughs.
2. Afterschool support and coaching of EL staff using SIOP® strategies to assist ELs
3. Continued support in training and supporting teachers in the use and implementation of the SIOP® Model



4. Conduct classroom walkthroughs and/or coach teachers in the implementation of SIOP® strategies and enhancing practices to support EL students
5. Work with EL teachers to review data and identify areas for improvement
6. Participate in the EL Committee meetings to provide additional instructional strategies targeting specific areas of need based on assessment results.
7. Provide or facilitate professional development for EL and content area teachers on specific strategies; areas of concern identified using a data analysis of the ACCESS 2.0 and FSA scores to assist with EL students to increase student proficiency and achievement on an ongoing basis.
8. Facilitate a book study for up to 40 teachers – “Empowering English Learners for Classroom Success”.
9. Identify supplemental curriculum to support EL instruction in Language Arts, Vocabulary, Writing and various content area courses such as Math, Social Studies, Technology and Science
10. Provide for additional support in Science to focus on specific vocabulary building to enhance student knowledge using SIOP® strategies.
11. Identify small groups for pullout of struggling EL students

#### **Project Design and Implementation/Project Scope of Work**

The Gadsden County School District collaborates to provide every available benefit to increase student achievement. As a result, the Title 1 Part A, C, Title II, Title III, Title IX Homeless, 21st Century Programs and university partners work together to enhance programs and support for ELs. The EL team collaborates with all programs to provide all available services to ELs. The Instructional Leader Specialists will have experience working with diverse populations, classroom experience and be EL Certified or Endorsed. The Consultants/Specialists will supplement with EL specific professional development and targeted specific teacher support and coaching to implement strategies to support EL learning. The Specialists will participate in monthly meetings with EL teachers and the District Leadership Teams to provide research based guidance and strategies needed to improve language acquisition and increase student achievement particularly in reading beginning with Kindergarten thru second grade, and NES at the middle and high school level. This will be done by continuing the use of the Sheltered Instruction Observation Protocol (SIOP®) Model – a research based and proven program specifically designed to move ELs to be college and career ready (Guzman, R. 2015). The attached letter describes consultation with district schools to provide professional development that will enhance services to ELs and advance student achievement. The district continued with the last two year’s opportunity to continue building capacity of the SIOP® Model by:

1. Training Administrators and school leaders to support teachers for a better understanding on how the model can improve instruction for ELs.
2. Training a cohort of teachers K-12 on the components and strategies to implement the SIOP® Model in their classrooms and during afternoon tutorials
3. Providing classroom demonstrations on the use of the SIOP model.



Continuing the training and modeling of the SIOP® model, with classroom support offered five days of the week by the EL Bilingual Certified Support Specialist and the EL Consultant, we expect to increase the capacity of teachers in supporting EL students. We are committed to including the new teacher cadre and administrators to sustain the implementation. In addition, the EL Bilingual Support Leader will work with afterschool teachers four days per week to provide targeted assistance during the EL afterschool programs throughout the district spending one day per week in each school. Our goal is to have an increase in the proficiency level of Reading in ACCESS 2.0 by 5% and the overall proficiency level with an additional 5%. Listening, Speaking and Writing will increase by at least 2% resulting. As a result of teacher coaching, we are hopeful the English Language Arts Assessment percent of EL scoring satisfactory or above will increase by 5%, and Science by 5%.

The services provided through this project are supplemental to the professional development opportunities provided through multiple federal programs. The district provides EL certification opportunities, and the EL staff is funded using general funds. The Supplementary Instructional Support Leaders for English Language Learners will support the EL Coordinator who will also participate and assist with the implementation of the SIOP® Model. Private schools are and will continue to be encouraged to participate in the professional development opportunities and book study.

#### Measurable Objectives, Activities and Timeline

Objectives	Activities	Timeline
Ensure the District Leadership team (DLT) and School Leaders are familiar with the implementation plan of the SIOP® Model.	<b>Address the DLT and visit with school leaders to request support for the model to support ELs. A review of the EL results for the 2017-18 school year will be included.</b>	August 2018 thru September 2018
Analyze the 17-18 ACCESS 2.0, FSA results and I-Ready scores to identify areas for improvement.	<b>Develop a plan of action to target areas to focus during additional SIOP® training and classroom walk-throughs. The data will drive the schools and grades to target and the strategies and classroom activities needed to support EL students.</b>	September 2018
Begin and/or continue SIOP® implementation in targeted schools with 40 or more EL Proficiency Level 1/2 and NES students.	<b>Develop a schedule of SIOP® Training dates and classroom visits.</b>	Sept. - October, 2018

Provide one face to face SIOP training for new Administrators	Administrators will participate in one face to face training with additional instruction and support received during the monthly District Leadership Team Meetings.	November 2018 and Ongoing SIOP strategies during ongoing DLT mtgs. thru May 2019.
Conduct one or a maximum of three classroom walkthroughs per week to observe implementation of the model and to provide instructional support in schools with 40 or more EL students in Proficiency Level 1, 2, or NES.	Instructional Leaders supported by EL Coordinator will conduct a one classroom walkthrough or a maximum of two per week to observe the implementation with fidelity.	Beginning after the initial Data review and ongoing thru May 2019.
Conduct, support or facilitate a one-day content specific training in Civics, Science.	Content Teachers in Science and Civic Studies will meet to understand at least three of the eight components for use in the classrooms with EL students.	November 2019 and February 2019
Conduct a Virtual Learning Community once per month with teachers to share review the book "Empowering English Learners for Classroom Success" in addition to discussing best practices and classroom success with EL students.	Virtual meetings with teachers will be held monthly as part of the book study and to share best practices and classroom successes using the SIOP model with EL students.	Beginning in October and continuing monthly thru May 2018.
Instructional Support Leaders and EL team will review formative assessments of EL students such as I-Ready reports and report cards beginning with the end of the first six-week period to either continue expanding the SIOP model as planned or provide additional coaching to EL teachers.	Instructional Support Leaders and EL team will review formative assessments and report cards to analyze appropriate practices to increase student achievement.	December 2018 March 2019 June 1, 2019



Maintain and submit seven monthly reports of the SISLs previous month's activities and program implementation to the FLDOE.	<b>Maintain sign-in sheets, logs, list of activities, professional development resources for inclusion in the monthly reports.</b>	<b>October 15, 2018 November 15, 2018 December 15, 2018 January 15, 2019 April 15, 2019 May 15, 2019</b>
Prepare and submit the final Student Results Report.	<b>Review student data and prepare the final report on increased student achievement of EL students.</b>	<b>NLT June 30, 2017</b>

### Evaluation

Evaluation of outcomes will be ongoing, using qualitative and quantitative results. The EL project staff including the Supplementary Instructional Support Leaders for English Language Learners will work together to collect and analyze formative and summative data on the quality and impact of project activities. Results will assist in making short-term corrections and planning for the future, ensuring project focus on goals and objectives, and providing evidence to school officials, that the program is effective and merits continued implementation to raise EL's student achievement. Data to be collected includes:

- Stakeholder and participant feedback via survey, interviews, and/or feedback from teachers during monthly Virtual Learning Community meetings.
- Professional development participation evidenced by sign in sheets, participant evaluation forms, and/or transcripts from the PAEC electronic Professional Development Connections system (ePDC).
- A comparison of the results from ACCESS 2.0 – 2017-2018 and 2018-2019 - Overall scores and Listening, Speaking, Reading, and Writing – a focus on Reading.
- Results from the Florida Standards Assessments for ELs in English Language Arts, Science, and Civics and History and High School Graduation rate.
- Feedback from participating teachers on EL student's course progression for each six-week period following SIOP® implementation and/or classroom support.

### Support for Strategic Imperatives

The projects' goals coincide with three of the Goals of the State Board of Education's K-20 Strategic Plan:

1. Higher Student Achievement

2. Seamless Articulation and Maximum Access and
3. Quality Efficient Services.

ELs will continue to be provided the necessary tools and strategies needed to make scholastic gains by providing teachers with the support, professional learning and opportunities to share successful results within teachers of ELs, and building capacity within the district. Small groups of students identified as needing additional support to develop foundational reading skills will be identified and supported on a weekly basis either during the school day and/or after-school.

#### Bibliography

Brooke, E. (2013). *The Critical Role of Oral Language in Reading for Title 1 and EL Students*. Retrieved from <http://www.lexialearning.com/resources/white-papers/oral-language>.

Guzman, R. (2015). *A study of the impact of English language learners; literacy development through the SIOP® model* (Order No. 3701484). Available from ProQuest Dissertations & Theses Global. (1681369389). Retrieved from <http://search.proquest.com/docview/1681369389?accountid=458>

Hart, B, & Risley, T. R. (1995). *Meaningful differences in the everyday experience of young American children*. Baltimore: Paul H. Brookes.



**School Board of Gadsden County, Florida**  
**RENEWAL CONTRACTUAL AGREEMENT**  
**Fiscal Year: 2018-2019**

This contractual AGREEMENT is made between the School Board of Gadsden County, Florida, a school district, referred to as the "RECIPIENT", organized and existing under the laws of the State of Florida, with its principal place of business at 35 Martin Luther King., Jr. Blvd, City of Quincy, County of Gadsden, State of Florida, herein referred to as the Board, (also referred to as the District) and Panhandle Area Educational Consortium (PAEC), an regional educational agency with their principal place of business at 753 West Boulevard, Chipley, FL 32428 for the purposes of providing English Language Learner (EL) Services to Gadsden County Public School EL students, families, and community stakeholders. The contractual AGREEMENT will establish uniform administrative requirements for the CONTRACTOR and the School Board of Gadsden County.

NOW, THEREFORE, the parties agree as follows:

**ARTICLE 1. ENGAGEMENT OF THE CONTRACTOR**

The RECIPIENT agrees to engage the CONTRACTOR and the CONTRACTOR agrees to perform the functions as outlined in their agreement with the Superintendent and School Board of Gadsden County to provide EL language services in Gadsden County as further set forth below. The CONTRACTOR understands and agrees that all services contracted are to be performed solely by the CONTRACTOR and may not be subcontracted for or assigned without the prior written consent of the RECIPIENT.

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

**ARTICLE 2. SCOPE OF SERVICES**

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

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

Any changes to the services above must be made by mutual AGREEMENT in writing with the Superintendent and Area Directors of Curriculum and Instruction.

**ARTICLE 3. DURATION OF AGREEMENT**

This AGREEMENT shall begin on the week of July 1, 2018 and end June 30, 2019 contingent upon the approval by the district School Board as stated in Article 1 above. As required by law,



this AGREEMENT shall be subject to review and renewal if performance is deemed satisfactory, and if the School Board and Superintendent approve.

(b). The CONTRACTOR shall begin performing the contract on the week of July 1, 2018 and finish the project by June 30, 2019.

#### **ARTICLE 4. DEFINITIONS**

<b>Term</b>	<b>Definition</b>
<b>Advance</b>	means a payment made by Treasury check or other appropriate payment mechanism to a CONTRACTOR upon its request either before outlays are made by the CONTRACTOR or through the use of predetermined payment schedules.
<b>Award</b>	means financial assistance that provides support or stimulation to accomplish a public purpose.
<b>Contract</b>	means a procurement contract under an award or sub-award, and a procurement sub-contract under a RECIPIENT'S or CONTRACTOR'S contract. A contract shall be used when the principal purpose is acquisition of property or services for the direct benefit or use of the federal government and/or organization receiving financial assistance. .
<b>Date of Completion</b>	means the date on which all work under an award or sub-award is completed or the date on the award document, or any supplement or amendment thereto, on which Federal sponsorship ends.
<b>Project costs</b>	means all necessary, allocable, reasonable, and allowable costs, as established in the applicable Federal cost principles, incurred by a RECIPIENT and the value of the contributions made by third parties in accomplishing the objectives of the award during the project period.
<b>Project period</b>	means the period established in the award document during which Federal sponsorship begins and ends.
<b>RECIPIENT</b>	means an organization receiving financial assistance directly from the Department of Education to carry out a project or program. The term includes public and private institutions of higher education, public and private hospitals and other quasi-public and private non-profit organizations such as, but not limited to, community action agencies, research institutes, educational associations, and health centers.
<b>CONTRACTOR</b>	means the legal entity to which a sub-award is made and which is accountable to the RECIPIENT for the use of the funds provided.
<b>Sub-award</b>	means an award of financial assistance in the form of money, or property in lieu of money, made under an award by a RECIPIENT to an eligible CONTRACTOR. The term includes financial assistance when provided by any legal AGREEMENT, even if the AGREEMENT is called a contract, but does not include procurement of goods and services nor does it include any form of assistance which is excluded from the definition of "award". The sub-award <b>does not create a sub-contractor relationship</b> with contracted entity. Sub-awards are awarded to vendors for the procurement of goods and/or services.
<b>Termination</b>	means the cancellation of award, in whole or in part, under an AGREEMENT at any time prior to the date of completion.
<b>Working Capital</b>	means a procedure whereby funds are advanced to the RECIPIENT to cover its estimated disbursement needs for a given initial period.

#### **ARTICLE 5. PAYMENT**



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

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

(c) The total cost of the AGREEMENT is no more than \$72,000.00

#### **ARTICLE 6. PUBLIC RECORDS**

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

#### **ARTICLE 7. ACCESS AND RETENTION OF RECORDS**

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

#### **ARTICLE 8. TERMINATION OF AGREEMENT**

The parties hereto contemplate this contract to run for the duration of the grant award subject to annual review and renewal as required by law. Any party wishing to terminate this contract prior to its expiration date shall provide the other party with sixty (60) days written notice. Upon termination, the district shall be responsible for payment of all costs incurred by the CONTRACTOR in the performance of the AGREEMENT prior to termination.

#### **ARTICLE 9. AMENDMENTS**

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

#### **ARTICLE 10. INDEPENDENT CONTRACTOR**

The CONTRACTOR is an independent agent and not an employee, sub-contractor, or agent of the RECIPIENT. The CONTRACTOR agrees to comply with all requirements of the Jessica Lunsford Act. The CONTRACTOR shall be acting as an independent CONTRACTOR in the performance of this AGREEMENT, and shall be responsible for the payment of claims for loss, personal injury, death, property damage, or otherwise arising out of any act or omission of their respective employees or agents in connection with the performance of the Services for which they may be held liable under applicable law. Each party shall maintain at its sole expense adequate insurance or self-insurance coverage to satisfy its liability obligations under this AGREEMENT.

**ARTICLE 11. NONDISCRIMINATION AND COMPLIANCE**

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

**ARTICLE 12. ADMINISTRATION OF AGREEMENT**

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

**ARTICLE 13. AGREEMENT AS INCLUDING ENTIRE AGREEMENT**

This instrument, including any attachments, embodies the entire AGREEMENT of the parties. There are no other provisions, terms, conditions, or obligations. This AGREEMENT supersedes all previous oral or written communications, representations or AGREEMENTS on this subject.

CONFLICT OF INTEREST: As of the date of this AGREEMENT and throughout the term of this agreement, CONTRACTOR agrees that they are not a party to any oral or written contract or understanding or legal or regulatory obligation that will in any way limit or conflict with its ability to fulfill the terms of the AGREEMENT.

**ARTICLE 14. ENFORCEMENT**

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

IN WITNESS WHEREOF, the School Board of Gadsden County, Florida and Panhandle Area Educational Consortium have executed this AGREEMENT.

\_\_\_\_\_  
Mr. John Selover  
Executive Director, PAEC

\_\_\_\_\_  
Date

\_\_\_\_\_  
Mr. Roger P. Milton  
Superintendent of Schools

\_\_\_\_\_  
Date

\_\_\_\_\_  
Mr. Steve Scott  
Chairman, Gadsden County School Board

\_\_\_\_\_  
Date



# Appendix A

## Program Responsibilities for Contracted English Learner Services

### Programmatic:

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

### Staff:

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

### Student Services:

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



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

**Professional Development:**

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

**Curriculum:**

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

**General Responsibilities:**

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

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



**AMENDMENT 1**  
**September 21, 2018**

This amendment is an additional agreement between Panhandle Area Educational Consortium (PAEC) and Gadsden County Public Schools (GCPS) to extend the existing ELL contract that provides services for English Language Learners (ELL) students in Gadsden County. The amendment is for an additional \$70,000 to enhance delivery of services for ELL populations to include ELL teacher/administrator training and monitoring of teacher instruction. The amendment will run from September 21, 2018 to June 30, 2019.

The project is designed to support a district-wide Supplementary Instructional Support Leader for English Learners (SISLEL) who will provide focused and deliberate training and implementation of the Sheltered Instructor Observation Protocol (SIOP) Model. SISLEL will do the following administrative services:

- Conduct extensive data analysis to identify areas of improvement
- Provide tools and strategies to use SIOP to improve assessment results in language arts, science, civics, and social science
- Review ACCESS 2.0 student results to identify areas of instructional focus to be targeted (increase proficiency by 5%)

SISEL will do the following training/facilitation services:

- Provide afterschool support and coaching of ELL staff using SIOP
- Train and support teachers in the use and implementation of the SIOP
- Conduct classroom walkthroughs and coach teachers in SIOP
- Work with ELL teachers to analyze data and identify targeted areas of instruction for ELL students
- Participate in ELL committee meetings monthly to provide strategies to improve proficiency
- Provide/facilitate PD for ELL and content area teachers
- Identify supplemental curriculum to support ELL improvement in content areas
- Provide additional support for Science.

Amendment Deliverables:

- Comparison of Florida State Assessment (FSA) and ACCESS results
- Implementation of SIOP
- Facilitation of face-to-face SIOP trainings for administrators
- Facilitation of three days of SIOP training for K-12 teachers (two face-to-face trainings and 4 afterschool meetings)
- Conducting of no less than one and maximum of three classroom walkthroughs per week to observe implementation fidelity
- Conducting a one-day content specific training in Science and Civics Studies
- Conducting a one-hour virtual learning community monthly to share SIOP best practices
- Reviewing of formative assessments of ELL students and report cards
- Maintaining and submission of seven monthly reports
- Preparing and submission of final report for state agency and Board

\_\_\_\_\_  
Mr. John Selover  
Executive Director, PAEC

\_\_\_\_\_  
Date

\_\_\_\_\_  
Mr. Roger P. Milton  
Superintendent of Schools

\_\_\_\_\_  
Date

\_\_\_\_\_  
Mr. Steve Scott  
Chairman, Gadsden County School Board

\_\_\_\_\_  
Date

## Simplification of PAEC connection to English Learner (EL) programs

- \$72,000** – Contract with PAEC from General Revenue to provide staffing services for the ESOL and Immigrant Programs – in lieu of hiring staff that used to be inclusive of Anna Garcia and Elaine Barksdale. For the \$72,000 contract PAEC provides all the staffing and deliverables for that program. Per the Florida Statute and Florida Consent decree, the district must provide some level of staffing to manage the requirements of the district program for ESOL students. These requirements cannot be paid for by supplemental funding. The district pays PAEC and PAEC handles all payroll and operational costs of the staffing for the positions to serve EL students and families. Responsibilities of the district are under Florida Statute for services to EL students and families.  
Per Florida Statute 1003.56: Each district school board shall implement the following procedures:
  - Develop and submit a plan for providing English language instruction for limited English proficient students to the Department of Education for review and approval.
  - Identify limited English proficient students through assessment.
  - Provide for student exit from and reclassification into the program.
  - Provide limited English proficient students ESOL instruction in English and ESOL instruction or home language instruction in the basic subject areas of reading, mathematics, science, social studies, and computer literacy.
  - Maintain a student plan.
  - Provide qualified teachers.
  - Provide equal access to other programs for eligible limited English proficient students based on need.
  - Provide for parental involvement in the program.
  - Each district school board's program for limited English proficient students shall be evaluated and monitored periodically.
- \$51,161.79** – Federal grant award for ESOL Title III – to be used to provide supplemental services to the ESOL students in the EL program – primarily used for summer and after school teachers for ESOL students – this is an entitlement based on a formula of numbers of ESOL children in the district. This is an annual award that we have to apply for and PAEC applied for it on our behalf but the district is the fiscal agent.
- \$70,000** – SIOP – Sheltered Instructor Observation Protocol Model – this is an additional competitive piece of the federal grant money available to provide additional support for the Title III ESOL project – each district competes for the money – not all districts compete or win the award. This program supports all teachers in the district through professional development and training – it includes professional learning, implementation of the training in classrooms, and monitoring through classroom walkthroughs to ensure training strategies are being implemented. This \$70,000 is an amendment added on to the General Revenue ESOL staffing contract for PAEC. This is year 3 of this project. The district is the fiscal agent. PAEC arranges for services, reports deliverables to DOE and to the district.
- Approximately \$90,000 of the total regional grant spent in Gadsden** - Migrant students and families are also provided services through another federal grant that PAEC is the fiscal agent for – this is another federal entitlement grant based on reported numbers of migrant students – it is awarded directly to PAEC in a regional grant – several different districts are lumped together that generate the money and that PAEC has to provide services for. These services are handled through the Chipley office but they have a branch in Gadsden to provide services to the families here because we have such an abundance of migrant families in Gadsden. This project from DOE was greatly reduced this year. PAEC is the fiscal agent.

All the projects that PAEC does for Gadsden have services required and deliverables that must be met in order for them to get the money reimbursed by DOE and/or paid by the district.



**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 8f

**DATE OF SCHOOL BOARD MEETING:** September 25, 2018

**TITLE OF AGENDA ITEM:** Small School District Council Consortium

**DIVISION:**

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

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

Board approval requested for participation in the Small School District Council Consortium for the 2018-19 fiscal year and pay annual dues.

**FUND SOURCE:** General Funds

**AMOUNT:** \$2,850.00

**PREPARED BY:** Roger P. Milton  
**POSITION:** Superintendent



---

**INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER**

       Number of ORIGINAL SIGNATURES NEEDED by preparer.

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

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



**RESOLUTION  
AFFIRMING PARTICIPATION IN THE  
SMALL SCHOOL DISTRICT COUNCIL CONSORTIUM**

**WHEREAS**, the \_\_\_\_\_ County School Board believes there is a need to have educational information, interpretation, and consultation on issues relating to small and rural communities that is not independently available, and

**WHEREAS**, the cost of providing such services independently for the School Board would make the cost prohibitive, and

**WHEREAS**, the needed services are provided through the Small School District Council Consortium, and

**WHEREAS**, the \_\_\_\_\_ County School District has participated in the consortium in previous years by official action of the Board and payment of the annual fee,

**NOW THEREFORE BE IT RESOLVED** that the \_\_\_\_\_ County School Board authorizes the participation in the Small School District Council Consortium for fiscal year 2018-2019 and as such agrees to pay \$2,850.00 to the designated Fiscal Agent upon invoice for participation fees.

**BE IT FURTHER RESOLVED** that this resolution shall authorize the \_\_\_\_\_ County School District participation in the SSDCC in future years contingent upon the approval of the SSDCC Annual Invoice for Participation Fees as part of a regularly scheduled School Board meeting.

**BE IT FURTHER RESOLVED** that the SSDCC Fiscal Agent shall be the contracting agent for the employment and payment of consulting services and associated program costs.

Adopted by the \_\_\_\_\_ County School Board in Regular Session at \_\_\_\_\_, Florida on the \_\_\_\_th day of \_\_\_\_\_, 2018.

**BY:**

\_\_\_\_\_  
Chairperson, \_\_\_\_\_ County School Board

**ATTEST:**

\_\_\_\_\_  
Superintendent, \_\_\_\_\_ County School District

## SSDCC Members and Board of Directors – FY 2017-18

*The SSDCC Board is the Superintendent and a School Board member designated by the School Board*

District	Supt	School Board Liaison – Designated by Board in Organizational Meeting
Baker	<b>Sherrie Raulerson - SSDCC Chair</b>	Patricia Weeks
Bradford	Stacey Shuford Creighton	Cheryl Canova
Calhoun	Ralph Yoder	Danny Ryals
Citrus	<b>Sam Himmel - SSDCC Exec. Committee</b>	Linda Powers
Columbia	Alex Carswell	Stephanie Finnell
DeSoto	Adrian Cline	Ronny R. Allen
Dixie	Mike Thomas	Paul Gainey
Franklin	Traci Moses	Pamela Marshall
Flagler	James Tager	Colleen Conklin
Gadsden	Roger Milton	Isaac Simmons
Gilchrist	Robert Rankin	Christie McElroy
Glades	<b>Scott Bass- SSDCC Exec. Committee</b>	Mike Pressley
Gulf	Jim Norton	Cindy Belin
Hamilton	Rex L. Mitchell	Cheryl McCall
Hardee	Bob Shayman	<b>Paul Samuels – SSDCC Exec. Comm</b>
Hendry	Paul Puletti	Sally Berg
Hernando	Dr. Lori Romano	Linda Prescott
Highlands	Brenda Longshore	<b>Jan Shoop- SSDCC Exec. Comm</b>
Holmes	Terry Mears	Shirley Owens
Jackson	Larry Moore	<b>Charlotte Gardner – SSDCC Exec Comm</b>
Jefferson	Marianne Arbulu	Shirley Washington
Lafayette	<b>Robby Edwards -SSDCC Exec. Comm.</b>	Amanda Tidwell Hickman
Levy	Jeffrey Edison	<b>Chris Cowart – SSDCC Exec. Comm</b>
Liberty	David Summers	Kyle Peddie
Madison	Karen Pickles	VeEtta Hagan
Monroe	Mark Porter	Ron Martin
Okeechobee	Ken Kenworthy	Malissa Morgan
Putnam	Rick Surreney	Jane Thomas Crawford
Sumter	Rick Shirley	Kathie Joiner
Suwannee	Ted Roush	Jerry Taylor
Taylor	Danny Glover	Brenda Carlton
Union	Carlton Faulk	Becky Raulerson
Wakulla	<b>Robert Pearce –SSDCC Vice-Chair</b>	Jo Ann Daniels
Walton	Russell Hughes	Marsha Winegarner
Washington	Joe Taylor	Susan Roberts
<b>Regional Consortium Members</b>		
Heartland Ed. Consortia		
North East Florida Ed. Consortia		
Panhandle Area Ed. Consortia		
<b>Additional Entities Recognized as Small Districts</b>		
<b>Districts.&gt; 24,000 Students</b>	<b>Lab Schools receiving Sparsity</b>	
<i>Charlotte</i>	<i>FAMU – DRS School</i>	
<i>Indian River</i>	<i>FSU – DRS School</i>	
<i>Martin</i>	<i>UF – PK Yonge Lab School</i>	
<i>Nassau</i>	<i>FAU – DRS School</i>	

**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

AGENDA ITEM NO. 8g

Date of School Board Meeting: September 25, 2018

TITLE OF AGENDA ITEM: Agreement between the Gadsden County Public Schools and Linda Sarvis, LCSW

DIVISION: EXCEPTIONAL STUDENT EDUCATION

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

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

The purpose of this contract is to provide additional Mental Health Counseling and Clinical Services to students with behavioral, emotional and/or academic problems in Gadsden County Schools.

FUND SOURCE: FEFP (Mental Health Allocation)

AMOUNT: \$15,000.00

PREPARED BY: Sharon B. Thomas *[Signature]*

POSITION: Director, Exceptional Student Education

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 5

CHAIRMAN'S SIGNATURE: page(s) numbered \_\_\_\_\_

Be sure that the COMPTROLLER has signed the budget page.

This form is to be  duplicated on light blue paper.

summary.for  
revised 0591

Proofread by: *Kevin R. Francis*



## GENERAL SERVICE AGREEMENT

THIS GENERAL SERVICE AGREEMENT (the "Agreement") dated this 20th day August, 2018

BETWEEN:

Gadsden County School Board of 35 Martin Luther King Blvd.,  
Quincy, Fl. 32351 (the "Client")

-AND-

Linda Sarvis, LCSW of 21 North Love Street, Quincy, Fl. 32351  
Quincy, Fl 32351 (the "Contractor")

### BACKGROUND

- A. The Client is of the opinion that the Contractor has the necessary qualifications, experience and abilities to provide services to the Client.
- B. The Contractor is agreeable to providing such services to the Client on the terms and conditions set out in this Agreement.

IN CONSIDERATION OF the matters described above and of the mutual benefits and obligations set forth in this Agreement, the receipt and sufficiency of which consideration is hereby acknowledged, the Client and the Contractor (individually the Party and collectively the Parties to this Agreement) agree as follows:

### SERVICES PROVIDED

1. The Client hereby agrees to engage the Contractor to provide the Client with services (the Services) consisting of:

The Contractor will provide the Client with mental health counseling for students, completion of Functional Behavior Assessments as needed, training for teachers and staff on mental health and maladaptive behavioral issues, coordinate the processing of mental health records and forms.

2. The services may include any other tasks which the Parties may agree on. The Contractor hereby agrees to provide such Services to the Client.

### TERMS OF AGREEMENT

3. The term of this Agreement (the Term) will begin will begin on the date of this Agreement and will remain in full force and effect until May 31, 2019, subject to

earlier termination as provided in this Agreement. The term of this Agreement may be extended by mutual written agreement of the Parties.

4. In the event that either party wishes to terminate this Agreement prior to May 31, 2019, that Party will be required to provide at least 10 days' notice to the other Party.

#### PERFORMANCE

5. The Parties agree to do everything to ensure that the terms of this Agreement take effect.

#### COMPENSATION

6. For the services rendered by the Contractor as required by this Agreement, the Client will provide compensation (the Compensation) to the Contractor as follows:

Services will be rendered during one (1) school day a week at either the middle school or high school according to the need. Payment for services will be \$250.00 for each school day worked. An invoice will be submitted from the Contractor and will be paid monthly by the Client. The Client is responsible for any taxes due on this amount.

#### REIMBURSEMENT OF EXPENSES

7. The Contractor will not be reimbursed for expenses incurred by the Contractor in connection with providing the Services of this Agreement.

#### ADDITIONAL RESOURCES

8. The Client agrees to provide the Contractor office space suitable for confidential counseling and access to students and student records. Also the Client will provide parental permission forms for students to take home.

#### CONFIDENTIALITY

9. The Contractor agrees that it will not disclose, divulge, reveal, report or use, for any purpose Confidential Information which the Contractor has obtained, except as authorized by the Client. This obligation will survive the expiration or termination of this Agreement and will continue indefinitely.
10. All written and oral information and materials disclosed or provided by the Client to the Contractor under this Agreement is Confidential Information regardless of whether it was provided before or after the date of this Agreement.

## RETURN OF PROPERTY

11. Upon the expiration or termination of this Agreement, the Contractor will return to the Client any property, documentation, records, or Confidential Information which is the property of the Client.

## CAPACITY/INDEPENDENT CONTRACTOR

12. In providing the Services under this Agreement it is expressly agreed that the Contractor is acting as an independent contractor and not as an employee. The Contractor and the Client acknowledge that this Agreement does not create a partnership or joint venture between them, and is exclusively a contract for service.

## NOTICE

13. All notices, requests or other communication required or permitted by the terms of this Agreement will be given in writing and delivered to the Parties of this Agreement as follows:
  - a. Gadsden County School Board  
35 Martin Luther King Blvd, Quincy, Fl. 32351
  - b. Linda Sarvis, LCSW  
21 North Love St., Quincy, Fl. 32351

## INDEMNIFICATION

14. Except to the extent paid in settlement from any applicable insurance policies, and to the extent permitted by applicable law, each Party agrees to indemnify and hold harmless the other Party against any and all claims, losses, damages, liabilities, penalties, punitive damages, expenses, and costs of any kind which result from or arise out of any act or omission of the indemnifying party that occurs in connection with this Agreement. This indemnification will survive the termination of this Agreement.

## INSURANCE

15. The Contractor will be required to maintain general liability insurance including coverage for bodily injury and property damage at a level that would be considered reasonable in the industry of the Contractor.

## LEGAL EXPENSES

16. In the event that legal action is brought to enforce or interpret any term of this Agreement, the prevailing Party will be entitled to recover, in addition



to any other damages or award, all reasonable legal costs associated with the action.

#### MODIFICATION OF AGREEMENT

17. Any amendment or modification of this Agreement or additional obligation assumed by either Party in connection with this Agreement will only be binding if evidenced in writing signed by each Party.

#### TIME OF THE ESSENCE

18. Time is of the essence in this Agreement. No extension or variation of this Agreement will operate as a waiver of this provision.

#### ASSIGNMENT

19. The Contractor will not voluntarily, or by operation of law, assign or otherwise transfer its obligations under this Agreement without the prior written consent of the Client.

#### ENTIRE AGREEMENT

20. It is agreed that there is no representation, warranty, collateral agreement or condition affecting this Agreement except as expressly provided in this Agreement.

#### ENUREMENT

21. This Agreement will enure to the benefit of and be binding on the Parties and their respective heirs, executors, administrators, successors and permitted assigns.

#### GOVERNING LAW

22. It is the intention of the Parties to this Agreement that this Agreement and the performance under this Agreement be construed in accordance with and governed by the laws of Florida without regard to the jurisdiction in which any action or special proceeding may be instituted.

#### SEVERABILITY

23. In the event that any of the provisions of this Agreement are held to be invalid and unenforceable in whole or in part, all other provisions will nevertheless continue to be valid and enforceable with the invalid or unenforceable parts severed from the remainder of this Agreement.

WAIVER

24. The waiver by either Party of a breach, default, delay or omission of any of the provisions of this Agreement by the other Party will not be construed as a waiver of any subsequent breach of the same or other provisions.

IN WITNESS WHEREOF the Parties have duly affixed their signatures under hand and seal on this day of \_\_\_\_\_.

Gadsden County School Board

Per \_\_\_\_\_

Linda Sarvis LCSW

Per \_\_\_\_\_

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8h

DATE OF SCHOOL BOARD MEETING: September 25, 2018

TITLE OF AGENDA ITEM: Capital City Consulting

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM:

Capital City Consulting provides program evaluation services for the 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC). Evaluation services include developing and implementing the project evaluation plan; ensuring outcome reporting for baseline, mid-year, and end-of-year data to assess progress toward goals; conducting professional development for project staff in using reporting platform; site visitation prior to formative and summative evaluations; creating of data collection instruments; completing mid-year report; developing formative and summative evaluation reports for Florida Department of Education (FDOE); weekly communication; assisting with project application outcome deliverables; assisting with monthly deliverables due to FDOE; ongoing data analysis; and other evaluation services as may be required by FDOE or the district for the projects during the term of the contracts.

The district is the fiscal agent for 10 different afterschool school sites in four separate 21<sup>st</sup> CCLC projects. All of the Capital City Consulting contracts are renewal contracts from last year for continuation of evaluation services for the 21<sup>st</sup> CCLC projects. This is a continuation contract. Costs per school are \$3,000, the same as was awarded last year.

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**FUND SOURCE:** Federal Programs  
**AMOUNT:** \$30,000.00 *RR*  
**PREPARED BY:** Rose Raynak  
**POSITION:** Director of Federal Programs

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INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

\_\_\_\_ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered \_\_\_\_\_

CHAIRMAN'S SIGNATURE: page(s) numbered \_\_\_\_\_

REVIEWED BY: \_\_\_\_\_



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

This contractual AGREEMENT is made between the School Board of Gadsden County, Florida, a school district, referred to as the "DISTRICT", organized and existing under the laws of the State of Florida, with its principal place of business at 35 Martin Luther King., Jr. Blvd, City of Quincy, County of Gadsden, State of Florida, herein referred to as the Board, (also referred to as the District) and **Capital City Consultants** a for-profit business organized and existing with its principal place of operations at 2910 Kerry Forest Parkway Suite D4-278, Tallahassee, FL 32309, herein referred to as "CONSULTANT". The contractual AGREEMENT will establish uniform administrative requirements for the CONSULTANT and Gadsden County Public Schools.

NOW, THEREFORE, the parties agree as follows:

**ARTICLE 1. ENGAGEMENT OF THE CONSULTANT**

The DISTRICT agrees to engage the CONSULTANT and the CONSULTANT agrees to perform the functions as outlined in the Scope of Services below. The CONSULTANT understands and agrees that all services are to be secured and implemented solely by the CONSULTANT and no subcontractor will be assigned as a CONSULTANT without the prior written consent of the DISTRICT.

**The DISTRICT and CONSULTANT understand and agree that this AGREEMENT is valid only if approved and funds awarded for the same by the Florida Department of Education for 21<sup>st</sup> Century Community Learning Centers.**

**ARTICLE 2. SCOPE OF SERVICES**

The CONSULTANT has agreed to provide the DISTRICT with professional consulting and program evaluation services. The CONSULTANT shall provide these services for the 21<sup>st</sup> CCLC program where the district is the fiscal agent. It encompasses year two of GREAT CENTER 60 which includes: Carter-Parramore Academy and Havana Magnet (Middle School only). The CONSULTANT shall provide the scope of services outlined in the deliverables below.

Deliverables provided by the CONSULTANT include:

1. Development and implementation of the DISTRICT's 21<sup>st</sup> CCLC Evaluation Plan by November 15, 2018, using Stufflebeam's CIPP model as an education evaluation tool for continuous quality improvement activities to identify performance measures and ensure outcomes for students which will include baseline, mid-year and end-of-year data necessary to assess program progress towards goals;
2. Conduct professional development (as needed) to 21<sup>st</sup> CCLC staff in areas such as 21<sup>st</sup> CCLC orientation, and 21<sup>st</sup> CCLC evaluation procedures by November 30, 2018, including sharing evaluation information with 21<sup>st</sup> CCLC Advisory Board quarterly;
3. Access to secure SQL server data base (21<sup>st</sup> CCLC Student Information System) and cloud-sharing space (as necessary) to support streamlined data collection (attendance, objectives, etc.) and project reporting by November 30, 2018;
4. Site visitation to proposed project sites prior to the formative evaluation and prior to the summative evaluation (as needed) for a total of at least 4 visits by December 20, 2018;

5. Creation or research of 21<sup>st</sup> CCLC evaluation instruments such as surveys, rubrics, and pre-mid-post assessments by December 31, 2018, including use of project-based learning (PBL) rubrics and checklists to determine PBL fidelity of implementation;
6. Assistance with the completion of the 21<sup>st</sup> CCLC Mid-Year Report by January 31, 2019;
7. Conduct formative evaluation of the 21<sup>st</sup> CCLC program and provide a written report to the DISTRICT prior to FDOE submission deadline, or by the date agreed upon between the DISTRICT and CONSULTANT, to include analysis of student attendance, program operation, objective assessment, participant interviews and surveys and recommendations for improvement;
8. Ongoing analysis of data outcomes in the areas of Academic Enrichment, Personal Enrichment, and Adult/Family Services;
9. Preparation and assistance with the completion of the 21<sup>st</sup> CCLC End-of-Year Report by July 31, 2019;
10. Conduct summative evaluation of the 21<sup>st</sup> CCLC program and provide a written report to the DISTRICT prior to FDOE submission deadline, or by the date agreed upon between the DISTRICT and CONSULTANT, to include student attendance compilation and enrollment, program operation, quality of staffing, objective assessment, progress towards sustainability, and overall recommendations for improving the program;
11. Ongoing weekly communication (as needed) in the form of email, phone, and onsite guidance;
12. Assistance with preparation of annual 21<sup>st</sup> CCLC project application for this cohort and measurable outcomes within the five-year grant period;
13. Assistance (as needed) and preparation of monthly deliverables as related to evaluation activities by the 15<sup>th</sup> of each project month; and
14. Other Evaluation activities as required by FDOE and adjusted within the scope of services.

The DISTRICT will provide:

1. Information on the needs and issues of the 21<sup>st</sup> CCLC program that may impact the evaluation services;
2. All evaluation information and/or reports conducted by FDOE or designated agency, if available; and
3. All compiled student and program data for the development of the 21<sup>st</sup> CCLC summative evaluation report upon the written, agreed upon timeframe between the CONSULTANT and DISTRICT.

The CONSULTANT, in collaboration with the Office of Federal Programs, assessment staff, technology staff, and the school principals, will receive access to all related district records to 21<sup>st</sup> CCLC programs and student achievement.

The CONSULTANT agrees that all data relating to DISTRICT's business affairs and other information identified as confidential by DISTRICT remain confidential information of the DISTRICT. Any other information identified as confidential by the CONSULTANT, is confidential information of the CONSULTANT. Each party shall use confidential information of the other party which is disclosed to it only for the purposes of this contract and shall not disclose such confidential information to any third party, without the other party's prior written consent, other than to each other's employees on a need-to-know basis.

The CONSULTANT shall use their best efforts to make sure the resulting evaluation reports include all the data necessary to make future decisions and that data supports their



recommendations in the report. The CONSULTANT agrees to meet with any district personnel requested by DISTRICT to ensure that work is responsive to district needs.

### **ARTICLE 3. DURATION OF AGREEMENT**

This AGREEMENT shall begin on September 15, 2018 and end on July 31, 2019 contingent upon the approval and funding by the Florida Department of Education. The agreement is subject to renewal annually for the duration of the grant award (five-years) upon annual review and acceptance of completed deliverables, subject to continued funding, and with approval of the Superintendent and School Board.

### **ARTICLE 4. DEFINITIONS**

<b>Term</b>	<b>Definition</b>
<b>Advance</b>	means a payment made by Treasury check or other appropriate payment mechanism to a Contractor or vendor upon its request either before outlays are made by the Contractor or through the use of predetermined payment schedules.
<b>Award</b>	means financial assistance that provides support or stimulation to accomplish a public purpose.
<b>Contract</b>	means a procurement contract under an award under the district's sub-recipient award. A contract shall be used when the principal purpose is acquisition of products, reports, property or services for the direct benefit or use of the district to meet their obligations to the state and/or federal government.
<b>Date of Completion</b>	means the date on which all work under an award is completed or the date on the award document, or any supplement or amendment thereto, on which District or Federal sponsorship ends.
<b>Project costs</b>	means all allowable costs, as established in the applicable Federal and State cost principles, incurred by a recipient and the value of the contributions made by third parties in accomplishing the objectives of the award during the project period.
<b>Project period</b>	means the period established in the award document during which the Federal and/or State sponsorship begins and ends.
<b>Recipient</b>	means an organization receiving financial assistance directly from the Federal Government to carry out a project or program. The term includes public and private institutions of higher education, public and private hospitals and other quasi-public and private non-profit organizations as the federal government may dictate.
<b>Sub-recipient</b>	means the legal entity to which a sub-award is made and which is accountable to the recipient for the use of the funds provided through monitoring and reporting. Vendor is NOT a sub-recipient.
<b>Vendor Award</b>	means an award of financial assistance in the form of money, or property in lieu of money, made under an award by a recipient or sub-recipient to an eligible vendor or by a sub-recipient to a lower tier sub-recipient. The term includes financial assistance when provided by any legal agreement, even if the agreement is called a contract, but does not include procurement of goods and services nor does it include any form of assistance which is excluded from the definition of "vendor award". Vendor contract is NOT a sub-award.
<b>Termination</b>	means the cancellation of vendor award, in whole or in part, under an agreement at any time prior to the date of completion.
<b>Working Capital</b>	means a procedure whereby funds are advanced to the recipient or sub-recipient to cover its estimated disbursement needs for a given initial period.



**ARTICLE 5. PAYMENT**

This is a fixed fee professional services contract in the amount of \$6,000.00 (six thousand dollars). In consideration for the work performed by CONSULTANT, the DISTRICT shall pay the CONSULTANT upon the receipt of a monthly invoice from the CONSULTANT that includes documentation describing the services that were rendered and deliverables met by the CONSULTANT in support of the project for the period that the invoice covers. The invoice will include all relative data relating to each deliverable, any survey information, research analysis, and any other support materials and reports necessary to provide the agreed upon services. The invoice will require a minimum of fourteen (14) days to be processed for payment after it has been approved for payment by the Office of Federal Programs and the district Finance Office. In full and complete compensation for all services provided by CONSULTANT under this AGREEMENT, Gadsden County shall pay to Capital City Consultants the total amount of \$6,000.00 (six thousand dollars) for services rendered as described under the Scope of Services. Capital City Consultants will invoice the district monthly in equal monthly payments for the course of the year beginning with the first invoice on November 30, 2018. The invoices shall be prepared and addressed to: Ms. Rose Raynak, Director of Federal Programs. Checks will be made payable to Capital City Consultants and mailed to the agency office. The invoices will be sent in immediately after completion of the deliverables listed under the Scope of Services according to the predetermined timeline agreed upon by CONSULTANT and DISTRICT.

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

(c). The total cost of the AGREEMENT is \$6,000.00.

**ARTICLE 6. PUBLIC RECORDS**

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

**ARTICLE 7. ACCESS AND RETENTION OF RECORDS**

The DISTRICT shall have access to all CONSULTANT'S records that are directly pertinent to this AGREEMENT. The CONSULTANT, when applicable, shall retain all required records for five (5) years after the DISTRICT makes the final payment and all other pending matters are closed. The CONSULTANT shall maintain accurate, current, and complete disclosure of all financial and/or activity results/records of the project in accordance with established Federal and District requirements

**ARTICLE 8. TERMINATION OF AGREEMENT**

The parties hereto contemplate this contract to run for the designated time period cited above subject to review as required by law. Any party wishing to terminate this contract prior to its expiration date shall provide the other party with no more than thirty (30) days written notice specifying the effective termination date. The DISTRICT agrees not to terminate this contract without first apprising CONSULTANT both orally and in writing, regarding the causes of the difficulties leading to termination. Upon termination, the district shall be responsible for payment of all costs incurred by CONSULTANT in the performance of the AGREEMENT prior to termination. Upon termination, all finished or unfinished documents and other material related to these services shall become the property of the DISTRICT.

**ARTICLE 9. AMENDMENTS**

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

**ARTICLE 10. PERSONNEL and LEVEL 2 CLEARANCE**

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

**ARTICLE 11. INDEPENDENT CONSULTANT**

The CONSULTANT is an independent business owner and not an employee or agent of the DISTRICT. CONSULTANT shall be acting as independent business owner in the performance of this AGREEMENT, and shall be responsible for the payment of claims for loss, personal injury, death, property damage, or otherwise arising out of any act or omission of their respective employees or agents in connection with the performance of the Services for which they may be held liable under applicable law. Each party shall maintain at its sole expense adequate insurance or self-insurance coverage to satisfy its obligations under this AGREEMENT.

**ARTICLE 12. NONDISCRIMINATION AND COMPLIANCE**

During the performance of this contract, CONSULTANT agrees to work in an environment free from all forms of discrimination. The CONSULTANT shall comply with all federal, state and local laws and ordinances applicable to the work and shall not discriminate on the grounds of race, color, religion, gender, national origin, disability, marital status, sexual orientation, veteran status, or age in the performance of work.

**ARTICLE 13. ADMINISTRATION OF AGREEMENT**

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

**ARTICLE 14. AGREEMENT AS INCLUDING ENTIRE AGREEMENT**

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

**CONFLICT OF INTEREST:** As of the date of this AGREEMENT, CONSULTANT is not a party to any oral or written contract or understanding or legal or regulatory obligation that will in any way limit or conflict with its ability to fulfill the terms of the AGREEMENT. CONSULTANT agrees that they will retain interest-free status as a contractor during the course of this contract so that no conflict of interest arises or can be assumed.



**ARTICLE 15. DISPUTES, CONFLICTS, and ENFORCEMENT**

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

IN WITNESS WHEREOF, the School Board of Gadsden County, Florida and Ms. Jennifer Thomas-Simmons, Capital City Consultants have executed this AGREEMENT.

\_\_\_\_\_  
Ms. Jennifer Thomas-Simmons  
Capital City Consultants

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent of Schools

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chairperson, School Board of Gadsden County

\_\_\_\_\_  
Date



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

This contractual AGREEMENT is made between the School Board of Gadsden County, Florida, a school district, referred to as the "DISTRICT", organized and existing under the laws of the State of Florida, with its principal place of business at 35 Martin Luther King., Jr. Blvd, City of Quincy, County of Gadsden, State of Florida, herein referred to as the Board, (also referred to as the District) and **Capital City Consultants** a for-profit business organized and existing with its principal place of operations at 2910 Kerry Forest Parkway Suite D4-278, Tallahassee, FL 32309, herein referred to as "CONSULTANT". The contractual AGREEMENT will establish uniform administrative requirements for the CONSULTANT and Gadsden County Public Schools.

NOW, THEREFORE, the parties agree as follows:

**ARTICLE 1. ENGAGEMENT OF THE CONSULTANT**

The DISTRICT agrees to engage the CONSULTANT and the CONSULTANT agrees to perform the functions as outlined in the Scope of Services below. The CONSULTANT understands and agrees that all services are to be secured and implemented solely by the CONSULTANT and no subcontractor will be assigned as a CONSULTANT without the prior written consent of the DISTRICT.

**The DISTRICT and CONSULTANT understand and agree that this AGREEMENT is valid only if approved and funds awarded for the same by the Florida Department of Education for 21<sup>st</sup> Century Community Learning Centers.**

**ARTICLE 2. SCOPE OF SERVICES**

The CONSULTANT has agreed to provide the DISTRICT with professional consulting and program evaluation services. The CONSULTANT shall provide these services for the 21<sup>st</sup> CCLC program where the district is the fiscal agent. It encompasses year three of GREAT CENTER 50 which includes the following schools: Stewart Street Elementary and Chattahoochee Elementary. The CONSULTANT shall provide the scope of services outlined in the deliverables below.

Deliverables provided by the CONSULTANT include:

1. Development and implementation of the DISTRICT's 21<sup>st</sup> CCLC Evaluation Plan by November 15, 2018, using Stufflebeam's CIPP model as an education evaluation tool for continuous quality improvement activities to identify performance measures and ensure outcomes for students which will include baseline, mid-year and end-of-year data necessary to assess program progress towards goals;
2. Conduct professional development (as needed) to 21<sup>st</sup> CCLC staff in areas such as 21<sup>st</sup> CCLC orientation, and 21<sup>st</sup> CCLC evaluation procedures by November 30, 2018, including sharing evaluation information with 21<sup>st</sup> CCLC Advisory Board quarterly;
3. Access to secure SQL server data base (21<sup>st</sup> CCLC Student Information System) and cloud-sharing space (as necessary) to support streamlined data collection (attendance, objectives, etc.) and project reporting by November 30, 2018;
4. Site visitation to proposed project sites prior to the formative evaluation and prior to the summative evaluation (as needed) for a total of at least 4 visits by December 20, 2018;

5. Creation or research of 21<sup>st</sup> CCLC evaluation instruments such as surveys, rubrics, and pre-mid-post assessments by December 31, 2018, including use of project-based learning (PBL) rubrics and checklists to determine PBL fidelity of implementation;
6. Assistance with the completion of the 21<sup>st</sup> CCLC Mid-Year Report by January 31, 2019;
7. Conduct formative evaluation of the 21<sup>st</sup> CCLC program and provide a written report to the DISTRICT prior to FDOE submission deadline, or by the date agreed upon between the DISTRICT and CONSULTANT, to include analysis of student attendance, program operation, objective assessment, participant interviews and surveys and recommendations for improvement;
8. Ongoing analysis of data outcomes in the areas of Academic Enrichment, Personal Enrichment, and Adult/Family Services;
9. Preparation and assistance with the completion of the 21<sup>st</sup> CCLC End-of-Year Report by July 31, 2019;
10. Conduct summative evaluation of the 21<sup>st</sup> CCLC program and provide a written report to the DISTRICT prior to FDOE submission deadline, or by the date agreed upon between the DISTRICT and CONSULTANT, to include student attendance compilation and enrollment, program operation, quality of staffing, objective assessment, progress towards sustainability, and overall recommendations for improving the program;
11. Ongoing weekly communication (as needed) in the form of email, phone, and onsite guidance;
12. Assistance with preparation of annual 21<sup>st</sup> CCLC project application for this cohort and measurable outcomes within the five-year grant period;
13. Assistance (as needed) and preparation of monthly deliverables as related to evaluation activities by the 15<sup>th</sup> of each project month; and
14. Other Evaluation activities as required by FDOE and adjusted within the scope of services.

The DISTRICT will provide:

1. Information on the needs and issues of the 21<sup>st</sup> CCLC program that may impact the evaluation services;
2. All evaluation information and/or reports conducted by FDOE or designated agency, if available; and
3. All compiled student and program data for the development of the 21<sup>st</sup> CCLC summative evaluation report upon the written, agreed upon timeframe between the CONSULTANT and DISTRICT.

The CONSULTANT, in collaboration with the Office of Federal Programs, assessment staff, technology staff, and the school principals, will receive access to all related district records to 21<sup>st</sup> CCLC programs and student achievement.

The CONSULTANT agrees that all data relating to DISTRICT's business affairs and other information identified as confidential by DISTRICT remain confidential information of the DISTRICT. Any other information identified as confidential by the CONSULTANT, is confidential information of the CONSULTANT. Each party shall use confidential information of the other party which is disclosed to it only for the purposes of this contract and shall not disclose such confidential information to any third party, without the other party's prior written consent, other than to each other's employees on a need-to-know basis.

The CONSULTANT shall use their best efforts to make sure the resulting evaluation reports include all the data necessary to make future decisions and that data supports their



recommendations in the report. The CONSULTANT agrees to meet with any district personnel requested by DISTRICT to ensure that work is responsive to district needs.

**ARTICLE 3. DURATION OF AGREEMENT**

This AGREEMENT shall begin on September 15, 2018 and end on July 31, 2019 contingent upon the approval and funding by the Florida Department of Education. The agreement is subject to renewal annually for the duration of the grant award (five-years) upon annual review and acceptance of completed deliverables, subject to continued funding, and with approval of the Superintendent and School Board.

**ARTICLE 4. DEFINITIONS**

<b>Term</b>	<b>Definition</b>
<b>Advance</b>	means a payment made by Treasury check or other appropriate payment mechanism to a Contractor or vendor upon its request either before outlays are made by the Contractor or through the use of predetermined payment schedules.
<b>Award</b>	means financial assistance that provides support or stimulation to accomplish a public purpose.
<b>Contract</b>	means a procurement contract under an award under the district's sub-recipient award. A contract shall be used when the principal purpose is acquisition of products, reports, property or services for the direct benefit or use of the district to meet their obligations to the state and/or federal government.
<b>Date of Completion</b>	means the date on which all work under an award is completed or the date on the award document, or any supplement or amendment thereto, on which District or Federal sponsorship ends.
<b>Project costs</b>	means all allowable costs, as established in the applicable Federal and State cost principles, incurred by a recipient and the value of the contributions made by third parties in accomplishing the objectives of the award during the project period.
<b>Project period</b>	means the period established in the award document during which the Federal and/or State sponsorship begins and ends.
<b>Recipient</b>	means an organization receiving financial assistance directly from the Federal Government to carry out a project or program. The term includes public and private institutions of higher education, public and private hospitals and other quasi-public and private non-profit organizations as the federal government may dictate.
<b>Sub-recipient</b>	means the legal entity to which a sub-award is made and which is accountable to the recipient for the use of the funds provided through monitoring and reporting. Vendor is NOT a sub-recipient.
<b>Vendor Award</b>	means an award of financial assistance in the form of money, or property in lieu of money, made under an award by a recipient or sub-recipient to an eligible vendor or by a sub-recipient to a lower tier sub-recipient. The term includes financial assistance when provided by any legal agreement, even if the agreement is called a contract, but does not include procurement of goods and services nor does it include any form of assistance which is excluded from the definition of "vendor award". Vendor contract is NOT a sub-award.
<b>Termination</b>	means the cancellation of vendor award, in whole or in part, under an agreement at any time prior to the date of completion.
<b>Working Capital</b>	means a procedure whereby funds are advanced to the recipient or sub-recipient to cover its estimated disbursement needs for a given initial period.



**ARTICLE 5. PAYMENT**

This is a fixed fee professional services contract in the amount of \$6,000.00 (six thousand dollars). In consideration for the work performed by CONSULTANT, the DISTRICT shall pay the CONSULTANT upon the receipt of a monthly invoice from the CONSULTANT that includes documentation describing the services that were rendered and deliverables met by the CONSULTANT in support of the project for the period that the invoice covers. The invoice will include all relative data relating to each deliverable, any survey information, research analysis, and any other support materials and reports necessary to provide the agreed upon services. The invoice will require a minimum of fourteen (14) days to be processed for payment after it has been approved for payment by the Office of Federal Programs and the district Finance Office. In full and complete compensation for all services provided by CONSULTANT under this AGREEMENT, Gadsden County shall pay to Capital City Consultants the total amount of \$6,000.00 (six thousand dollars) for services rendered as described under the Scope of Services. Capital City Consultants will invoice the district monthly in equal monthly payments for the course of the year beginning with the first invoice on November 30, 2018. The invoices shall be prepared and addressed to: Ms. Rose Raynak, Director of Federal Programs. Checks will be made payable to Capital City Consultants and mailed to the agency office. The invoices will be sent in immediately after completion of the deliverables listed under the Scope of Services according to the predetermined timeline agreed upon by CONSULTANT and DISTRICT.

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

(c). The total cost of the AGREEMENT is \$6,000.00.

**ARTICLE 6. PUBLIC RECORDS**

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

**ARTICLE 7. ACCESS AND RETENTION OF RECORDS**

The DISTRICT shall have access to all CONSULTANT'S records that are directly pertinent to this AGREEMENT. The CONSULTANT, when applicable, shall retain all required records for five (5) years after the DISTRICT makes the final payment and all other pending matters are closed. The CONSULTANT shall maintain accurate, current, and complete disclosure of all financial and/or activity results/records of the project in accordance with established Federal and District requirements

**ARTICLE 8. TERMINATION OF AGREEMENT**

The parties hereto contemplate this contract to run for the designated time period cited above subject to review as required by law. Any party wishing to terminate this contract prior to its expiration date shall provide the other party with no more than thirty (30) days written notice specifying the effective termination date. The DISTRICT agrees not to terminate this contract without first apprising CONSULTANT both orally and in writing, regarding the causes of the difficulties leading to termination. Upon termination, the district shall be responsible for payment of all costs incurred by CONSULTANT in the performance of the AGREEMENT prior to termination. Upon termination, all finished or unfinished documents and other material related to these services shall become the property of the DISTRICT.

**ARTICLE 9. AMENDMENTS**

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

**ARTICLE 10. PERSONNEL and LEVEL 2 CLEARANCE**

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

**ARTICLE 11. INDEPENDENT CONSULTANT**

The CONSULTANT is an independent business owner and not an employee or agent of the DISTRICT. CONSULTANT shall be acting as independent business owner in the performance of this AGREEMENT, and shall be responsible for the payment of claims for loss, personal injury, death, property damage, or otherwise arising out of any act or omission of their respective employees or agents in connection with the performance of the Services for which they may be held liable under applicable law. Each party shall maintain at its sole expense adequate insurance or self-insurance coverage to satisfy its obligations under this AGREEMENT.

**ARTICLE 12. NONDISCRIMINATION AND COMPLIANCE**

During the performance of this contract, CONSULTANT agrees to work in an environment free from all forms of discrimination. The CONSULTANT shall comply with all federal, state and local laws and ordinances applicable to the work and shall not discriminate on the grounds of race, color, religion, gender, national origin, disability, marital status, sexual orientation, veteran status, or age in the performance of work.

**ARTICLE 13. ADMINISTRATION OF AGREEMENT**

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

**ARTICLE 14. AGREEMENT AS INCLUDING ENTIRE AGREEMENT**

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

**CONFLICT OF INTEREST:** As of the date of this AGREEMENT, CONSULTANT is not a party to any oral or written contract or understanding or legal or regulatory obligation that will in any way limit or conflict with its ability to fulfill the terms of the AGREEMENT. CONSULTANT agrees that they will retain interest-free status as a contractor during the course of this contract so that no conflict of interest arises or can be assumed.



**ARTICLE 15. DISPUTES, CONFLICTS, and ENFORCEMENT**

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

IN WITNESS WHEREOF, the School Board of Gadsden County, Florida and Ms. Jennifer Thomas-Simmons, Capital City Consultants have executed this AGREEMENT.

\_\_\_\_\_  
Ms. Jennifer Thomas-Simmons  
Capital City Consultants

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent of Schools

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chairperson, School Board of Gadsden County

\_\_\_\_\_  
Date



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

This contractual AGREEMENT is made between the School Board of Gadsden County, Florida, a school district, referred to as the "DISTRICT", organized and existing under the laws of the State of Florida, with its principal place of business at 35 Martin Luther King., Jr. Blvd, City of Quincy, County of Gadsden, State of Florida, herein referred to as the Board, (also referred to as the District) and **Capital City Consultants** a for-profit business organized and existing with its principal place of operations at 2910 Kerry Forest Parkway Suite D4-278, Tallahassee, FL 32309, herein referred to as "CONSULTANT". The contractual AGREEMENT will establish uniform administrative requirements for the CONSULTANT and Gadsden County Public Schools.

NOW, THEREFORE, the parties agree as follows:

**ARTICLE 1. ENGAGEMENT OF THE CONSULTANT**

The DISTRICT agrees to engage the CONSULTANT and the CONSULTANT agrees to perform the functions as outlined in the Scope of Services below. The CONSULTANT understands and agrees that all services are to be secured and implemented solely by the CONSULTANT and no subcontractor will be assigned as a CONSULTANT without the prior written consent of the DISTRICT.

**The DISTRICT and CONSULTANT understand and agree that this AGREEMENT is valid only if approved and funds awarded for the same by the Florida Department of Education for 21<sup>st</sup> Century Community Learning Centers.**

**ARTICLE 2. SCOPE OF SERVICES**

The CONSULTANT has agreed to provide the DISTRICT with professional consulting and program evaluation services. The CONSULTANT shall provide these services for the 21<sup>st</sup> CCLC program where the district is the fiscal agent. It encompasses year three of GREAT CENTER 40 which includes the following schools: Gadsden County High School and James A. Shanks Middle School. The CONSULTANT shall provide the scope of services outlined in the deliverables below.

Deliverables provided by the CONSULTANT include:

1. Development and implementation of the DISTRICT's 21<sup>st</sup> CCLC Evaluation Plan by November 15, 2018, using Stufflebeam's CIPP model as an education evaluation tool for continuous quality improvement activities to identify performance measures and ensure outcomes for students which will include baseline, mid-year and end-of-year data necessary to assess program progress towards goals;
2. Conduct professional development (as needed) to 21<sup>st</sup> CCLC staff in areas such as 21<sup>st</sup> CCLC orientation, and 21<sup>st</sup> CCLC evaluation procedures by November 30, 2018, including sharing evaluation information with 21<sup>st</sup> CCLC Advisory Board quarterly;
3. Access to secure SQL server data base (21<sup>st</sup> CCLC Student Information System) and cloud-sharing space (as necessary) to support streamlined data collection (attendance, objectives, etc.) and project reporting by November 30, 2018;
4. Site visitation to proposed project sites prior to the formative evaluation and prior to the summative evaluation (as needed) for a total of at least 4 visits by December 20, 2018;

5. Creation or research of 21<sup>st</sup> CCLC evaluation instruments such as surveys, rubrics, and pre-mid-post assessments by December 31, 2018, including use of project-based learning (PBL) rubrics and checklists to determine PBL fidelity of implementation;
6. Assistance with the completion of the 21<sup>st</sup> CCLC Mid-Year Report by January 31, 2019;
7. Conduct formative evaluation of the 21<sup>st</sup> CCLC program and provide a written report to the DISTRICT prior to FDOE submission deadline, or by the date agreed upon between the DISTRICT and CONSULTANT, to include analysis of student attendance, program operation, objective assessment, participant interviews and surveys and recommendations for improvement;
8. Ongoing analysis of data outcomes in the areas of Academic Enrichment, Personal Enrichment, and Adult/Family Services;
9. Preparation and assistance with the completion of the 21<sup>st</sup> CCLC End-of-Year Report by July 31, 2019;
10. Conduct summative evaluation of the 21<sup>st</sup> CCLC program and provide a written report to the DISTRICT prior to FDOE submission deadline, or by the date agreed upon between the DISTRICT and CONSULTANT, to include student attendance compilation and enrollment, program operation, quality of staffing, objective assessment, progress towards sustainability, and overall recommendations for improving the program;
11. Ongoing weekly communication (as needed) in the form of email, phone, and onsite guidance;
12. Assistance with preparation of annual 21<sup>st</sup> CCLC project application for this cohort and measurable outcomes within the five-year grant period;
13. Assistance (as needed) and preparation of monthly deliverables as related to evaluation activities by the 15<sup>th</sup> of each project month; and
14. Other Evaluation activities as required by FDOE and adjusted within the scope of services.

The DISTRICT will provide:

1. Information on the needs and issues of the 21<sup>st</sup> CCLC program that may impact the evaluation services;
2. All evaluation information and/or reports conducted by FDOE or designated agency, if available; and
3. All compiled student and program data for the development of the 21<sup>st</sup> CCLC summative evaluation report upon the written, agreed upon timeframe between the CONSULTANT and DISTRICT.

The CONSULTANT, in collaboration with the Office of Federal Programs, assessment staff, technology staff, and the school principals, will receive access to all related district records to 21<sup>st</sup> CCLC programs and student achievement.

The CONSULTANT agrees that all data relating to DISTRICT's business affairs and other information identified as confidential by DISTRICT remain confidential information of the DISTRICT. Any other information identified as confidential by the CONSULTANT, is confidential information of the CONSULTANT. Each party shall use confidential information of the other party which is disclosed to it only for the purposes of this contract and shall not disclose such confidential information to any third party, without the other party's prior written consent, other than to each other's employees on a need-to-know basis.

The CONSULTANT shall use their best efforts to make sure the resulting evaluation reports include all the data necessary to make future decisions and that data supports their



recommendations in the report. The CONSULTANT agrees to meet with any district personnel requested by DISTRICT to ensure that work is responsive to district needs.

**ARTICLE 3. DURATION OF AGREEMENT**

This AGREEMENT shall begin on September 15, 2018 and end on July 31, 2019 contingent upon the approval and funding by the Florida Department of Education. The agreement is subject to renewal annually for the duration of the grant award (five-years) upon annual review and acceptance of completed deliverables, subject to continued funding, and with approval of the Superintendent and School Board.

**ARTICLE 4. DEFINITIONS**

<b>Term</b>	<b>Definition</b>
<b>Advance</b>	means a payment made by Treasury check or other appropriate payment mechanism to a Contractor or vendor upon its request either before outlays are made by the Contractor or through the use of predetermined payment schedules.
<b>Award</b>	means financial assistance that provides support or stimulation to accomplish a public purpose.
<b>Contract</b>	means a procurement contract under an award under the district's sub-recipient award. A contract shall be used when the principal purpose is acquisition of products, reports, property or services for the direct benefit or use of the district to meet their obligations to the state and/or federal government.
<b>Date of Completion</b>	means the date on which all work under an award is completed or the date on the award document, or any supplement or amendment thereto, on which District or Federal sponsorship ends.
<b>Project costs</b>	means all allowable costs, as established in the applicable Federal and State cost principles, incurred by a recipient and the value of the contributions made by third parties in accomplishing the objectives of the award during the project period.
<b>Project period</b>	means the period established in the award document during which the Federal and/or State sponsorship begins and ends.
<b>Recipient</b>	means an organization receiving financial assistance directly from the Federal Government to carry out a project or program. The term includes public and private institutions of higher education, public and private hospitals and other quasi-public and private non-profit organizations as the federal government may dictate.
<b>Sub-recipient</b>	means the legal entity to which a sub-award is made and which is accountable to the recipient for the use of the funds provided through monitoring and reporting. Vendor is NOT a sub-recipient.
<b>Vendor Award</b>	means an award of financial assistance in the form of money, or property in lieu of money, made under an award by a recipient or sub-recipient to an eligible vendor or by a sub-recipient to a lower tier sub-recipient. The term includes financial assistance when provided by any legal agreement, even if the agreement is called a contract, but does not include procurement of goods and services nor does it include any form of assistance which is excluded from the definition of "vendor award". Vendor contract is NOT a sub-award.
<b>Termination</b>	means the cancellation of vendor award, in whole or in part, under an agreement at any time prior to the date of completion.
<b>Working Capital</b>	means a procedure whereby funds are advanced to the recipient or sub-recipient to cover its estimated disbursement needs for a given initial period.



**ARTICLE 5. PAYMENT**

This is a fixed fee professional services contract in the amount of \$6,000.00 (six thousand dollars). In consideration for the work performed by CONSULTANT, the DISTRICT shall pay the CONSULTANT upon the receipt of a monthly invoice from the CONSULTANT that includes documentation describing the services that were rendered and deliverables met by the CONSULTANT in support of the project for the period that the invoice covers. The invoice will include all relative data relating to each deliverable, any survey information, research analysis, and any other support materials and reports necessary to provide the agreed upon services. The invoice will require a minimum of fourteen (14) days to be processed for payment after it has been approved for payment by the Office of Federal Programs and the district Finance Office. In full and complete compensation for all services provided by CONSULTANT under this AGREEMENT, Gadsden County shall pay to Capital City Consultants the total amount of \$6,000.00 (six thousand dollars) for services rendered as described under the Scope of Services. Capital City Consultants will invoice the district monthly in equal monthly payments for the course of the year beginning with the first invoice on November 30, 2018. The invoices shall be prepared and addressed to: Ms. Rose Raynak, Director of Federal Programs. Checks will be made payable to Capital City Consultants and mailed to the agency office. The invoices will be sent in immediately after completion of the deliverables listed under the Scope of Services according to the predetermined timeline agreed upon by CONSULTANT and DISTRICT.

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

(c). The total cost of the AGREEMENT is \$6,000.00.

**ARTICLE 6. PUBLIC RECORDS**

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

**ARTICLE 7. ACCESS AND RETENTION OF RECORDS**

The DISTRICT shall have access to all CONSULTANT'S records that are directly pertinent to this AGREEMENT. The CONSULTANT, when applicable, shall retain all required records for five (5) years after the DISTRICT makes the final payment and all other pending matters are closed. The CONSULTANT shall maintain accurate, current, and complete disclosure of all financial and/or activity results/records of the project in accordance with established Federal and District requirements

**ARTICLE 8. TERMINATION OF AGREEMENT**

The parties hereto contemplate this contract to run for the designated time period cited above subject to review as required by law. Any party wishing to terminate this contract prior to its expiration date shall provide the other party with no more than thirty (30) days written notice specifying the effective termination date. The DISTRICT agrees not to terminate this contract without first apprising CONSULTANT both orally and in writing, regarding the causes of the difficulties leading to termination. Upon termination, the district shall be responsible for payment of all costs incurred by CONSULTANT in the performance of the AGREEMENT prior to termination. Upon termination, all finished or unfinished documents and other material related to these services shall become the property of the DISTRICT.

**ARTICLE 9. AMENDMENTS**

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



**ARTICLE 10. PERSONNEL and LEVEL 2 CLEARANCE**

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

**ARTICLE 11. INDEPENDENT CONSULTANT**

The CONSULTANT is an independent business owner and not an employee or agent of the DISTRICT. CONSULTANT shall be acting as independent business owner in the performance of this AGREEMENT, and shall be responsible for the payment of claims for loss, personal injury, death, property damage, or otherwise arising out of any act or omission of their respective employees or agents in connection with the performance of the Services for which they may be held liable under applicable law. Each party shall maintain at its sole expense adequate insurance or self-insurance coverage to satisfy its obligations under this AGREEMENT.

**ARTICLE 12. NONDISCRIMINATION AND COMPLIANCE**

During the performance of this contract, CONSULTANT agrees to work in an environment free from all forms of discrimination. The CONSULTANT shall comply with all federal, state and local laws and ordinances applicable to the work and shall not discriminate on the grounds of race, color, religion, gender, national origin, disability, marital status, sexual orientation, veteran status, or age in the performance of work.

**ARTICLE 13. ADMINISTRATION OF AGREEMENT**

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

**ARTICLE 14. AGREEMENT AS INCLUDING ENTIRE AGREEMENT**

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

**CONFLICT OF INTEREST:** As of the date of this AGREEMENT, CONSULTANT is not a party to any oral or written contract or understanding or legal or regulatory obligation that will in any way limit or conflict with its ability to fulfill the terms of the AGREEMENT. CONSULTANT agrees that they will retain interest-free status as a contractor during the course of this contract so that no conflict of interest arises or can be assumed.

**ARTICLE 15. DISPUTES, CONFLICTS, and ENFORCEMENT**

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

IN WITNESS WHEREOF, the School Board of Gadsden County, Florida and Ms. Jennifer Thomas-Simmons, Capital City Consultants have executed this AGREEMENT.

\_\_\_\_\_  
Ms. Jennifer Thomas-Simmons  
Capital City Consultants

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent of Schools

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chairperson, School Board of Gadsden County

\_\_\_\_\_  
Date



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

This renewal contractual AGREEMENT is made between the School Board of Gadsden County, Florida, a school district, referred to as the "DISTRICT", organized and existing under the laws of the State of Florida, with its principal place of business at 35 Martin Luther King., Jr. Blvd, City of Quincy, County of Gadsden, State of Florida, herein referred to as the Board, (also referred to as the District) and Capital City Consultants a for-profit business organized and existing with its principal place of operations of Capital City Consultants at 2910 Kerry Forest Parkway Suite D4-278, Tallahassee, FL 32309, herein referred to as "CONSULTANT". The contractual AGREEMENT will establish uniform administrative requirements for the CONSULTANT and Gadsden County Public Schools.

NOW, THEREFORE, the parties agree as follows:

**ARTICLE 1. ENGAGEMENT OF THE CONSULTANT**

The DISTRICT agrees to engage the CONSULTANT and the CONSULTANT agrees to perform the functions as outlined in the Scope of Services below. The CONSULTANT understands and agrees that all services are to be secured and implemented solely by the CONSULTANT and no subcontractor will be assigned as a CONSULTANT without the prior written consent of the DISTRICT.

**The DISTRICT and CONSULTANT understand and agree that this AGREEMENT is valid only if approved and funds awarded for the same by the Florida Department of Education for 21<sup>st</sup> Century Community Learning Centers.**

**ARTICLE 2. SCOPE OF SERVICES**

The CONSULTANT has agreed to provide the DISTRICT with professional consulting and program evaluation services. The CONSULTANT shall provide these services for the 21<sup>st</sup> CCLC program where the district is the fiscal agent. It encompasses year four of the GREAT CENTER 13 project which provides 21<sup>st</sup> CCLC services to the following schools: Greensboro Elementary, West Gadsden High School, Havana Magnet (Elementary only), and George W. Monroe Elementary. The CONSULTANT shall provide the scope of services outlined in the deliverables below.

Deliverables provided by the CONSULTANT include:

1. Development and implementation of the DISTRICT's 21<sup>st</sup> CCLC Evaluation Plan by November 15, 2018, using Stufflebeam's CIPP model as an education evaluation tool for continuous quality improvement activities to identify performance measures and ensure outcomes for students which will include baseline, mid-year and end-of-year data necessary to assess program progress towards goals;
2. Conduct professional development (as needed) to 21<sup>st</sup> CCLC staff in areas such as 21<sup>st</sup> CCLC orientation, and 21<sup>st</sup> CCLC evaluation procedures by November 30, 2018, including sharing evaluation information with 21<sup>st</sup> CCLC Advisory Board quarterly;
3. Access to secure SQL server data base (21<sup>st</sup> CCLC Student Information System) and cloud-sharing space (as necessary) to support streamlined data collection (attendance, objectives, etc.) and project reporting by November 30, 2018;
4. Site visitation to proposed project sites prior to the formative evaluation and prior to the summative evaluation (as needed) for a total of at least 4 visits by December 20, 2018;

5. Creation or research of 21<sup>st</sup> CCLC evaluation instruments such as surveys, rubrics, and pre-mid-post assessments by December 31, 2018, including use of project-based learning (PBL) rubrics and checklists to determine PBL fidelity of implementation;
6. Assistance with the completion of the 21<sup>st</sup> CCLC Mid-Year Report by January 31, 2019;
7. Conduct formative evaluation of the 21<sup>st</sup> CCLC program and provide a written report to the DISTRICT prior to FDOE submission deadline, or by the date agreed upon between the DISTRICT and CONSULTANT, to include analysis of student attendance, program operation, objective assessment, participant interviews and surveys and recommendations for improvement;
8. Ongoing analysis of data outcomes in the areas of Academic Enrichment, Personal Enrichment, and Adult/Family Services;
9. Preparation and assistance with the completion of the 21<sup>st</sup> CCLC End-of-Year Report by July 31, 2019;
10. Conduct summative evaluation of the 21<sup>st</sup> CCLC program and provide a written report to the DISTRICT prior to FDOE submission deadline, or by the date agreed upon between the DISTRICT and CONSULTANT, to include student attendance compilation and enrollment, program operation, quality of staffing, objective assessment, progress towards sustainability, and overall recommendations for improving the program;
11. Ongoing weekly communication (as needed) in the form of email, phone, and onsite guidance;
12. Assistance with preparation of annual 21<sup>st</sup> CCLC project application for this cohort and measurable outcomes within the five-year grant period;
13. Assistance (as needed) and preparation of monthly deliverables as related to evaluation activities by the 15<sup>th</sup> of each project month; and
14. Other Evaluation activities as required by FDOE and adjusted within the scope of services.

The DISTRICT will provide:

1. Information on the needs and issues of the 21<sup>st</sup> CCLC program that may impact the evaluation services;
2. All evaluation information and/or reports conducted by FDOE or designated agency, if available; and
3. All compiled student and program data for the development of the 21<sup>st</sup> CCLC summative evaluation report upon the written, agreed upon timeframe between the CONSULTANT and DISTRICT.

The CONSULTANT, in collaboration with the Office of Federal Programs, assessment staff, technology staff, and the school principals, will receive access to all related district records to 21<sup>st</sup> CCLC programs and student achievement.

The CONSULTANT agrees that all data relating to DISTRICT's business affairs and other information identified as confidential by DISTRICT remain confidential information of the DISTRICT. Any other information identified as confidential by the CONSULTANT, is confidential information of the CONSULTANT. Each party shall use confidential information of the other party which is disclosed to it only for the purposes of this contract and shall not disclose such confidential information to any third party, without the other party's prior written consent, other than to each other's employees on a need-to-know basis.

The CONSULTANT shall use their best efforts to make sure the resulting evaluation reports include all the data necessary to make future decisions and that data supports their



recommendations in the report. The CONSULTANT agrees to meet with any district personnel requested by DISTRICT to ensure that work is responsive to district needs.

**ARTICLE 3. DURATION OF AGREEMENT**

This AGREEMENT shall begin on September 15, 2018 and end on July 31, 2019 contingent upon the approval and funding by the Florida Department of Education. The agreement is subject to renewal annually for the duration of the grant award (five-years) upon annual review and acceptance of completed deliverables, subject to continued funding, and with approval of the Superintendent and School Board.

**ARTICLE 4. DEFINITIONS**

<b>Term</b>	<b>Definition</b>
<b>Advance</b>	means a payment made by Treasury check or other appropriate payment mechanism to a Contractor or vendor upon its request either before outlays are made by the Contractor or through the use of predetermined payment schedules.
<b>Award</b>	means financial assistance that provides support or stimulation to accomplish a public purpose.
<b>Contract</b>	means a procurement contract under an award under the district's sub-recipient award. A contract shall be used when the principal purpose is acquisition of products, reports, property or services for the direct benefit or use of the district to meet their obligations to the state and/or federal government.
<b>Date of Completion</b>	means the date on which all work under an award is completed or the date on the award document, or any supplement or amendment thereto, on which District or Federal sponsorship ends.
<b>Project costs</b>	means all allowable costs, as established in the applicable Federal and State cost principles, incurred by a recipient and the value of the contributions made by third parties in accomplishing the objectives of the award during the project period.
<b>Project period</b>	means the period established in the award document during which the Federal and/or State sponsorship begins and ends.
<b>Recipient</b>	means an organization receiving financial assistance directly from the Federal Government to carry out a project or program. The term includes public and private institutions of higher education, public and private hospitals and other quasi-public and private non-profit organizations as the federal government may dictate.
<b>Sub-recipient</b>	means the legal entity to which a sub-award is made and which is accountable to the recipient for the use of the funds provided through monitoring and reporting. Vendor is NOT a sub-recipient.
<b>Vendor Award</b>	means an award of financial assistance in the form of money, or property in lieu of money, made under an award by a recipient or sub-recipient to an eligible vendor or by a sub-recipient to a lower tier sub-recipient. The term includes financial assistance when provided by any legal agreement, even if the agreement is called a contract, but does not include procurement of goods and services nor does it include any form of assistance which is excluded from the definition of "vendor award". Vendor contract is NOT a sub-award.
<b>Termination</b>	means the cancellation of vendor award, in whole or in part, under an agreement at any time prior to the date of completion.
<b>Working Capital</b>	means a procedure whereby funds are advanced to the recipient or sub-recipient to cover its estimated disbursement needs for a given initial period.



**ARTICLE 5. PAYMENT**

This is a fixed fee professional services contract in the amount of \$12,000.00 (twelve thousand dollars). In consideration for the work performed by CONSULTANT, the DISTRICT shall pay the CONSULTANT upon the receipt of a monthly invoice from the CONSULTANT that includes documentation describing the services that were rendered and deliverables met by the CONSULTANT in support of the project for the period that the invoice covers. The invoice will include all relative data relating to each deliverable, any survey information, research analysis, and any other support materials and reports necessary to provide the agreed upon services. The invoice will require a minimum of fourteen (14) days to be processed for payment after it has been approved for payment by the Office of Federal Programs and the district Finance Office. In full and complete compensation for all services provided by CONSULTANT under this AGREEMENT, Gadsden County shall pay to Capital City Consultants the total amount of \$12,000.00 (twelve thousand dollars) for services rendered as described under the Scope of Services. Capital City Consultants will invoice the district monthly in equal monthly payments for the course of the year beginning with the first invoice on November 30, 2018. The invoices shall be prepared and addressed to: Ms. Rose Raynak, Director of Federal Programs. Checks will be made payable to Capital City Consultants and mailed to the agency office. The invoices will be sent in immediately after completion of the deliverables listed under the Scope of Services according to the predetermined timeline agreed upon by CONSULTANT and DISTRICT.

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

(c). The total cost of the AGREEMENT is \$12,000.00.

**ARTICLE 6. PUBLIC RECORDS**

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

**ARTICLE 7. ACCESS AND RETENTION OF RECORDS**

The DISTRICT shall have access to all CONSULTANT'S records that are directly pertinent to this AGREEMENT. The CONSULTANT, when applicable, shall retain all required records for five (5) years after the DISTRICT makes the final payment and all other pending matters are closed. The CONSULTANT shall maintain accurate, current, and complete disclosure of all financial and/or activity results/records of the project in accordance with established Federal and District requirements

**ARTICLE 8. TERMINATION OF AGREEMENT**

The parties hereto contemplate this contract to run for the designated time period cited above subject to review as required by law. Any party wishing to terminate this contract prior to its expiration date shall provide the other party with no more than thirty (30) days written notice specifying the effective termination date. The DISTRICT agrees not to terminate this contract without first apprising CONSULTANT both orally and in writing, regarding the causes of the difficulties leading to termination. Upon termination, the district shall be responsible for payment of all costs incurred by CONSULTANT in the performance of the AGREEMENT prior to termination. Upon termination, all finished or unfinished documents and other material related to these services shall become the property of the DISTRICT.

**ARTICLE 9. AMENDMENTS**

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



**ARTICLE 10. PERSONNEL and LEVEL 2 CLEARANCE**

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

**ARTICLE 11. INDEPENDENT CONSULTANT**

The CONSULTANT is an independent business owner and not an employee or agent of the DISTRICT. CONSULTANT shall be acting as independent business owner in the performance of this AGREEMENT, and shall be responsible for the payment of claims for loss, personal injury, death, property damage, or otherwise arising out of any act or omission of their respective employees or agents in connection with the performance of the Services for which they may be held liable under applicable law. Each party shall maintain at its sole expense adequate insurance or self-insurance coverage to satisfy its obligations under this AGREEMENT.

**ARTICLE 12. NONDISCRIMINATION AND COMPLIANCE**

During the performance of this contract, CONSULTANT agrees to work in an environment free from all forms of discrimination. The CONSULTANT shall comply with all federal, state and local laws and ordinances applicable to the work and shall not discriminate on the grounds of race, color, religion, gender, national origin, disability, marital status, sexual orientation, veteran status, or age in the performance of work.

**ARTICLE 13. ADMINISTRATION OF AGREEMENT**

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

**ARTICLE 14. AGREEMENT AS INCLUDING ENTIRE AGREEMENT**

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

**CONFLICT OF INTEREST:** As of the date of this AGREEMENT, CONSULTANT is not a party to any oral or written contract or understanding or legal or regulatory obligation that will in any way limit or conflict with its ability to fulfill the terms of the AGREEMENT. CONSULTANT agrees that they will retain interest-free status as a contractor during the course of this contract so that no conflict of interest arises or can be assumed.

**ARTICLE 15. DISPUTES, CONFLICTS, and ENFORCEMENT**

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

IN WITNESS WHEREOF, the School Board of Gadsden County, Florida and Ms. Jennifer Thomas-Simmons, Capital City Consultants have executed this AGREEMENT.

\_\_\_\_\_  
Ms. Jennifer Thomas-Simmons  
Capital City Consultants

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent of Schools

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chairperson, School Board of Gadsden County

\_\_\_\_\_  
Date



**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 8i

**DATE OF SCHOOL BOARD MEETING:** September 25, 2018


**TITLE OF AGENDA ITEM:** Interlocal Road Maintenance Agreement Between Gadsden County and the School Board of Gadsden County.

**DIVISION:** Administration

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

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

Interlocal Agreement for Road Maintenance Services by Gadsden County Public Works for the fiscal year 2018 – 2019.

**FUND SOURCE:** N/A  
**AMOUNT:** N/A  
**PREPARED BY:** Roger E. Milton   
**POSITION:** Superintendent of Schools

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**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

**INTERLOCAL ROAD MAINTENANCE AGREEMENT  
BETWEEN GADSDEN COUNTY, FLORIDA  
AND THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA**

THIS INTERLOCAL AGREEMENT is made effective as of the 1st day of October, 2018, by and between Gadsden County, Florida, a political subdivision of the State of Florida, whose address is 9 B. East Jefferson Street, Quincy, Florida 32351 ("County") and the School Board of Gadsden County, Florida, a public body corporate and politic created and existing under the Constitution of the State of Florida, ("School Board").

**WITNESSETH:**

**WHEREAS**, the School Board and County have legal authority to perform general government services within their respective jurisdictions; and

**WHEREAS**, the School Board and County are authorized by Florida Statutes 163.01 to enter into Interlocal Agreements and thereby cooperatively utilize their powers and resources in the most efficient manner possible; and

**WHEREAS**, the County maintains a Public Works Department capable of providing road maintenance and special projects on the School Board's property; and

**WHEREAS**, the School Board has requested the use of the County's Public Works Department to assist with road maintenance or special projects on the School Board's property; and

**WHEREAS**, the County has determined that the County Public Works Department has the ability to provide assistance with road maintenance and special projects to the School Board without compromising the level of services provided to the County.

**NOW THEREFORE**, in consideration of the foregoing and the mutual covenants, promises, obligations, and benefits set forth herein, the parties do hereby agree as follows:

**Section 1: Authority.**

This Agreement is entered into pursuant to the powers and authority granted to the parties under the Constitution and the laws of the State of Florida.

**Section 2: Specific Provisions.**

1. The County shall, subject to availability of County equipment, personnel, and materials, and the terms and conditions of this Agreement, perform the maintenance requested by the School Board, including maintenance on the paved and unpaved roads and drives located on or used to access School Board properties and transportation of materials to and from School Board properties set forth on Exhibit "A." Maintenance shall include asphalt repair and dirt road grading only. The County shall only perform maintenance at the School Board's express request, and shall not be responsible for identifying or



advising the School Board of needed maintenance. The County may, in its sole discretion, decline to perform any requested work.

2. To request County assistance with a special project, the City shall provide a written request submitted to the County Administrator. If the County Administrator determines that the requested special project is appropriate for County assistance, the County shall provide a written quotation to the School Board for the work requested. The written quotation will take into account, in addition to all costs, fees, and expenses, salaries, wages, and overtime. Special projects shall include, but are not be limited to, maintenance to athletic fields, ditches, drainage structures, and rights-of-way. If the written quote is approved by the School Board, then upon receiving written notice of approval, the County will schedule and perform the approved work subject to availability of County equipment, personnel, and materials.
3. The School Board Superintendent or his/her authorized designee shall be the agent of the School Board for administration and implementation of this Agreement, and shall be responsible for making requests for any desired maintenance to the Gadsden County Public Works Department. The County will undertake reasonable efforts to commence and complete the requested work, subject to the availability of County equipment, personnel and materials, and the terms and conditions of this Agreement. Such work shall be performed to applicable County standards, unless otherwise agreed in writing between the parties.
4. As compensation for the maintenance requested by the School Board, the School Board shall pay the County based upon services rendered at the rate(s) set forth on Exhibit "B."

**Section 3: Additional Provisions.**

1. Disputes. Any and all disputes, including but not limited to those concerning billing, authorized use of funds, and payment, shall be resolved by the County Administrator. All decisions of the County Administrator shall be final.
2. Compliance with Applicable Law. The parties will comply with all applicable local, state, and federal laws in their performance of this Agreement.
3. Effective Date. This Agreement shall be filed in the office of the Clerk of Court of Gadsden County and shall be effective as of October 1, 2018.
4. Execution. This Agreement may be executed in several counterparts, each of which shall be deemed an original and all of which together shall constitute one in the same instrument.
5. Expiration. This Agreement shall expire on September 30, 2019, unless terminated earlier as set forth herein or extended by written agreement of the parties.
6. Termination. Either party may terminate this Agreement without cause by providing 30 days' written notice of intent to terminate. If the School Board is in in payment default for more than 30 days, the County shall cease all services under this Agreement, unless



prior payment arrangements have been made and agreed upon. In the event of termination, the School Board shall pay all amounts due for services performed during the term of the Agreement.

7. Amendment. This Agreement shall not be amended or extended except in writing signed by both parties.
8. Choice of Law, Venue, and Severability. This Agreement shall be construed and interpreted in accordance with Florida law. Venue for any action brought in relation to this Agreement shall be in a court of competent jurisdiction in Gadsden County, Florida. If any provision of this Agreement shall be held or deemed to be illegal, inoperative or unenforceable for any reason, the same shall not affect any other provision or provisions herein contained or render the same invalid, inoperative or unenforceable to any extent whatsoever.
9. No Assignment. This Agreement is not assignable.
10. Records. For the services performed under this Agreement, the County shall maintain books, records, documents, and other evidence according to generally accepted governmental accounting principles, procedures, and practices which sufficiently and properly reflect all costs and expenditures of any nature, incurred by the County in connection with the services performed under this Agreement.

**IF THE COUNTY HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO THE COUNTY'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS CONTRACT, CONTACT THE ADMINISTRATIVE ASSISTANT TO THE SUPERINTENDENT & BOARD OF EDUCATION OF GADSDEN COUNTY SCHOOL BOARD AT THE GADSDEN COUNTY'S SCHOOL BOARD OFFICE, 35 M.L. KING JR. BLVD., QUINCY, FL 32351, (850) 627-9651, [davism@gcpsmail.com](mailto:davism@gcpsmail.com).**

The County must comply with the public records laws, Chapter 119, F.S.; specifically the County shall:

- a. Keep and maintain public records required by the School Board to perform the service.
- b. Upon request from the School Board's custodian of public records, provide the School Board 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 the cost provided in chapter 119 Florida Statutes or as otherwise provided by law.
- c. Ensure that public records that are exempt or confidential and exempt from 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 County does not transfer the records to the School Board.

- d. Upon completion of the contract, transfer, at no cost, to the School Board all public records in possession of the County or keep and maintain public records required by the School Board to perform the service. If the County transfers all public records to the School Board upon completion of the contract, the County shall destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. If the County keeps and maintains public records upon completion of the contract, the County shall meet all applicable requirements for retaining the public records. All records stored electronically must be provided to the School Board, upon the request from 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 shall have the right from time to time at its sole expense to audit the compliance by the County with the terms, conditions, obligations, limitations, restrictions and requirements of this Agreement and such right shall extend for a period of three (3) years after termination of this Agreement. However, notwithstanding the above, no books, records, documents, or other evidence reflecting all costs and expenditures incurred under this Agreement shall be destroyed until proper authorization for the disposal has been received pursuant to Florida law.

11. No Third Party Beneficiary. This Agreement is solely for the benefit of the County and the School Board, and no right or cause of action shall accrue upon or by reason hereof, or for the benefit of any third party. Nothing in this Agreement, either express or implied, is intended or shall be construed to confer upon or give any person or entity, other than the parties hereto, any right, remedy, or claim under or by reason of this Agreement or any of the provisions or conditions hereof.
12. Contractual Relationship. The relationship between the County and the School Board is such that the County shall be an independent contractor for all purposes. Neither the County nor any agent or employee thereof shall be an agent or employee of the School Board for any reason. Nothing in this agreement shall be deemed to create a partnership or joint venture between the School Board and the County, or between the County and any other party, or cause the County to be liable or responsible in any way for the actions, omissions, liabilities, debts, or obligations of the School Board or any other person or entity.
13. County Employees. The County employees providing the services described herein shall be employees of the County and the County shall be responsible for the payment of wages and other compensation due to said persons in compliance with all applicable federal, state, and other payroll requirements. The County shall provide workers compensation, tax withholding, and other benefits as may be appropriate. County employees that provide services specified herein shall not be eligible to participate in any benefits or retirement plan of the School Board.



14. Jurisdiction and Maintenance Responsibility. The School Board acknowledges past and present jurisdiction over and maintenance responsibility for any public property upon which any maintenance is requested or performed pursuant to this Agreement, regardless of current record title ownership of the property. To the extent that the County has not formally granted, donated, dedicated, or otherwise conveyed title to, jurisdiction over, or responsibility for the public property upon which any maintenance is requested pursuant to this Agreement, the County hereby grants, donates, dedicates, releases, remises, and/or quitclaims title to, jurisdiction over, and responsibility for such public property to the School Board, finding that such conveyance is in the public interest. To the extent that the School Board has not formally accepted or acknowledged title, jurisdiction, and maintenance responsibility for the public property upon which any maintenance is requested pursuant to this Agreement, approval and execution of this Agreement by the School Board shall constitute formal acknowledgment and acceptance of such title, jurisdiction, and responsibility. A non-exclusive list of the roads, streets, and public areas for which title, jurisdiction, and maintenance responsibility are, to the extent necessary, hereby formally acknowledged and accepted by the School Board is attached as Exhibit "A." The foregoing is not an acknowledgement or assertion by the County that the County has or had title, jurisdiction, or maintenance responsibility for the roads, streets, or other public areas upon which maintenance is requested or performed pursuant to this Agreement, but is a release of any such title, jurisdiction, or maintenance responsibility that the County may have. In entering into and performing any work pursuant to this Agreement, the County is acting solely in its capacity as an independent contractor and is not asserting, taking or exercising custody, control, ownership, or possession of the subject property. The execution of or performance of any work pursuant to this Agreement shall not render the County responsible, in whole or in part, for any past, present, or future maintenance or liability.
15. Liability; Indemnification; Hold Harmless. The School Board expressly recognizes and agrees that it is solely responsible for the streets, roads, and other public areas within its jurisdiction, and the County shall have no liability or responsibility for any damages or injury that result from or are related to the roads, streets, and other public areas within its jurisdiction or allegedly resulting from the services provided by the County pursuant to this Agreement. To the greatest extent permitted by law, the School Board shall indemnify and hold harmless the County, its officers, employees, attorneys, and agents from and against all liabilities, damages, losses, costs (including, but not limited to, reasonable attorneys' fees, whether or not there is litigation, and including those incurred on appeal), and actions or causes of action of any nature whatsoever that may at any time be made or brought by anyone for the purpose of bringing or enforcing a claim due to an injury or damage allegedly resulting from injury caused by or related to the roads, streets, and other public areas within its jurisdiction or allegedly resulting from the services provided by the County pursuant to this Agreement. The indemnity obligations of the School Board under this Agreement shall continue in full force and effect subsequent to and notwithstanding the expiration or termination of this Agreement. By entering into this Agreement, the County and School Board do not intend to and in no way waive any sovereign immunity rights that they possess.



16. Entire Agreement. The parties agree and acknowledge that: (a) this Agreement constitutes a total and complete integration of the entire understanding and agreement between the parties; (b) there are no representations, warranties, understandings or agreements between the parties other than those specifically set forth in writing in this Agreement; (c) in entering into this Agreement, none of the parties has relied on any representation, warranty, understanding, agreement, promise or condition not specifically set forth in writing in this Agreement; and (d) except as expressly provided in this Agreement all prior and/or contemporaneous discussions, negotiations, agreements and writings have been and are terminated and superseded by this Agreement.

**IN WITNESS WHEREOF**, the parties hereto have caused this Agreement to be effective as of, though not necessarily executed on, the Effective Date.

ATTEST:

**SCHOOL BOARD OF GADSDEN COUNTY,  
FLORIDA**

By: \_\_\_\_\_

By: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Superintendent, Gadsden County School Board

APPROVED AS TO FORM:

By: \_\_\_\_\_

\_\_\_\_\_  
School Board Attorney

ATTEST:

**GADSDEN COUNTY, FLORIDA**

By: \_\_\_\_\_

NICHOLAS THOMAS, CLERK

By: \_\_\_\_\_

BRENDA HOLT  
Chairperson, Gadsden County Board of County  
Commissioners

APPROVED AS TO FORM:

By: \_\_\_\_\_

DAVID J. WEISS  
County Attorney

## Attachment B Inter-Local Agreement Billing Rate Table

### Road Scraping (Basis for Hourly Rate)

	<u>Duration</u>	<u>Item</u>	<u>Hourly Rate</u>	<u>Fringes</u>	<u>Total</u>
1	15 mins	Secretary	\$14.70	51.79%	\$ 5.58
2	15 mins	Billing - Office Manager	\$19.10	51.79%	\$ 7.25
3	10 mins	Operations Supervisor	\$20.98	51.79%	\$ 5.31
4	1 hour	Grader Operator	\$16.17	51.79%	\$ 24.54
	1 hour	Grader	\$22.00		\$ 22.00
	1 hour	Fuel	\$61.49		\$ 16.49
	1 hour	Insurance	\$0.80		\$ 0.80
					\$ 81.97
Contingency to cover unexpected damages					\$ 8.03
Estimated hourly cost for providing work related to scraping roads					\$ 90.00

### Other Materials & Services (per ton)

	<u>Costs</u>
Cost of #57 Rock per ton	\$ 21.00
Cost of Crushed Concrete per ton	\$ 12.00
Cost of Granite Rock	\$ 37.25
Cost of Limerock per ton	\$ 12.00
Cost of Millings per ton	\$ 16.75
Cost of Sand per ton	\$ 5.34
Cost of Sandy Clay per ton	\$ 8.75
Cost of Shellrock per ton	\$ 10.00
Cost of Top Soil per ton	\$ 16.25

### Equipment & Operators (per hour)

Cost of Back Hoe per hour w/Operator	\$ 45.00
Cost of Boom Mower per hour w/Operator	\$ 75.00
Cost of Dump Truck per hour w/Operator	\$ 45.00
Cost of Excavator/ditch cleaning (Gradall) per hour w/Operator	\$ 75.00
Cost of Front End Loader per hour w/Operator	\$ 50.00
Cost of Grabber Truck per hour w/Operator	\$ 45.00
Cost of Grader w/Operator	\$ 45.00
Cost of Grader w/side arm (sloper) & Operator	\$ 50.00
Cost of Inmate Van per hour w/Supervisor	\$ 45.00
Cost of Jetter Truck per hour w/Operator	\$ 150.00
Cost of Maintenance Worker I per hour	\$ 9.86
Cost of Roller w/Operator	\$ 50.00
Cost of Small Tractor per hour w/Operator	\$ 25.00
Cost of Sweeper w/Operator	\$ 30.00
Cost of Track Hoe per hour w/Operator	\$ 75.00
Cost of Tractor per hour w/Operator	\$ 50.00
Cost of Tractor w/Tiller per hour w/Operator	\$ 45.00



## Inter-Local Agreement Billable Roads

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### Chattahoochee

River Landing Road

### Greensboro

Chattahoochee Avenue

Coleman Avenue

Coleman Street

Fletcher Street

Hope Street

Kemp Street

Toler Street

West Street

### Gretna

Beulah Lane

Beech Street

Canty Lane

Circle Drive East

Circle Drive West

Earnest Barkley Street

Ellis Drive

Fifth Street

Fourth Street

Green Lane

Gretna Industrial Park

Hester Lane

Lake Gretna Dr

Lanier Drive

McMillan Lane

Oak Street

Second Street

Sixth Street

Third Street

Thomas Street

Watson Lane

Williams Street

### Havana

1<sup>st</sup> Avenue

### Midway

Burns Road

Central Road

Hayward Dupont Street

Imani Circle

Joyner Road

Knight Road

M.L. King Blvd

Martin/McCray Road

Mine Road

Moores Drive

Palmer Road

Parker Avenue

Peters Road

Rustling Pines Blvd

Stevens Drive

Sumpter Ridge Road

Tennel Road

### Quincy

Eleventh Street

Fletcher Drive

GF&A Drive

Green Street

Kent Street

Mainline Drive

Orlando Street

Valley Drive

Williams Street

Willie Rue Lane

### School Board

Carter Parramore Academy

Gadsden High School

Gadsden Elementary Magnet

George W. Munroe

Greensboro Elementary

Havana Middle School

Shanks Middle School

Stewart Street Elementary

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

**AGENDA ITEM NO.** 10a

**Date of School Board Meeting:** September 25, 2018

**TITLE OF AGENDA ITEM:** Gadsden Technical Institute

**DIVISION:** Secondary/Adult Education

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

**PURPOSE AND SUMMARY OF ITEM:**

(Type and Double Space)

According to School Board Policy 2340 (Field and Other District-Sponsored Trips), all out-of-state field trips must be approved by the School Board. Gadsden Technical Institute is requesting approval for an out-of-state field trip to Moultrie, Georgia. Please see attached documentation.

**FUND SOURCE:** N/A

**AMOUNT:** N/A

**PREPARED BY:** Sylvia R. Jackson, Ed.D.

**POSITION:** Director of Secondary Education/ Director of Adult, Career and Technical Education

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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 \_\_\_\_\_

**FORM MUST BE RECEIVED IN DISTRICT OFFICE 2 WEEKS PRIOR TO TRIP**

### FIELD TRIP REQUEST

<b>SCHOOL:</b> Gadsden Technical Institute	<b>CONTACT FOR FIELD TRIP:</b> Mike Clark
---	--

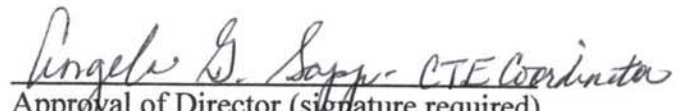
<b>DATE OF TRIP:</b> 10/18/18	<b>WHO IS ATTENDING: (grade/organization)</b> GTI CTE students
----------------------------------	---

<b>LOCATION:</b> Moultrie Ga.	<b>TRAVELING BY:</b> <input checked="" type="checkbox"/> School bus <input type="checkbox"/> Charter bus <input type="checkbox"/> Other <u>David McPhaul/Driver</u>
----------------------------------	---

<b>PURPOSE:</b> Sunbelt Ag Expo
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<b>SCHOOL BUS – Required items for approval:</b> <ol style="list-style-type: none"> <li>1. Principal's signature</li> <li>2. Complete list of participants and chaperones</li> <li>3. Complete final itinerary</li> <li>4. Documentation showing correlation of the Florida Standards or benchmarks to the field trip request</li> </ol>	<b>CHARTER BUS – Required items for approval:</b> <ol style="list-style-type: none"> <li>1. Principal's signature</li> <li>2. Complete list of participants and chaperones</li> <li>3. Complete final itinerary</li> <li>4. Copy of charter bus contract with signatures</li> <li>5. Proof of Insurance showing either district or school as insured</li> </ol>
--	---

  
 Signature of Person Requesting Trip

  
 Approval of Director (signature required)

_____ APPROVED	_____ DENIED
_____ Superintendent/Designee	_____ Date

**Please forward completed form via district mail or fax to:**  
**Mrs. Cheryl Ellison**  
**Program Assistant for Curriculum & Instruction**  
**Fax: (850) 627-3530      Email: ellisonc@gcpsmail.com**



Gadsden Technical Institute  
Sunbelt Ag Expo in Moultrie, GA --- October 18 2018

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**Rosters**

**Automotive Service Technology 1**

1. Jai
2. Al
3. Ke
4. De
5. Jal
6. Ar
7. Es
8. De
9. Ar
10. W
11. Jai

Chaperone: Mr. Jimmy Weeks

**Carpentry /Drafting & Design**

1. E
2. R
3. V
4. K
5. D
6. C
7. A
8. T

Chaperone: Mr. Jeff Suber

**Power Equipment Technoloies**

1. Ste
2. Ke
3. Ty
4. W
5. Ha
6. Ha
7. Ed
8. Vi
9. Er

Chaperone: Mr. David McPhaul

**Welding Technology**

1. M
2. Cl
3. Jc
4. Ri
5. W
6. Ri
7. M
8. Ja
9. Pi
10. Cl
11. Jc
12. N
13. H
14. Fi

Chaperone: Mr. Mike Clark

CACS – Crossroad Academy Charter School

GCHS – Gadsden County High School

RFM – Robert F. Munroe Day School

# The School Board of Gadsden County



*"Opportunity at Your Fingertips"*

**ROGER P. MILTON**  
SUPERINTENDENT OF SCHOOLS

**GADSDEN TECHNICAL INSTITUTE**  
**Dr. Sylvia R. Jackson, Director**  
Career Technical and Adult Education



*"Opportunity at Your Fingertips"*

201 Martin Luther King Jr. Blvd.  
Quincy, FL 32351  
Telephone: (850)875-8324 FAX: (850)875-7297  
<http://www.gadsdentech.org>

## Sunbelt Ag. Expo / Moultrie, GA Itinerary October 18, 2018

- 8:00 A. M. Depart Gadsden Technical Institute
- 10:00 A. M. Arrive Sunbelt Ag. Expo / Moultrie, GA
- 10:00 A. M - Tour Sunbelt Ag. Expo / Moultrie, GA
- 12:00 P. M.
- 12:00 P. M - Lunch @ Sunbelt Ag. Expo / Moultrie, GA
- 1:00 P. M.
- 1:00 P. M - Tour Sunbelt Ag. Expo / Moultrie, GA
- 2:00 P. M.
- 2:00 P. M. Depart Sunbelt Ag. Expo / Moultrie, GA
- 4:00 P. M. Arrive Gadsden Technical Institute

### Mission Statement

The mission of Gadsden Technical Institute is to recognize the worth and potential of each student. We are committed to providing opportunities for basic and advanced instruction in a conducive learning environment. The Center encourages academic and technical curiosity, innovation and creativity by integrating applied academic skills in all occupational areas. We strive to instill the attitudes and skills necessary to produce motivated, self-sufficient individuals who are able to function effectively in our ever-changing, complex society.

AUDREY LEWIS  
DISTRICT NO. 1  
HAVANA, FL 32333  
MIDWAY, FL 32343

STEVE SCOTT  
DISTRICT NO. 2  
QUINCY, FL 32351  
HAVANA, FL 32333

ISAAC SIMMONS, JR.  
DISTRICT NO. 3  
CHATTAHOOCHEE, FL 32324  
GREENSBORO, FL 32330

CHARLIE D. FROST  
DISTRICT NO. 4  
GRETNA, FL 32332  
QUINCY, FL 32352

TYRONE D. SMITH  
DISTRICT NO. 5  
QUINCY, FL 32353

# The School Board of Gadsden County



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Sunbelt Ag. Expo / Moultrie, GA  
October 18, 2018

**Documentation showing correlation of the Florida Standards or benchmarks to the field trip request.**

***Florida Department of Education Student Performance Standards & Benchmarks for  
Automotive Service Technology and Automotive Service Technology I***

S1 BM 1.01-1.25 – Proficiently explain and apply required shop and personal safety tasks relating to the automotive industry.

S2 BM 2.01-2.04 – Explain and apply required tasks associated with the proper use and handling of tools and equipment relating to the automotive industry.

***Florida Department of Education Student Performance Standards & Benchmarks for  
Carpentry***

S1 BM 1.01-1.06 – Apply shop safety skills.

S2 BM 2.01-2.05 – Utilize manual and power tools relevant to the carpentry profession.

***Florida Department of Education Student Performance Standards & Benchmarks for  
Drafting***

S1 BM 1.01-1.08 – Apply basic drafting skills.

S2 BM 2.01-2.12 – Demonstrate mathematics knowledge and skills.

***Florida Department of Education Student Performance Standard & Benchmarks for  
Power Equipment Technologies***

S1 BM 1.01-1.36 – Demonstrate an understanding of workplace safety and workplace organization.

S17 BM 17.01-17.06 – Understand basic two-stroke and four-stroke engines.

***Florida Department of Education Student Performance Standard & Benchmarks for  
Welding***

S1 BM 1.01-1.34 – Demonstrate an understanding and apply workplace safety and workplace organization.

S2 BM 2.01-2.05 - Demonstrate basic knowledge of industrial and manufacturing processes.

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SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

**AGENDA ITEM NO.** 10b

**DATE OF SCHOOL BOARD MEETING:** September 25, 2018

**TITLE OF AGENDA ITEM:** 2018-2019 Uniform Assessment Schedule

**DIVISION:**

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

**PURPOSE AND SUMMARY OF ITEM:** The purpose of this schedule is to list all required statewide assessments and make them available to schools, parents, and community stakeholders as requested by the Florida Department of Education.

**FUND SOURCE:** N/A

**AMOUNT:** N/A

**PREPARED BY:** Caroline McKinnon

**POSITION:** District Assessment Coordinator

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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: \_\_\_\_\_

## 2018–2019 Uniform Statewide Assessment Calendar

According to Section 1008.22(7)(d), Florida Statutes (F.S.), and State Board of Education Rule 6A-1.094224, Florida Administrative Code (F.A.C.), each school district must complete this uniform calendar with district-required assessment information, publish the calendar to the district website, and provide it to the department by October 1 of each school year, beginning in 2016–17. 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 in sections 3 and 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. Districts may add rows as needed for additional glossary terms that are specific to district-required assessments. Do not modify any other information in this section.

Acronym/Term	Definition
ACCESS for ELLs	Assessing Comprehension and Communication in English State-to-State (ACCESS) for 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.”
CBT	Computer-Based Test
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
Evaluative	Assessments that measure student proficiency at selected intervals in order to compare change over time and to compare state-level results
FAIR	Florida Assessments for Instruction in Reading
FLKRS	Florida Kindergarten Readiness Screener
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.
FSA	Florida Standards Assessments
FSAA	Florida Standards Alternate Assessment

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## 2018–2019 Uniform Statewide Assessment Calendar

Acronym/Term	Definition
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
NGSSS	Next Generation Sunshine State Standards
PBT	Paper-Based Test
Progress Monitoring	Process used to determine whether a student’s academic performance is improving, at what rate it is improving, and how effective instruction has been
PSAT/NMSQT	Preliminary SAT/National Merit Scholarship Qualifying Test
Summative	Assessments that evaluate student mastery of Florida’s academic standards at or near the conclusion of the course of instruction
Statewide, Standardized Assessments	All assessments required by <a href="#">s. 1008.22</a> , Florida Statutes (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

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### 2. Test, Type, and Purpose/Use

Add rows as needed to define district-required tests, test type, and their purpose/use in your district. If additional types are added, define applicable types in the glossary. Do not modify any other information in this section.

Test	Type	Purpose/Required Use	Statutory Authority/Required Use Citation
ACCESS for ELLs 2.0	Diagnostic	Measure English language acquisition of ELLs	s. 1003.56, F.S.
Alternate ACCESS for ELLs	Diagnostic	Measure English language acquisition of ELLs with significant cognitive disabilities	Rule 6A-6.0902, F.A.C. Rule 6A-6.0903, F.A.C. Rule 6A-6.09021, F.A.C.
FAIR	Diagnostic/Progress Monitoring	Provides general estimate of students’ reading ability/monitors students’ progress toward meeting grade-level skills in reading	s. 1008.25(4), F.S.
FLKRS	Diagnostic/Progress Monitoring	Determine readiness for kindergarten; used to calculate VPK Provider Kindergarten Readiness Rates	s. 1002.69, F.S. Rule 6M-8.601, F.A.C.



## 2018–2019 Uniform Statewide Assessment Calendar

Test	Type	Purpose/Required Use	Statutory Authority/Required Use Citation
FSA	Summative	Purpose: Measure student achievement of Florida’s academic standards (Florida Standards, Next Generation Sunshine State Standards)  Required uses: third grade retention; high school standard diploma; EOC assessments as 30% of course grade; school grades; school improvement rating; district grades; differentiated accountability; scholar designation; federal reporting; Credit Acceleration Program (CAP); school improvement plans; school, district, state, and federal reporting  Optional uses: progress monitoring in accordance with student progress plan	s. 1008.22, F.S.
FSAA	Summative		Rule 6A-1.09422, F.A.C.
NGSSS EOC Assessments	Summative		Rule 6A-1.0943, F.A.C.
Statewide Science Assessment	Summative		Rule 6A-1.09432, F.A.C. Rule 6A-1.094223, F.A.C. s. 1008.25, F.S. Rule 6A-1.094221, F.A.C. Rule 6A-1.094222, F.A.C. s. 1003.4156, F.S. s. 1003.4282, F.S. s. 1008.34, F.S. Rule 6A-1.09981, F.A.C. s. 1008.341, F.S. Rule 6A-1.099822, F.A.C. s. 1008.33, F.S. Rule 6A-1.099811, F.A.C. s. 1012.34, F.S. s. 1002.38, F.S.
NAEP	Evaluative	Measure student performance for comparison among state and national populations over time	s. 1008.22, F.S.
PreACT	Summative	Inform course placement	s. 1007.35, F.S.
PSAT/NMSQT	Summative	Inform course placement	s. 1007.35, F.S.

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### 3. Required Statewide Assessments

The following assessments are required for students as indicated in the Students to Be Tested column.

Populate the **District Window** column for each assessment in the table below. Do not modify any other information in this section. 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.

## 2018–2019 Uniform Statewide Assessment Calendar

Assessment	Students to Be Tested	Statewide Window	District Window	Mode	Testing Time	Results Expected
FLKRS	Kindergarten	July 9–October 12, 2018	<b>Sept. 4-14, 2018</b>	CBT <sup>1</sup>	15–20 minutes	Immediately following test completion
FSAA—Datafolio	Students with significant cognitive disabilities for whom participation in the general statewide assessment is inappropriate, even with accommodations	Collection Period 1: September–October 2018	N/A	PBT	Varies/Untimed	June 2019
FSA Algebra 1 and Geometry EOC assessments	Students enrolled in associated courses	September 10–28, 2018	<b>Sept. 10-28, 2018</b>	CBT <sup>1</sup>	180 minutes <sup>2</sup>	October 2018
NGSSS Biology 1, Civics, and U.S. History EOC assessments	Students enrolled in associated courses	September 10–28, 2018	<b>Sept. 10-28, 2018</b>	CBT <sup>1</sup>	160 minutes <sup>3</sup>	October 2018
FSAA—Datafolio	Students with significant cognitive disabilities for whom participation in the general statewide assessment is inappropriate, even with accommodations	Collection Period 2: November–December 2018	N/A	PBT	Varies/Untimed	June 2019
FSA Algebra 1 and Geometry EOC assessments	Students enrolled in associated courses	November 26–December 14, 2018	<b>Nov.26-Dec.14, 2018</b>	CBT <sup>1</sup>	180 minutes <sup>2</sup>	January 2019
NGSSS Biology 1, Civics, and U.S. History EOC assessments	Students enrolled in associated courses	November 26–December 14, 2018	<b>Nov.26-Dec.14, 2018</b>	CBT <sup>1</sup>	160 minutes <sup>3</sup>	January 2019



## 2018–2019 Uniform Statewide Assessment Calendar

Assessment	Students to Be Tested	Statewide Window	District Window	Mode	Testing Time	Results Expected
FSA—Datafolio	Students with significant cognitive disabilities for whom participation in the general statewide assessment is inappropriate, even with accommodations	Collection Period 3: March–April 2019	N/A	PBT	Varies/Untimed	June 2019
FSA—Performance Task	Students with significant cognitive disabilities for whom participation in the general statewide assessment is inappropriate, even with accommodations	February 25–April 26, 2019	N/A	PBT	Varies/Untimed	June 2019
FSA ELA – Reading	Grade 3	April 1–12, 2019	<b>April 2-3, 2019</b>	PBT	160 minutes	May 2019
FSA ELA – Writing	Grades 4–6	April 1–12, 2019	<b>April 2, 2019</b>	PBT	120 minutes	June 2019
FSA ELA – Writing	Grades 7–10	April 1–12, 2019	<b>April 1-5, 2019</b>	CBT <sup>1</sup>	120 minutes	June 2019
FSA ELA – Reading	Grades 4–6	May 1–14, 2019	<b>May 1-2, 2019</b>	PBT	Grades 4–5 Reading: 160 minutes Grade 6 Reading: 170 minutes	June 2019
FSA Mathematics	Grades 3–6	May 1–14, 2019	<b>May 6-7, 2019</b>	PBT	Grades 3–5 Mathematics: 160 minutes Grade 6 Mathematics: 180 minutes	June 2019
NGSSS Statewide Science Assessment	Grades 5 and 8	May 1–14, 2019	<b>May 8-9, 2019</b>	PBT	160 minutes	June 2019



## 2018–2019 Uniform Statewide Assessment Calendar

Assessment	Students to Be Tested	Statewide Window	District Window	Mode	Testing Time	Results Expected
FSA ELA – Reading	Grades 7–10	May 1–29, 2019	<b>May 1-29, 2019</b>	CBT <sup>1</sup>	Grades 7–8 Reading: 170 minutes Grades 9–10 Reading: 180 minutes	June 2019
FSA Mathematics	Grades 7 and 8	May 1–29, 2019	<b>May 1-29, 2019</b>	CBT <sup>1</sup>	180 minutes	June 2019
FSA Algebra 1 and Geometry EOC assessments	Students enrolled in associated courses	May 1–29, 2019	<b>May 1-29, 2019</b>	CBT <sup>1</sup>	180 minutes <sup>2</sup>	June 2019
NGSSS Biology 1, Civics, and U.S. History EOC assessments	Students enrolled in associated courses	May 1–29, 2019	<b>May 1-29, 2019</b>	CBT <sup>1</sup>	160 minutes <sup>3</sup>	June 2019
FSA Algebra 1 and Geometry EOC assessments	Students enrolled in associated courses	July 15–26, 2019	<b>July 15-26, 2019</b>	CBT <sup>1</sup>	180 minutes <sup>2</sup>	August 2019
NGSSS Biology 1, Civics, and U.S. History EOC assessments	Students enrolled in associated courses	July 15–26, 2019	<b>July 15-26, 2019</b>	CBT <sup>1</sup>	160 minutes <sup>3</sup>	August 2019

<sup>1</sup> 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.

<sup>2</sup> Any student taking an FSA EOC assessment who has not completed a session by the end of the allotted time may continue working up to half the length of a typical school day.

<sup>3</sup> Any student taking an NGSSS EOC assessment 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. Statewide Assessments for SELECT Students

The following assessments are only intended for selected students/students in certain sub-groups. Populate the **District Window** column for the assessments in the table below. If an assessment is not being administered in your district, indicate “N/A” in the District Window column. Do not modify any other information in this section.

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	Applicable Students <sup>4</sup>	Statewide Window	District Window	Mode	Testing Time	Results Expected
FAIR	Grades 3–12	Assessment Period (AP) 1: First day of school– November 2, 2018	<b>N/A</b>	CBT <sup>1</sup>	45 minutes	1 week after

## 2018–2019 Uniform Statewide Assessment Calendar

Assessment	Applicable Students <sup>4</sup>	Statewide Window	District Window	Mode	Testing Time	Results Expected
PreACT	Grade 10	September–December 2018	N/A	PBT	150 minutes	Approximately 2 weeks after testing
ELA Grade 10 Retake – Writing		September 10–21, 2018	<b>Sept. 10-21, 2018</b>	CBT <sup>1</sup>	120 minutes <sup>2</sup>	December 2018
ELA Grade 10 Retake – Reading		September 10–28, 2018	<b>Sept. 10-28, 2018</b>	CBT <sup>1</sup>	180 minutes <sup>2</sup>	December 2018
PSAT/NMSQT	Grade 10	October 10, 2018	<b>Oct. 10, 2018</b>	PBT	165 minutes	January 2019
FAIR	Grades 3–12	AP 2: November 5, 2018–February 8, 2019	N/A	CBT <sup>1</sup>	45 minutes	1 week after
ACCESS for ELLs 2.0	Grades K–12 currently classified as ELL with “LY” code	January 28–March 22, 2019	<b>Jan. 28-Mar. 22, 2019</b>	PBT	Kindergarten: 45 minutes Grades 1–12: 105–245 minutes (varies by grade-level/tier)	June 2019
Alternate ACCESS for ELLs	Grades 1–12 with significant cognitive disabilities and currently classified as ELL with “LY” code	January 28–March 22, 2019	<b>Jan. 28-Mar. 22, 2019</b>	PBT	80 minutes	June 2019
NAEP – Mathematics, Reading, and Science	Grades 4, 8, and 12	January 28–March 8, 2019	<b>Jan. 28-Mar. 8, 2019</b>	CBT	90–120 minutes	Fall 2019 ( <i>National, State, and Trial Urban District Assessment results</i> ): Mathematics and Reading, Grades 4 and 8  Spring 2020 ( <i>National results</i> ): Mathematics and Reading, Grade 12; Science, Grades 4, 8, and 12



## 2018–2019 Uniform Statewide Assessment Calendar

Assessment	Applicable Students <sup>4</sup>	Statewide Window	District Window	Mode	Testing Time	Results Expected
FAIR	Grades 3–12	AP 3: February 11–June 7, 2019	N/A	CBT <sup>1</sup>	45 minutes	1 week after
ELA Grade 10 Retake – Writing		February 25–March 15, 2019	Feb. 25-Mar. 15, 2019	CBT <sup>1</sup>	120 minutes <sup>2</sup>	May 2019
ELA Grade 10 Retake – Reading		February 25–March 15, 2019	Feb. 25-Mar.15, 2019	CBT <sup>1</sup>	180 minutes <sup>2</sup>	May 2019
FSA Algebra 1 Retake EOC <sup>5</sup>		February 25–March 15, 2019	Feb. 25-Mar.15, 2019	CBT <sup>1</sup>	180 minutes <sup>2</sup>	May 2019

<sup>1</sup> 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.

<sup>2</sup> Any student taking an FSA ELA Retake or EOC assessment who has not completed a session by the end of the allotted time may continue working up to half the length of a typical school day.

<sup>3</sup> Any student taking an NGSSS EOC assessment 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.

<sup>4</sup> 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.

<sup>5</sup> The FSA Algebra 1 EOC Assessment is only offered as a separate Retake assessment during the Spring administration; students retaking the FSA Algebra 1 EOC in Fall, Winter, or Summer participate in the regular EOC administration.

### 5. District-Required Assessment Information

Complete the table below with assessments that are required for all schools in your district.

Assessment	Students to Be Tested	District Window	Mode	Testing Time	Results Expected
I-Ready Diagnostic	Grades K-8	Sept. 10-21, 2018 Dec. 3-14, 2018 Mar. 4-15, 2019	CBT	160 Minutes	Yes
ACALETICS	Grades 2-8	Quarterly	CBT	160 Minutes	Yes
STAR (ELA) Write Score (Writing)	Grades 9-10	August 20-31, 2018 (Fall) December 10-21, 2018 (Winter) March 11-15, 2018 (Spring) September 4-18, 2018	CBT	100 Minutes	Yes



## 2018–2019 Uniform Statewide Assessment Calendar

Assessment	Students to Be Tested	District Window	Mode	Testing Time	Results Expected
		December 10-21, 2018 March 11-15, 2018			
STAR (Algebra 1 and Geometry)	Grades 9-12	August 20-31, 2018 (Fall) December 10-21, 2018 (Winter) March 11-15, 2018 (Spring)	CBT	100 Minutes	Yes
District Assessment (Biology and US History EOCs)	Grades 9-12	August 20-31, 2018 (Fall) December 10-21, 2018 (Winter) March 11-15, 2018 (Spring)	CBT	100 Minutes	Yes

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### 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)
K	15-20	-	15-20
1	0	160	160
2	0	160	160
3	320	320	640
4	440	960	1,400
5	600	960	1,560
6	470	960	1,430
7	630	960	1,590
8	630	960	1,590
9	640	600	1,240
10	480	500	980

Updated July 19, 2018

## 2018–2019 Uniform Statewide Assessment Calendar

11	160	100	260
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SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

**AGENDA ITEM NO.** 10c

**DATE OF SCHOOL BOARD MEETING:** September 25, 2018

**TITLE OF AGENDA ITEM:** 2018-2020 School Health Services Plan

**DIVISION:**

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

**PURPOSE AND SUMMARY OF ITEM:** This two year plan lists the services that the Health Department plans to render to the students enrolled in the Gadsden County Public School system.

**FUND SOURCE:** N/A

**AMOUNT:** N/A

**PREPARED BY:** Caroline McKinnon

**POSITION:** District Assessment Coordinator

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INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

       Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 2

CHAIRMAN'S SIGNATURE: page(s) numbered 2

REVIEWED BY: \_\_\_\_\_





***Mission:** To protect, promote & improve the health of all people in Florida through integrated state, county, and community efforts.*

## **2018 – 2020 School Health Services Plan**

**for**

**Gadsden County**

**Due by September 15, 2018**

**E-mail Plan as an Attachment to:**

**[HSF.SH\\_Feedback@flhealth.gov](mailto:HSF.SH_Feedback@flhealth.gov)**

**2018 - 2020 School Health Services Plan Signature Page**

*My signature below indicates that I have reviewed and approved the 2018 - 2020 School Health Services Plan and its local implementation strategies, activities, and designations of local agency responsibility as herein described:*

Position	Name and Signature	Date
Local Department of Health Administrator / Director	Adrian Cooksey, DrPH, MPH	
	<i>Printed Name</i>	
	<i>Signature</i>	<i>Date</i>
Local Department of Health Nursing Director	Jana Barfield, BSN, RN	
	<i>Printed Name</i>	
	<i>Signature</i>	<i>Date</i>
Local Department of Health School Health Coordinator	Jerri Lynn Stone, BSN, RN	
	<i>Printed Name</i>	
	<i>Signature</i>	<i>Date</i>
School Board Chair Person	Steve Scott	
	<i>Printed Name</i>	
	<i>Signature</i>	<i>Date</i>
School District Superintendent	Roger Milton	
	<i>Printed Name</i>	
	<i>Signature</i>	<i>Date</i>
School District School Health Coordinator	Caroline Mckinnon	
	<i>Printed Name</i>	
	<i>Signature</i>	<i>Date</i>
School Health Advisory Committee Chairperson	Jerri Lynn Stone	
	<i>Printed Name</i>	
	<i>Signature</i>	<i>Date</i>
School Health Services Public / Private Partner	FSU College of Medicine (COM)	
	<i>Printed Name</i>	
	<i>Signature</i>	<i>Date</i>

## SUMMARY – SCHOOL HEALTH SERVICES PLAN 2018–2020

Statutory Authority: Section 381.0056, Florida Statute (F.S.) requires each local Department of Health to develop, jointly with the school district and school health advisory committee, a School Health Services Plan (referred herein as the “Plan”) that outlines the provisions and responsibilities to provide mandated health services in all public schools. Chapter 64F-6.002, Florida Administrative Code (F.A.C.) requires the plan to be completed biennially.

**The Plan format is arranged in 3 parts relating to the services provided and funding streams, as follows:**

- Part I: Basic School Health Services - General school health services which are available to all students in Florida’s public and participating non-public schools in all 67 school districts.
- Part II: Comprehensive School Health Services – include increased services in section 381.0057, Florida Statutes, for student health management, interventions and classes. These services promote student health; reduce high-risk behaviors and their consequences (substance abuse, unintentional/intentional injuries, and sexually transmitted diseases); provide pregnancy prevention classes and interventions; and provide support services to promote return to school after giving birth.
- Part III: Health Services for Full Service Schools (FSS) – Includes basic school health services and additional specialized services that integrate education, medical, social and/or human services such as nutrition services, basic medical services, aid to dependent children (temporary assistance for needy families (TANF)), parenting skills, counseling for abused children, counseling for children at high risk for delinquent behavior and their parents or guardian, and adult education to meet the needs of the high-risk student population and their families. These services are required of schools as defined in section 402.3026, Florida Statutes.

**The Plan contains 4 columns, as follows:**

- Column 1 –Requirements and References. This column includes Florida Statutes, Administrative Codes and references demonstrating best practices related to school health.
- Column 2 – Program Standards. This column provides specific requirements related to the statutes, administrative code and references listed in Column 1.
- Column 3 – Local Agency(s) Responsible. The local agencies (Department of Health, Educational Agency (LEA), and School Health Advisory Committee (SHAC)) determine the responsibilities for providing the services described columns 1 and 2.
- Column 4 – Local Implementation Strategy & Activities. This column describes the implementation strategies and activities to fulfill requirements in columns 1 and 2.



and			
Requirements/References	Program Standards	Local Agency(s) Responsible	Local Implementation Strategy & Activities
<p><b>1. School Health Services Plan; District Wellness Policy; Comprehensive School Health Services; Full Service Schools:</b>                      School Health Services Act: s. 381.0056, F.S.;                      Chapter 64F-6.002, F.A.C.;                      Florida Nurse Practice Act: Chapter 464 Nursing Technical Assistance Guidelines - The Role of the Professional School Nurse in the Delegation of Care in Florida Schools (Rev. 2010); ss. 1003.453, F.S., 381.0057, F.S., 402.3026, F.S.</p>	<p>1a. Each local school health services plan shall be completed biennially and approved and signed by, at a minimum, the superintendent of schools, the school board chairperson, and the local CHD medical director/administrator.</p>	<p>FL-DOH GCHD</p>	<p>The CHD School Health employees are directly supervised by the School Health Coordinator. The School Health Coordinator frequent school health clinic inspections and works directly within the school health clinics to ensure compliance with standards set by the state. The School Health employees are evaluated on an annual basis to ensure the state standards are being met.</p>
	<p>1b. The local school health services plan shall be reviewed each year for the purpose of updating the plan. Amendments shall be signed by the school district superintendent and the local Department of Health medical director/administrator.</p>	<p>FL- DOH GCHD, Gadsden County School District (GCSD)</p>	<p>The plan is reviewed each year in a collaborative effort by DOH Gadsden and the Gadsden County School board. The CHD Administrator and Gadsden County School Board Superintendent are made aware of and sign off on any amendments.</p>
	<p>1c. The local school health services plan shall describe employing or contracting for all health-related staff and the supervision of all school health services personnel regardless of the funding source.</p>	<p>FL-DOH GCHD</p>	<p>THE GCHD employs a Registered Nurse as the designated School Health Coordinator, a support RN, LPNs and health aides to provide school health supplies.</p>
	<p>1d. Each local CHD uses annual funding allocation to provide school health services pursuant to the School Health Services Act and the requirements of the Scope of Work.</p>	<p>FL- DOH GCHD</p>	<p>The annual funding allocation helps to employ one Registered as the School Health Coordinator, one registered nurse as the Senior Community Health Nurse. 2 LPNs and 6 health aides to provide day to day health related services including medication administration, health education class for students, parents, and school staff which help</p>



			promote healthy lifestyles and chronic disease prevention family planning services, and referrals for students needing further medical attention.
1e. The local CHD and local LEA shall each designate one person, RN recommended, to be responsible for the coordination of planning, development, implementation and evaluation of the program. These individuals should collaborate throughout the school year to assure program compliance and to plan and assess the delivery of program services.	FL-DOH GCHD		DOH Gadsden employs a Registered Nurse as the School Health Coordinator and the Gadsden County School Board designates an employee to work collaboratively and on a regular basis through phone calls, emails and face to face meetings with the School Health Coordinator to implement services.
1f. Protocols for supervision of school health services personnel shall be described in the local school health services plan to assure that such services are provided in accordance with statutory and regulatory requirements and professional standards, and are consistent with the Nurse Practice Act.	FL-DOH GCHD		School health RNs, LPNs and health aides are employed through the GCHD and are directly supervised by the School Health Coordinator to ensure plans, goals and standards are being met. An annual internal evaluation is completed to ensure these requirements are being met.
1g. Decisions regarding medical protocols or standing orders in the delivery of school health services are the responsibility of the local CHD medical director in conjunction with district school boards, local school health advisory committees, the school district medical consultant if employed, and the student's private physician when applicable.	FL-DOH GCHD & GCSD		The GCHD and GCSD coordinator work collaboratively along with input from the School Health Advisory Committee (SHAC) chair to complete the school health plan on a biennial basis. The final plan is reviewed, approved and signed by the GCHD administrator, GCSD chairperson and the GCSD superintendent.



	<p>1h. Establish procedures for health services reporting in Health Management System (HMS) and the annual report, to include services provided by all partners.</p>	<p>FL-DOH GCHD</p>	<p>Each clinic has a minimum of one computer. All services provided are electronically documented into Health Office and HMS daily.</p>
	<p>1i. Each School Health Advisory Committee (SHAC) should include members representing the eight components of the Centers for Disease Control and Prevention's Coordinated School Health (CSH) model. The SHAC is encouraged to address the eight CSH components in the school district's wellness policy.</p>	<p>FL-DOH GCHD &amp; GCSD</p>	<p>The SHAC Committee is comprised of school health staff, county health educators, champions, students, parents, community leaders, GCSD employees, FSU College of Medicine (COM) staff (pediatrician, ARNPs, mental health counselors) school staff and individuals who have a common goal to promote healthy lifestyles for the children of Gadsden County.</p>
<p><b>2. Health Appraisal</b> s. 381.0056(4)(a)(1), F.S.</p>	<p>2a. Determine the health status of students.</p>	<p>FL- DOH GCHD &amp; FSU College of Medicine (COM)</p>	<p>Gadsden County School Health personnel which consist of 2 RNs, 2 LPNs, and 7 Health Aides determine the health status of students through daily health room visits, screenings, medical history updates, and a minimum of biannual cumulative record reviews. The FSU COM also employs 2 ARNPs and a part time Pediatrician to provide health services to the students of Gadsden County. Each organization has developed MOAs with the district outlining their services. Letters are sent home to parents if any additional information is required and school staff are kept apprised of any need to know health information.</p>
<p><b>3. Records Review</b> s. 381.0056(4)(a)(2), F.S. s.1003.22(1)(4) F.S.; Chapters: 64F-6.005(1), F.A.C., 64F-6.004(1)(a),F.A.C.</p>	<p>3a. Perform initial school entry review of student health records, to include school entry physical, immunization status (DH 680), cumulative health record, emergency information, etc.</p>	<p>FL-DOH GCHD</p>	<p>Every student's health record is reviewed biannually to ensure the cumulative record, physical, immunization record, and emergency health information form are all present to ensure compliance with state guidelines. Cumulative Record Review logs are set</p>



			in place as a tracking system of the progress of record reviews.
	3b. Emergency information card for each student should be updated each year.	FL-DOH GCHD & GCSD	The school health staff coordinate with GCSD staff and distribute the Emergency Health Information cards annually at the beginning of the school year in the Health Packet. School health staff assist by sending letters out to parents who have not returned the health information cards after the first few weeks of school.
<b>4. Nurse Assessment</b> s. 381.0056(4)(a)(3), F.S.; Chapters: 64F-6.001(6), F.A.C., 6A-6.0253, F.A.C., 6A-6.0252, F.A.C., 6A-6.0251, F.A.C.	4a. Perform school entry and periodic assessment of student's health needs.	FL-DOH GCHD & FSU COM	School Health personnel notify the RNs of any change
	4b. For day-to-day and emergency care of students with chronic or acute health conditions at school, the RN develops an individualized healthcare plan (IHP) and Emergency Care Plan (ECP).	FL-DOH GCHD	The Registered Nurses assess the student's health needs on a regular basis through clinic visits and develops an Individual Health Plan (IHP) and an Emergency Care Plan (ECP) for the student who is identified to have chronic and/or acute health issues.
<b>5. Nutrition Assessment</b> s. 381.0056(4)(a)(4), F.S.; Florida School Health Administrative Resource Manual, 2017	5a. Identify students with nutrition related problems and refer to an appropriate healthcare provider.	FL-DOH GCHD & FSU College of Medicine (COM)	Students with nutritional needs are identified through annual BMI screenings, school staff referrals, parent referrals and assessments by school nurses, and FSU ARNPs.
<b>6. Preventive Dental Program</b> s. 381.0056(4)(a)(5), F.S.	6a. Recommended services include: Minimally - age appropriate oral health education to all grades and referral system.	FL DOH-GCHD Liberty Community Healthcare, Inc. (Healthy Smiles Happy Students) United Way, &Neighborhood Dental Clinic	The school health staff provide periodic oral health education classes to the students and referrals are made to private dentist for students needing dental services. The local agencies listed also provide oral health education during onsite visits.
<b>7. Health Counseling</b> s. 381.0056(4)(a)(10), F.S.	7a. Provide health counseling as appropriate.	FL DOH GCHD, GCSD, & FSU COM	Nurses, ARNPs, and psychologists provide counseling to students as needed with parental consent.



<p><b>8. Referral and Follow-up of Suspected and Confirmed Health Problems</b> s. 381.0056(4)(a)(11), F.S.</p>	<p>8a. Provide referral and a minimum of 3 documented attempts of follow-up for abnormal health screenings, emergency health issues, and acute or chronic health problems. Coordinate and link to community health resources.</p>	<p>FL-DOH GCHD</p>	<p>When there is an abnormal health screening, the school health staff send a notification letter to the parent(s) or guardian and a referral is generated in Health Office. Each time a letter is sent to a parent or a school health staff attempts to notify the parent or guardian of the abnormal screening by phone it is documented in Health Office.</p>
<p><b>9. Provisions for Screenings</b> s. 381.0056(4)(a)(6-9), F.S.; Chapter 64F-6.003(1-4), F.A.C.</p>	<p>9a. Provide screenings and a list of all providers. Screenings: (i) Vision screening shall be provided, at a minimum, to students in grades kindergarten, 1, 3 and 6 and students entering Florida schools for the first time in grades kindergarten – 5. (ii) Hearing screening shall be provided, at a minimum, to students in grades kindergarten, 1 and 6; to students entering Florida schools for the first time in grades kindergarten – 5; and optionally to students in grade 3. (iii) Growth and development screening shall be provided, at a minimum, to students in grades 1, 3 and 6 and optionally to students in grade 9. (iv) Scoliosis screening shall be provided, at a minimum, to students in grade 6.</p>	<p>FL DOH GCHD</p>	<p>School Health staff provide the mandated screenings in grades Kindergarten, 1st, 3<sup>rd</sup>, 6<sup>th</sup> and for all new students entering in grades Kindergarten through 5<sup>th</sup> grade. Computer generated letters are sent home to all parent(s) or guardians of children with abnormal screening results and appropriate referrals are made.</p>
	<p>9b. Obtain parent permission in writing prior to invasive screening, (e.g. comprehensive eye exam).</p>	<p>FL- DOH GCHD</p>	<p>Written permission is obtained and verified before any invasive screening and/or procedure is performed.</p>

	<p>9c. Assist in locating referral sources for additional evaluation and/or treatment for students with abnormal screening results. Referral sources may include, but are not limited to, state contracted vision service providers (provided the student meets eligibility requirements), other service providers and local resources.</p>	<p>FL-GCHD</p>	<p>Students identified by school health staff to have an abnormal screening result are referred to Vision Quest. Students are also referred to their assigned primary providers or Dr. Abbey for follow up on visual acuity issues, hearing problem, growth and development possible scoliosis issues.</p>
<p><b>10. Meeting Emergency Health Needs</b>                  ss. 381.0056(4)(a)(10), F.S.,                  1006.165, F.S.;                  Chapter 64F-6.004(1), F.A.C.;                  Emergency Guidelines for                  Schools, 2016 Florida Edition</p>	<p>10a. Ensure written health emergency policies and protocols are maintained and include minimum provisions.</p>	<p>FL-DOH GCHD &amp; GCSD</p>	<p>The School Health Manual which is a collaborative effort of the GCHD &amp; the GCSD contains written policies and procedures for emergency situations. This manual is updated as needed.</p>
	<p>10b. Ensure health room staff and two additional staff in each school are currently certified in cardiopulmonary resuscitation (CPR) and first aid and a list is posted in key locations.</p>	<p>FL-DOH GCHD &amp; GCSD</p>	<p>The school district requires that certain staff have a current CPR license. A minimum of at least 2 individuals at each school are identified to have CPR and first aid and a list of those individuals are posted throughout the schools with designated phone numbers.</p>
	<p>10c. Assist in the planning and training of staff responsible for emergency situations.</p>	<p>FL-DOH GCHD, GCSD, &amp; GCSO</p>	<p>GCHD, GCSD, and GCSO work collaboratively to ensure all staff and students are trained and prepared for emergency situations by conducting drills, creating specific teams and child specific collaboration. These entities communicate on a regular basis to ensure safety.</p>
	<p>10d. The school nurse shall monitor adequacy and expiration of first aid supplies, emergency equipment and facilities.</p>	<p>FL-DOH GCHD</p>	<p>The school nurse performs and documents on a log that the emergency equipment kit is checked, and documents and supplied are replaced as needed.</p>
	<p>10e. The school principal (or designee) shall assure first aid supplies, emergency equipment, and facilities are maintained.</p>	<p>FL-DOH GCHD &amp; GCSD</p>	<p>The school health staff ensure that adequate emergency equipment is maintained at all clinic sites and the GCSD maintenance department ensures the upkeep of the clinic facilities at each</p>



			school.
	10f. All injuries and episodes of sudden illness referred for emergency health treatment shall be documented and reported immediately to the principal or the person designated by the principal or the acting principal.	FL-DOH GCHD & GCSD	All health services provided are documented in Health Office. Parents and the principal are notified of any situation that requires emergency treatment.
	10g. It is the responsibility of each school that is a member of the Florida High School Athletic Association to: 1) have an operational automatic external defibrillator (AED), 2) ensure employees expected to use the AED obtain appropriate training, and 3) register the AEDs with the county emergency medical services director.	FL-DOH GCHD & GCSD	The GCSD & GCHD have collaborated to ensure 100% of schools who are members of the Florida High School Athletic Association have AED's on site.
<b>11. Assist in Health Education Curriculum</b> s. 381.0056(4)(a)(13), F.S.	11a. Collaborate with schools, health staff and others in health education curriculum development.	FL-DOH GCHD, GCSD, FSU COM, & SHAC	The GCHD School health staff, GCSD, FSU COM, and members of the SHAC work collaboratively to develop and implement health education curriculum into the schools that will gain interest and help to engage students.
<b>12. Refer Student to Appropriate Health Treatment</b> s. 381.0056(4)(a)(14), F.S.	12a. Use community or other available referral resources. Assist in locating referral sources for Medicaid eligible, uninsured and underinsured students.	FL-DOH GCHD, FSU COM, GCSD	When a health problem is identified we work to assist the parent by utilizing our resources including the GCHD, FSU COM providers, local providers, the local federally qualified health center, and local community support groups such as referral sources.
<b>13. Consult with parents or guardian regarding student's health issues</b> s. 381.0056(4)(a)(15), F.S.; Chapter 64F-6.001(1), F.A.C.	13a. Provide consultation with parents, students, staff and physicians regarding student health issues.	FL-DOH GCHD, FSU COM	The GCHD school health staff and the FSU COM provide phone or face to face consultations with parents and providers to ensure quality care.

<p><b>14. Maintain Health-Related Student Records</b>                  ss. 381.0056(4)(a)(16), F.S.,                  1002.22, F.S.;                  Chapter 64F-6.005(1)(2), F.A.C.</p>	<p>14a. Maintain a cumulative health record for each student that includes required information.</p>	<p>FL-DOH GCHD &amp; GCSD</p>	<p>The GCSD staff house and maintain all student cumulative health records in a secure area. School health staff work to ensure all the required health information is present in the cumulative record.</p>
<p><b>15. Nonpublic School Participation</b>                  ss. 381.0056(5)(a)(18), F.S.,                  381.0056(5)(a)-(g), F.S.</p>	<p>15a. Notification to the local nonpublic schools of the school health services program, allowing the nonpublic school to request participation in the school health services program provided they meet requirements.</p>	<p>FL-DOH GCHD &amp; Private Schools</p>	<p>The school health coordinator provides the opportunity for private schools to participate in the school's health services program.</p>
<p><b>16. Provision of Health Information for Exceptional Student Education (ESE) Program Placement</b>                  s. 381.0056(4)(a)(17), F.S.;                  Chapters 6A-6.0331, F.A.C.,                  64F-6.006, F.A.C.</p>	<p>16a. Provide relevant health information for ESE staffing and planning.</p>	<p>FL-DOH GCHD &amp; GCSD</p>	<p>School health staff participates in ESE/IEP staffing when a medical condition is present. School health staff also provide vision and hearing screening for ESE evaluation with parental consent.</p>
<p><b>17. The district school board shall provide in-service health training for school personnel</b>                  s. 381.0056(6)(b), F.S.;                  Chapter 64F-6.002, F.A.C.</p>	<p>17a. Please list providers of in service health training for school personnel.</p>	<p>FL-DOH GCHD &amp; GCSD</p>	<p>The school health program coordinates with the GCSD to provide annual and as needed training for school personnel.</p>
<p><b>18. The district school board shall include health services and health education as part of the comprehensive plan for the school district</b>                  s. 381.0056(6)(a), F.S.;                  Chapter 64F-6.002, F.A.C.</p>	<p>18a. School-based health services are provided to public school children in grades pre-kindergarten through 12.</p>	<p>GCSD, Public Charter &amp; Private Schools</p>	<p>The GCSD has health services and health education that are provided to the public-school children in grades pre-kindergarten through twelfth in the comprehensive school plan. School Health services are provided to public charter and private schools. These schools receive staff-in services, student health screenings and cumulative record reviews.</p>



<p><b>19. The district school board shall make available adequate physical facilities for health services</b>  s. 381.0056(6)(c), F.S.;  State Requirements for Educational facilities, 2014  and/or State Requirements for Existing Educational Facilities 2014</p>	<p>19a. Health room facilities in each school will meet DOE requirements.</p>	<p>GCSD</p>	<p>The Gadsden County School District Maintenance Department maintains all school health clinics and ensure that they meet DOE standards.</p>
<p><b>20. The district school board shall, at the beginning of each school year, provide parents with information concerning ways that they can help their children to be physically active and eat healthy foods</b>  s. 381.0056(6)(d), F.S.</p>	<p>20a. List programs and/or resources to be used.</p>	<p>FL-DOH GCHD &amp; GCSD</p>	<p>The school health program coordinates with the school faculty each year to send out health packets at the beginning of each new school year. Health information on various topics are also presented throughout the year at Open Houses, PTOs, and Health Fairs.</p>
<p><b>21. The district school board shall inform parents or guardians in writing at the beginning of each school year of the health services provided</b>  s. 381.0056(6)(e), F.S.</p>	<p>21a. Provide the opportunity for parents or guardians to request an exemption in writing.</p>	<p>FL DOH &amp; GCSD</p>	<p>In a collaborative effort the school health staff and the district send home health packets to parents at the beginning of the school year with a detailed consent form describing the school health services offered. Parents are informed to notify the school health staff in writing if they do not wish for their child to receive these services. School Health staff also are present at Open Houses and parent nights to distribute these packets, meet with parents and answer any questions they may have.</p>



<p><b>22. The presence of any of the communicable diseases for which immunization is required by the Department of Health in a Florida public or private school shall permit the county health department director or administrator or the State Health Officer to declare a communicable disease emergency</b>  <a href="#">s. 1003.22(9), F.S.;</a>  <a href="#">Chapter 64F-6.002(2)(d), F.A.C.</a></p>	<p>22a. The school health plan shall include communicable disease policies. Note: Policies need to provide for interagency coordination during suspected or confirmed disease outbreaks in schools.</p>	<p>FL DOH- GCHD, GCSD, &amp; Private Schools</p>	<p>A policy for reporting communicable diseases to the GCHD's epidemiology department is in place. The school health coordinator is notified and if a communicable disease is confirmed within a school the necessary measures are taken to minimize outbreaks, A list of students who have medical exemptions are maintained by the school health coordinator. Also, the school health manual provides guidance on identifying the signs and symptoms of communicable diseases and whether school exclusion is necessary. If school health staff have any questions as to if a student is showing signs of a communicable disease they are to call the school health coordinator.</p>
<p><b>23. Each district school board shall include in its approved school health services plan a procedure to provide training, by a registered nurse, a licensed practical nurse, a physician or a physician assistant (pursuant to chapter 458 or 459), to the school personnel designated by the school principal to assist students in the administration of prescribed medication</b>  <a href="#">s. 1006.062(1)(a), F.S.</a></p>	<p>23a. Include provisions in the procedure for general and student-specific administration of medication training.</p>	<p>FL DOH-GCHD, GCSD, &amp; private schools</p>	<p>Each year at the beginning of the school year principals designate a minimum of two UAPs to provide medication administration at their assigned schools during an absence of a school health staff when the clinic cannot be covered. School nurses also identify students with needs at their assigned schools in which staff require specific training. Specific training is provided by an RN and demonstration of correct techniques by the designated unlicensed assistive personal (UAPs) are observed, A training log with completed tests and skills check off lists are kept by the school health coordinator.</p>



<p><b>24. Each district school board shall adopt policies and procedures governing the administration of prescription medication by district school board personnel</b> s. 1006.062(1)(b), F.S.; Chapter 64B9-14, F.A.C.</p>	<p>24a. The school district medication policy will address the use of designated school staff for medication administration and be consistent with delegation practices.</p>	<p>FL-DOH GCHD, GCSD, and private schools</p>	<p>Each year the principal designates at least 2 UAPs to administer prescription medication in the absence of a school health employee.</p>
<p><b>25. Students with asthma whose parent and physician provide approval may carry a metered dose inhaler on their person while in school</b> s. 1002.20(3)(h), F.S.; National Association of School Nurses (NASN) Position Statement, The Use of Asthma Recue Inhalers in the School Setting</p>	<p>25a. Develop and implement an Individualized Healthcare Plan (IHP) and Emergency Action Plan (EAP) to ensure safe use of inhaler by student.</p>	<p>FL-DOH GCHD &amp; GCSD</p>	<p>After obtaining parental as well as physician approval, the student's knowledge of correct use of the inhaler is assessed. Upon approval by all parties the student is permitted to carry the inhaler while on school grounds. Student specific training is also conducted with the designated school staff.</p>
<p><b>26. A student who is at risk for life-threatening allergic reactions may carry an epinephrine auto-injector and self-administer while in school, school-sponsored activities, or in transit if written parental and physician authorization has been provided</b> s. 1002.20(3)(i), F.S.; Chapters 6A-6.0251, F.A.C., 64F-6.004(4), F.A.C.; Saving Lives at School Anaphylaxis and Epinephrine School Nurse and Handbook for Connection Cards, NASN;</p>	<p>26a. For students with life threatening allergies, the RN shall develop an annual IHP that includes an EAP, in cooperation with the student, parent/guardians, physician, and school staff. The IHP shall include child-specific training to protect the safety of all students from the misuse or abuse of auto-injectors. The EAP shall direct that 911 will be called immediately for an anaphylaxis event and have a plan of action for when the student is unable to perform self-administration of the epinephrine auto-injector.</p>	<p>FL-DOH GCHD &amp; GCSD</p>	<p>The school health staff identifies students with life threatening allergies, obtains parental and physician approval, then assesses the students' knowledge and ability to use the auto injector. The RN develops an Individual Health Plan (IHP) that includes an Emergency Action Plan (EAP). Student specific training is also conducted with the school health staff. After all of the above is completed the student is allowed to carry the auto injector while on school grounds.</p>

<p>NASN Position Statement on Rescue Medications in School; Students with Life-Threatening Allergies, 2017 Updated Guidance</p>			
<p><b>27. A public school may purchase a supply of epinephrine auto-injectors from a wholesale distributor or manufacturer as defined in s. 499.003, F.S. for the epinephrine auto-injectors at fair-market, free, or reduced prices for use in the event a student has an anaphylactic reaction. The epinephrine auto-injectors must be maintained in a secure location on the public school's premises. The participating school district shall adopt a protocol developed by a licensed physician for the administration by school personnel who are trained to recognize an anaphylactic reaction and to administer an epinephrine auto-injection s. 1002.20(3)(i)(2), F.S.</b></p>	<p>27a. If the school district has chosen to maintain supplies of epinephrine auto-injectors, a standing order and written protocol has been developed by a licensed physician and is available at all schools where the epinephrine auto-injectors are stocked.</p>	<p>GSCD</p>	<p>The GSCD has chosen not to purchase from a wholesale distributor and maintain a stock of epinephrine auto-injectors at this time.</p>
<p><b>28. Educational training programs required by this section must be conducted by a nationally recognized organization experienced in training laypersons in emergency health treatment</b></p>	<p>28a. Ensure that school staff that are designated by the principal (in addition to school health staff in the school clinic) to administer stock epinephrine auto-injectors (not prescribed to an individual student) are trained by a nationally recognized organization experienced in</p>	<p>FL-DOH GCHD &amp; GSCD</p>	<p>The school health staff identify students with life threatening allergies, obtain parental and physician approval for autoinjector use. The RN develops an IHP that includes the EAP, student specific training is also conducted with school staff on recognition of signs and</p>



<p>or an entity or individual approved by the department. The curriculum must include at a minimum: (a) Recognition of the symptoms of systemic reactions to food, insect stings, and other allergens; and (b) The proper administration of an epinephrine auto-injector s. 381.88, F.S.</p>	<p>training laypersons in emergency health treatment or an entity approved by the Department of Health.</p>		<p>symptoms of systemic reactions to food, insect stings and other allergies and the proper administration of an epinephrine auto injector,</p>
<p><b>29. Students with diabetes that have physician and parental approval may carry their diabetic supplies and equipment and self-manage their diabetes while en-route to and from school (bus), in school or at school sponsored activities. The written authorization shall identify the diabetic supplies, equipment and activities the student is capable of performing without assistance for diabetic self-management, including hypoglycemia and hyperglycemia</b> s. 1002.20(3)(j), F.S.; Chapter 6A-6.0253, F.A.C.; NASN position statement, Diabetes Management in the School Setting</p>	<p>29a. Maintain a copy of the current physician's diabetes medical management plan, and develop and implement an IHP and ECP to ensure safe self-management of diabetes.</p>	<p>FL-DOH GCHD</p>	<p>Each student with a medical diabetes plan has individual care plan book with an Individual Health Plan (IHP) and an Emergency Care Plan (ECP) to ensure safe self-management of diabetes. Daily blood sugar checks are also kept in these logs for fast access when communicating with physicians and electronically on health office.</p>
<p><b>30. A student who has experienced or is at risk for pancreatic insufficiency or</b></p>	<p>30a. Develop and implement an IHP and ECP for management of the conditions requiring pancreatic enzyme</p>	<p>FL-DOH GCHD</p>	<p>A policy is currently in place which the school health staff obtains parental and physician approval, then assess the</p>



<p><b>who has been diagnosed as having cystic fibrosis may carry and self-administer a prescribed pancreatic enzyme supplement while en-route to and from school (bus), in school or at school sponsored activities if the school has been provided with authorization from the student's parent and prescribing practitioner</b>  s. 1002.20(3)(j), F.S.;  Chapter 6A-6.0252, F.A.C.</p>	<p>supplements and to ensure that the student carries and self-administers such supplements as prescribed by the physician.</p>		<p>students' knowledge and ability to utilize supplements. Upon approval by all parties the student is allowed to carry their medication. Student specific training is also conducted with the school health staff.</p>
<p><b>31. Nonmedical assistive personnel shall be allowed to perform health-related services upon successful completion of child specific training by a registered nurse or advanced registered nurse practitioner, physician or physician assistant</b>  s. 1006.062(4), F.S.;  Chapters:  64B9-14.002(3), F.A.C.,  64B9-14, F.A.C.;  Technical Assistance Guidelines - The Role of the Professional School Nurse in the Delegation of Care in Florida Schools (Rev. 2010).</p>	<p>31a. Document health related child-specific training by an RN for delegated staff. The delegation process shall include communication to the UAP which identifies the task or activity, the expected or desired outcome, the limits of authority, the time frame for the delegation, the nature of the supervision required, verification of delegate's understanding of assignment, verification of monitoring and supervision. The documentation of training and competencies should be signed and dated by the RN and the trainee.</p>	<p>FL-DOH GCHD</p>	<p>With parental permission, staff designated by the principal are trained by the school nurse on the student's specific medication and physician orders. The training is documented in the student's medical record and HMS.</p>
	<p>31b. Use of nonmedical assistive personnel shall be consistent with delegation practices per requirements.</p>	<p>FL-DOH GCHD &amp; GCSD</p>	<p>Each year the principals at each school designate appropriate staff to receive student specific training and administer prescription medication.</p>
<p><b>32. Pursuant to the provisions of Chapter 435, any person who provides services under a school health services plan</b></p>	<p>32a. Collaborate with school district to ensure district background screening policies do not result in duplicate or conflicting background screening</p>	<p>FL-DOH GCHD</p>	<p>The GCHD ensures all employees, contractual staff and volunteers satisfy a level 2 background screening prior to rendering services.</p>



<p>pursuant to s. 381.0056, F.S. must meet level 2 screening requirements as described in s. 435.04, F.S. A person may satisfy the requirements of this subsection by submitting proof of compliance with the requirements of level 2 screening conducted within 11 months before the date that person initially provides services under a school health services plan. ss. 381.0059, F.S., 1011.465, F.S.</p>	<p>requirements for staff providing school health services.</p>		
<p><b>33. Immediate notification to a student’s parent, guardian, or caregiver if the student is removed from school, school transportation, or a school-sponsored activity and taken to a receiving facility for an involuntary examination pursuant to s. 394.463, F.S. including the requirements established under ss. 1002.20(3)(j), F.S., 1002.33(9), F.S., 381.0056(4)(a)(19), F.S.</b></p>	<p>33a. The school health services plan shall include policies and procedures for implementation.</p>	<p>GCSD</p>	<p>The GCSD ensures all principals or his or her designee, will notify a student’s parent or guardian if the student is removed from the school for an involuntary examination under Baker Act. The principal may delay the notification up to 24 hours if abuse is suspected and the delay is deemed in the child’s best interest. This will only occur after an official reporting of the suspected abuse to the Department of Children and Families’ abuse hotline.</p>

<p><b>PART II: COMPREHENSIVE SCHOOL HEALTH SERVICES (CSHSP)</b></p>			
<p><b>References/Resources</b></p>	<p><b>Program Standards</b></p>	<p><b>Local Agency(s) Responsible</b></p>	<p><b>Local Implementation Strategy &amp; Activities</b></p>



<p><b>34. The services provided by a comprehensive school health program must focus attention on promoting the health of students, reducing risk-taking behavior, and reducing teen pregnancy. Services provided under this section are additional and are intended to supplement, rather than supplant, basic school health services ss. 381.0057(6), F.S., 743.065, F.S.</b></p>	<p>34a. Provide in-depth health management, interventions and follow-up through the increased use of professional school nurse staff.</p>	<p>FL-DOH GCHD, GCSD, &amp; FSU COM</p>	<p>The school health staff work diligently to provide in-depth health management, interventions and follow up through assessments and referrals with follow ups to private physicians and FSU COM who provide 2 ARNPs and a part time pediatrician to Gadsden County Schools</p>
	<p>34b. Provide health activities that promote healthy living in each school.</p>	<p>FL-DOH GCHD, GCSD, GCHD Population Based Services, SHAC, FSU COM</p>	<p>School Health collaborates with numerous agencies to provide a variety of health promotion/living activities in each school including Champions, the nutritional program 5-2-1-0, and regular health fairs.</p>
	<p>34c. Provide health education classes.</p>	<p>FL-DOH GCHD</p>	<p>All school health staff are required to provide health education classes at their assigned schools throughout the year.</p>
	<p>34d. Provide or coordinate counseling and referrals to decrease substance abuse.</p>	<p>FL-DOH GCHD, GCSD, &amp; FSU COM</p>	<p>School health staff work collaboratively with school guidance counselors, resource officers and Capital City Youth Services for referring children in need of substance abuse counseling. FSU mental health also provides onsite mental health counseling for students, school faculty and parents.</p>
	<p>34e. Provide or coordinate counseling and referrals to decrease the incidence of suicide attempts.</p>	<p>FL-DOH GCHD, GCSD &amp; FSU COM</p>	<p>School health staff work collaboratively with school guidance counselors, GCSD psychologist, resource officers and Capital City Youth Services for referral of students in need of counseling. FSU mental health also provides onsite counseling for students, school faculty and parents.</p>
	<p>34f. Provide or coordinate health education classes to reduce the incidence of substance abuse, suicide attempts and other high-risk behaviors.</p>	<p>FL-DOH GCHD, GCSD, &amp; FSU COM</p>	<p>All school health staff are required to provide health education classes at their assigned schools. These classes include, but are not limited to: substance abuse, suicide prevention, violence prevention, date rape, bullying, self-esteem and Human Growth and Development. The substance of information taught in these classes are sensitive and vary with different ages.</p>
	<p>34g. Identify and provide interventions for students at risk for early parenthood.</p>	<p>GCHD, FSU COM, GCSD Guidance Counselors, Community agencies including Gadsden Woman to Woman</p>	<p>School health staff obtain open communication with all GCSD staff. School guidance counselors refer any child identified to be at risk for early parenthood to the school health staff. At this point the school health staff works collaboratively with the listed agencies to provide counseling and health education classes to reduce the student's risk of early parenthood</p>



	34h. Provide counseling and education of teens to prevent and reduce involvement in sexual activity.	FL-DOH GCHD, GCSD, & FSU COM	School health staff work collaboratively with GCSD employees and FSU COM to provide health education and classes to reduce and prevent involvement in sexual activity. These education classes are offered individually and in groups and students who are involved in sexual activity are referred for family planning services.
	34i. Collaborate with interagency initiatives to prevent and reduce teen pregnancy.	FL-DOH GCHD	School health staff and guidance counselors are provided with healthy start and family planning services information. Health education sessions are provided for teens through lunch and learns, group classes and individual clinic visits to reduce teen pregnancy. Any students at risk for teen pregnancy are referred for Family Planning services
	34j. Facilitate the return to school after delivery and provide interventions to decrease repeat pregnancy.	FL-DOH GCHD	The school health staff regularly monitors all pregnant teens throughout the pregnancy. The teen is referred to WIC and Healthy Start for services and school health staff counsel with the tee to provide family planning services. Support and student specific counseling and education are provided to facilitate return to school post-delivery and decrease repeat pregnancy.
	34k. Refer all pregnant students who become known to staff for prenatal care and Healthy Start services.	FL- DOH GCHD, GCSD, FSU COM	The school health staff refer all pregnant students to Healthy start and a private physician if they do not have one. The school health staff, counselors, FSU COM, and Healthy Start work collaboratively to assist the pregnant student in setting up appointments. The pregnant student is routinely monitored and assessed by school health nurses & FSU ARNPs during the pregnancy and pregnancy specific health education classes are provided.

**PART III: HEALTH SERVICES FOR FULL SERVICE SCHOOLS (FSS)**

<b>References/Resources</b>	<b>Program Standards</b>	<b>Local Agency(s) Responsible</b>	<b>Local Implementation Strategy &amp; Activities</b>
<b>35. The State Board of Education and the Department of Health shall</b>	35a. Designate full-service schools based on demographic evaluations.	FL-GCHD & GCSD	Based on the demographic evaluations of Gadsden County High School, it is designated as a full-service school.

<p><b>jointly establish full-service schools (FSS) to serve students from schools that have a student population at high risk of needing medical and social services s. 402.3026(1), F.S.</b></p>	35b. Provide nutritional services.	FL-GCHD	School health staff provide nutrition education classes to the students at Gadsden County High School.
	35c. Provide basic medical services.	FL-GCHD, FSU COM	School health staff coordinate with FSU COM to offer services including but not limited to: Family Planning services with FSU COM ARNP on site a minimum of 3 days per week, STD & HIV education/ testing, sports physicals and primary care services.
	35d. Provide referral to dependent children (Temporary Assistance to Needy Families (TANF)).	FL-GCHD, GCSD	School health staff coordinate with guidance counselor to provide referrals to TANF for dependent children.
	35e. Provide referrals for abused children.	FL-DOH GCHD, GCSD, GCSO, FSU COM	All staff (GCHD, GCSD, GCSO & FSU COM) are required by law to report any suspected abuse. All entities work together to provide referrals and assistive services for any abused children.
	35f. Provide referrals for children risk of delinquent behavior parents, and adult education.	FL-GCHD, GCSD, FSU COM, GCSO	The school health staff works with school guidance counselors, resource officers and FSU COM to provide referrals and education for children at risk of delinquent behavior parents
	35g. Develop local agreements with providers and/or partners for in-kind health and social services on school grounds.	FL-DOH GCHD, GCSD, FSU COM, Community Agencies	The school health staff works collaboratively with other county health department programs (Healthy Start, Population Based Services), Community Agencies (FSU COM, Champions, Vision Quest, Liberty Healthcare Inc. Gadsden County Sheriff's Office) and others to provide in-kind services to our Full Service as well as Comprehensive schools.



SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

**AGENDA ITEM NO.** 10d

**DATE OF SCHOOL BOARD MEETING:** September 25, 2018

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

**DIVISION:** K-12 Education

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

**PURPOSE AND SUMMARY OF ITEM:**

(Type and Double Space)

This request asks the School Board to approve the Gadsden K-12 Comprehensive Reading Plan effective for the 2018-2019 school term. The total funds provided through the Florida Education Finance Program (FEFP) is \$310,634 and should be utilized specifically for "reading". Legislative action ensures that reading is funded annually as a part of the public school funding formula. Funds have been prioritized to meet the needs of the low-performing schools.

**FUND SOURCE:** FEFP

**AMOUNT:** \$310,634

**PREPARED BY:** Tammy McGriff Farlin / Dr. Sylvia R. Jackson

**POSITION:** Area Director of Elementary Education / Area Director of Secondary Education

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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 \_\_\_\_\_

# Gadsden 2018-19 K-12 Comprehensive Research-Based Reading Plan

## Contact Information

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

**District Contact:** Tammy McGriff Farlin

**Contact Email:** [mcgriff@gcpsmail.com](mailto:mcgriff@gcpsmail.com)

**Contact Telephone:** 850-627-9651 ext. 1278

## District-Level Leadership

District-level administrators must look at schools on an individual basis and distribute resources based on students' and teachers' levels of need. To describe the district system for monitoring reading instruction that differentiates school-level services, please address the following.

- Districts should match or exceed the State Board goals for increasing FSA-ELA achievement by six percentile points, increasing the percentage of students making learning gains on the FSA-ELA by seven percentile points and reducing the achievement gap for the identified sub groups on the FSA-ELA by at least one-third by 2020. Please fill out the charts below with the actual results from the 2015-2016 and 2016-2017 FSA-ELA and the interim district goals for 2020 identified in the 2017-2018 Comprehensive Reading Plan.**

Performance Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Overall FSA-ELA	52	*	54	*	56	*	58
District Overall FSA-ELA	33	34	30	38	35	38	39

Growth (Learning Gains) Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Gains FSA-ELA	52	*	54	*	54	*	59
District Gains FSA-ELA	39	40	39	42	48	44	46



State Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
White/African American	29	*	29	*	28	*	21
White/Hispanic	15	*	16	*	14	*	10
Economically Disadvantaged/Non-Economically Disadvantaged	27	*	27	*	26	*	19
Students with Disabilities/Students without Disabilities	37	*	38	*	38	*	25
English Language Learners/ Non-English Language Learners	30	*	32	*	31	*	20

District Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
White/African American	13	12	12	11	14	10	9
White/Hispanic	13	12	8	7	8	10	9
Economically Disadvantaged/Non-Economically Disadvantaged	8	7	10	7	7	6	5
Students with Disabilities/Students without Disabilities	26	25	25	22	28	19	17
English Language Learners/ Non-English Language Learners	14	9	13	9	10	3	1

\* Values for subsequent years will be entered once results are available in order to track progress toward the 2020 goal.

**2. Explain how expenditures from the allocation are expected to impact student achievement in relation to your district goals.**

Two Reading Coaches (instructional specialists for reading) will be funded through the K12 Reading Plan allocation, one with an elementary focus and the other with a secondary focus. These Reading Coaches (specialists) will provide services to all schools, PreK-12, with focused support to those designated as Differentiated Accountability (DA) schools. Services provided by reading specialists will include: (1) instructional support through learning walks to include modeling and coaching, (2) data collection, analysis and disaggregation, (3) provision and identification of instructional resources aligned with students' needs, and (4) the development of standards-based

curriculum guides and assessments. While the district does not utilize funds from the allocation to provide site-based reading coaches, such support is funded through other district allocations. Presently, all secondary schools have identified reading coaches who are site-based.

The allocation will also allow the district to provide a Summer Reading Camp for all third students scoring Level 1 on the FSA ELA by funding personnel, materials and supplies and transportation, when necessary. During the reading camp, students are provided intensive, differentiated, standards-based instruction, with a focus on the six components of reading. Highly effective teachers are recruited to serve as instructors during the Summer Reading Camp.

Schools identified on the Lowest 300 list receive support to implement the mandated extended hour. Schools on the list will submit an instructional plan that provides the instruction plan for each grade level. The goal of the extended hour is to address student deficiencies in reading, close the achievement gap or provide enrichment for students.

**3. In regard to district-level monitoring of student achievement progress, please address the following:**

**A. Who at the district level is responsible for collecting and reviewing student progress monitoring data?**

The Area Directors for Elementary and Secondary Education and the District Reading Coaches (instructional specialists for reading) will collect and review progress monitoring data.

**B. What specific school-level progress monitoring data will be collected at the district level to determine that students are progressing toward the district goals stated above? Please specify which grade levels are associated with specific school-level progress monitoring tools discussed in this section.**

To determine if students in grades K – 8 are progressing towards the district goals, the following reports will be analyzed: i-Ready (i.e. Diagnostic Report, Standards Mastery, Instructional Usage, Class Response to Instruction, Growth Report, etc.), Star Early Literacy for grades Kindergarten - 2 (i.e. Screening Report, Growth Report, Instructional Planning – Student, Progress Monitoring, State Standards – Student, etc.), Star Reading for grades 3 - 8 (i.e. Screening Report, Growth Report, State Standards – Student, etc.), Performance Matters and Achieve 3000.

**C. How often will student progress monitoring data be collected and reviewed by the district?**

While school level reviews will be conducted weekly, district-level reviews will be conducted monthly during curriculum meetings and quarterly during the Educational Management Team meetings.

**4. Who at the district level is responsible for ensuring the fidelity of students not progressing towards district goals receiving appropriate interventions?**

The Area Directors of Elementary and Secondary Education and the District Reading Coaches (instructional specialists for reading) will be responsible for ensuring the fidelity of implementation of appropriate interventions for students not progressing towards district goals.

**5. In regard to district-level monitoring of instructional alignment to grade-level Florida Standards, please address the following:**

**A. Who at the district-level is responsible for ensuring classroom instruction is aligned to grade-level Florida Standards?**

The Area Directors of Elementary and Secondary Education and the District Reading Coaches (instructional specialists for reading) will be responsible for ensuring that classroom instruction is aligned to grade-level Florida Standards.

**B. What evidence will be collected to demonstrate that classroom instruction is aligned to grade-level Florida Standards?**

Area Directors of Elementary and Secondary Education will require schools to maintain daily lesson plans, ELA curriculum maps, monthly fluency records and class schedules. Additionally, technology-based supplemental resources such as i-Ready and Accelerated Reader will provide real-time data regarding alignment. These artifacts will be reviewed monthly by the District Reading Coaches (instructional specialists for reading) and during school support visits by the Area Directors.

**C. How often will this evidence be collected at the district level?**

Evidence will be collected monthly to ensure that grade-level standards are aligned to classroom instruction.

**6. In regard to access to informational text for each content area in a variety of mediums, please address the following:**

**A. Who at the district level will be responsible for ensuring that schools have access to informational text for each content areas in a variety of mediums?**

All district Reading Coaches and content area program specialists will be responsible for ensuring that schools have access to informational text for each content area in a variety of mediums.



**B. In addition to using texts from core, supplemental and intervention programs, what will the district do to ensure that schools have access to informational text for each content area in a variety of mediums?**

Gadsden will ensure that all content areas have access to informational text in a variety of mediums by providing resources from the district level along with resources from the schools. The Area Directors, District Reading Coaches (instructional specialists for reading) and the literacy/reading coaches at each school will meet monthly to discuss effectiveness and organize resources to share with content area teachers. Potential resources include: Readworks.org, Commonlit.org and CPALMS. This effort will be documented with agendas and sign-in sheets.

**7. In regard to Universal Design for Learning (UDL), please address the following:**

**A. Who at the district level will ensure that the all classroom instruction is accessible to the full range of learners using UDL principles?**

The Area Directors of Elementary and Secondary Education, District Reading Coaches (instructional specialists for reading), content area specialists, Director and program specialists for ESE and the Universal Design for Learning (UDL) team will ensure that classroom instruction is accessible to the full range of learners using UDL principles.

**B. What evidence will the district collect to demonstrate that all classroom instruction is accessible to the full range of learners using UDL principles for effective instructional design (planning) and delivery (teaching)?**

The district will ensure that classroom instruction is accessible to a full spectrum of diverse learners by reviewing lesson plans and conducting classroom learning walks. District-level staff will utilize a UDL Look Fors checklist to ensure that teachers are designing a learning environment that supports flexibility in the ways information is presented, knowledge is demonstrated, and or students are engaged. Completed checklists will be maintained on file by each instructional specialist for reading.

**C. How often will this evidence be collected at the district level?**

Evidence will be collected a minimum of once a month by each instructional reading specialist or ESE program specialist.

**8. As a separate attachment please provide the meeting agenda which demonstrates the district contact for the K-12 Comprehensive Research-Based Reading Plan has met with the district contact for Exceptional Student Education (ESE) to discuss the alignment between the District's Special Programs and Procedures (SP&P) requirements and the district's 2018-2019 K-12 Comprehensive Research-Based Reading Plan, as well as documentation that the district contact for the K-12 Comprehensive Research-Based Reading Plan has met with the district ELL contact to discuss alignment with their district ELL plan.**

See Appendix A.

## **Research-Based Reading Instruction Allocation**

As per Section 1011.62(c), F.S., funds allocated under this subsection must be used to provide a system of comprehensive reading instruction to students enrolled in the K-12 programs, which may include the following:

- An additional hour per day of intensive reading instruction to students in the 300 lowest-performing elementary schools by teachers and reading specialists who are effective in teaching reading;
- Kindergarten through grade 5 reading intervention teachers to provide intensive intervention during the school day and in the required extra hour for students identified as having a reading deficiency;
- Highly qualified reading coaches to specifically support teachers in making instructional decisions based on student data and improve teacher delivery of effective reading instruction, intervention and reading in the content areas based on student need;
- Professional development for school district teachers in evidence-based reading instruction, including strategies to teach reading in content areas with an emphasis on technical and informational text;
- Summer reading camps, using only teachers or other district personnel who are certified or endorsed in reading consistent with Section 1008.25(7)(b)(3), F.S., for all students in kindergarten through grade 2 who demonstrate a reading deficiency as determined by district and state assessments, and students in grades 3 through 5 who score at Level 1 on the statewide, standardized English Language Arts (ELA) assessment;
- Supplemental instructional materials that are grounded in evidence-based reading research; and
- Intensive interventions for students in kindergarten through grade 12 who have been identified as having a reading deficiency or who are reading below grade level as determined by the statewide, standardized English Language Arts assessment.

The following sections will require districts to submit their budget for these expenditures and to answer questions regarding the implementation of the plan.

### **Professional Development**

As per Section 1012.98, F.S. each school district shall develop a professional development system which must include a master plan for inservice activities for all district employees, from all fund sources. The *Just Read, Florida!* Office will review professional development related to reading instruction listed in this plan during monitoring. Please answer the following questions to assist with this process:

- 1. Who is responsible for ensuring every professional development activity funded through the Research-Based Reading Instruction Allocation is appropriately entered into the district master inservice plan?**

The Director of Professional Learning is responsible for ensuring that all professional development activities are appropriately entered into the district's master inservice plan. The Area Directors of Elementary and Secondary Education and the District Reading Coaches (instructional specialists for reading) will ensure that all activities



funded through the Research-Based Reading Instruction Allocation are provided to the Director of Professional Learning so that they may be entered.

**2. What is the total amount budgeted from the Research-Based Reading Allocation for these inservice activities?**

The district will coordinate funding in an effort to maximize opportunities to provide and access effective professional learning opportunities. To this end, \$2,000 will be utilized to support the K12 Reading Plan and literacy initiatives.

**3. Within the district professional development system, Section 1012.98 (4)(b)(11), F.S., states the district must provide training to reading coaches, classroom teachers, and school administrators in effective methods of identifying characteristics of conditions such as dyslexia and other causes of diminished phonological processing skills; incorporating instructional techniques into the general education setting which are proven to improve reading performance for all students; and using predictive and other data to make instructional decisions based on individual student needs. The training must help teachers integrate phonemic awareness; phonics, word study, and spelling; reading fluency; vocabulary, including academic vocabulary; and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies. Each district must provide all elementary grades instructional personnel access to training sufficient to meet the requirements of Section 1012.585(3)(f), F.S..**

**Who is responsible for ensuring this training is entered into the master inservice plan and is subsequently provided to reading coaches, classroom teachers and school administrators?**

The Director of Professional Learning is responsible for ensuring that all professional development activities are appropriately entered into the district's master inservice plan. The director will ensure that professional learning opportunities are advertised and the appropriate audience is invited.

**4. Was the training in question #3 funded through the Research-Based Reading Allocation? If not, please list the funding source for this training.**

Funding for the aforementioned training will include (1) the Research-based Reading Allocation, (2) Title I, Part A, (3) Title II, Part A, (4) Title IV, and (5) other federal and state grants awarded to the district.

**Reading/Literacy Coaches**

The *Just Read, Florida!* Office strongly encourages district leadership to allocate reading/literacy coaches for schools determined to have the greatest need based on student performance data, especially achievement gaps. Please answer the following questions regarding reading/literacy coaches:



- 1. What are the qualifications for reading/literacy coaches in your district? If there is a posted job description you may submit the link.**

<http://images.pcmac.org/Uploads/GadsdenCounty/GadsdenCounty/Divisions/DocumentsCategories/Documents/89A%20Reading%20Coach.pdf>

- 2. Which schools have reading/literacy coaches funded from the Research-Based Reading Instruction Allocation?**

The district Reading Coaches (instructional specialists for reading) are assigned to the schools, based on student performance data. The coaches support the school level reading teachers and reading/literacy coaches in analyzing data, determining student reading needs, developing and implementing standards-based lessons, modeling effective strategies and monitoring student progress. Reading Coaches (instructional specialists for reading) ensure that small group instruction, based on progress monitoring data, is implemented regularly and with fidelity, to ensure that students with identified substantial reading deficiencies received intensive reading instruction. Further, the small group model allows teachers to differentiate instruction to address areas of concern in order to improve student performance before deficiencies intensify. Assigning support to schools through the district-level Reading Coaches (instructional specialists for reading) affords the district direct links to instructional practices and affords the most fragile students access to expert reading support.

- 3. Were these schools identified to have the greatest need based on a review of student achievement data? If not, please explain why reading/literacy coaches were placed at these schools.**

N/A

- 4. How many total positions will be funded at each level using the Research-Based Reading Instruction Allocation:**

- Elementary:1.0
- Middle:1.0
- High:1.0

- 5. How is the effectiveness of reading/literacy coaches measured in your district?**

For the 2018-2018 school year, the effectiveness of reading/coaches will be measured by students' outcomes on Star Early Literacy, Star and FSA ELA.

- 6. What is the total amount from the Research-Based Reading Instruction Allocation that will be expended on reading/literacy coaches?**

The proposed total amount to be funded for reading/literacy coaches is \$124,307.00

## **Supports for Identification and Intervention of Students With Reading Deficiencies**

Districts are required to submit Identification and Intervention Decision Trees which can be found in Appendix B.

Please answer the following questions regarding the use of the Research-Based Reading Instruction Allocation in support of the identification and intervention of students with reading deficiencies:

**1. Which schools will be provided reading intervention teachers to provide intensive interventions funded through the Research-Based Reading Instruction Allocation?**

The Research-Based Reading Instruction allocation will support two Reading Coaches (instructional specialists for reading) will be funded through the K12 Reading Plan allocation, one with an elementary focus and the other with a secondary focus. These coaches (specialists for reading) will provide services to all schools, PreK-12, with focused support to those designated as Differentiated Accountability (DA) schools. Services provided by reading specialists will include: (1) instructional support through learning walks to include modeling and coaching, (2) data collection, analysis and disaggregation, (3) provision and identification of instructional resources aligned with students' needs, and (4) the development of standards-based curriculum guides and assessments.

**2. Were these schools identified to have the greatest need based on a review of the students achievement data? If not, please explain why reading intervention teachers were placed at these schools.**

Student achievement data were reviewed to prioritize services and support to schools.

**3. How many total positions will be funded at each level through the Research-Based Reading Instruction Allocation:**

- a. Elementary:0
- b. Middle:0
- c. High:0

**4. What is the total amount expended on these positions funded through the Research-Based Reading Instruction Allocation?**

We have no intervention teachers that are funded through the Research-Based Reading Instruction Allocation.

**5. Please list any supplemental instructional materials, or interventions, which will be purchased using funds from the Research-Based Reading Instruction Allocation. These will be reviewed by the *Just Read, Florida!* Office to ensure the materials, or interventions, meet the requirements of Section 1001.215(8), F.S.:**

Supplemental instructional materials that may be purchased using these funds include leveled classroom libraries and Triumph's Learning Common Core Support Coach.



**6. What is the total amount expended from the Research-Based Reading Instruction Allocation on supplemental instructional materials, or interventions?**

The total amount to be expended from the allocation is \$3,000.00

**7. If the intensive, explicit, systematic and multisensory interventions required to be provided to students in grades K-3 were not purchased using the Research-Based Reading Instruction Allocation, please list the funding source.**

The district will coordinate with General Funds to provide the required intensive, explicit, systematic and multisensory interventions for students in grades K-3.

**Summer Reading Camps**

Please complete the following questions regarding SRC.

**1. SRC Supervisor Name:**Sarah Knight

**2. Email Address:**[knights@gcpsmail.com](mailto:knights@gcpsmail.com)

**3. Phone Number:**850-627-9651

**4. Please list the schools which will host a SRC:**

George W. Munroe Elementary

**5. Provide the following information regarding the length of your district SRC:**

**a. Start Date:**June 11, 2018

**b. Which days of the week is SRC offered:**Monday - Thursday

**c. Number of instructional hours per day in reading:**5.5

**d. End Date:**July 26, 2018

**e. Total number of instructional hours of reading:**132 hours

**6. Per the requirements of Section 1008.25(7)(b)(3), F.S., are all teachers selected to deliver SRC instruction highly effective as determined by their evaluation under Section 1012.34, F.S.?**

All teachers selected to deliver SRC instruction are highly effective, reading endorsed and or ESOL endorsed.

**7. What is the anticipated teacher/student ratio?**

12:1

**8. Will students in grades other than grade 3 be served as well? If so, which grade level(s)?**

The SRC will run concurrent with the SOH Academy. Students in grades Prekindergarten through 3 will be invited to attend the SOH Academy.

**9. What evidence will be collected that demonstrates growth in student achievement was a result of the instruction provided during SRC?**

The District will utilize the SAT10 as the final determinant of mastery of standards for students enrolled in the SRC. Additionally, STAR will be used as a pre/post assessment to document student achievement. Progress monitoring will be done through i-Ready using the final diagnostic results from March and April.

**300 Lowest-Performing Elementary Schools**

Section 1011.62(9)(d)(2), F.S., requires school districts that have one or more of the 300 lowest-performing elementary schools, specifically delineate in the comprehensive reading plan, or in an addendum to the comprehensive reading plan, the implementation design and reading strategies that will be used for the required additional hour of reading instruction.

This may be found in Appendix C.

**Budget Review**

Estimated proportional share distributed to district charter schools	\$27,958.00
District expenditures on Reading Coaches (instructional specialists for reading)	\$124,307.00
District expenditures on intervention teachers	\$0.00
District expenditures on supplemental materials or interventions	\$3,000.00
District expenditures on professional development	\$2,000.00
District expenditures on summer reading camps	\$57,872.00
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	\$95,497.00
Flexible Categorical Spending	\$0.00
Sum of Expenditures	\$310,634.00
Amount of district research-based reading instruction allocation for 2018-2019	\$310.634.00



## APPENDIX A

### Gadsden District Department of Elementary and Secondary Curriculum and Instruction

Tammy McGriff Farlin, EdS  
Area Director, Elementary Education



Sylvia Jackson, Ed.D.  
Area Director, Secondary

### Departmental Meeting

April 13, 2018

2:30 pm – 4:00 pm

*Meeting Goal: Draft K12 Reading Plan that is systemic and aligns with SP&P, ELL Plan and District Strategic Plan*

#### Agenda

1. District 2018-2019 K12 Reading Plan
  - a. 2017-18 Plan Review
  - b. Alignment with SP&P
  - c. Alignment with ELL
  
2. Next Steps
  - a. Review of Pupil Progression Plan (April 27, 2018)
  - b. Review of Supplemental Program Data (April 27, 2018)
    1. i-Ready (Usage and Performance)
    2. Star Early Literacy and Star (Performance)
    3. Acaletics (Performance)
    4. AR (Usage and Progress)
  - c. Supplemental Resource Discussion (April 27, 2018)
    1. i-Ready
    2. Star Early Literacy and Star
    3. AR
    4. Acaletics
  
3. Closing Comments

*“Progress is impossible without change & those who cannot change their minds, cannot change anything.”*

*~George Bernard Shaw*

Mrs. Sarah Knight  
Instructional Specialist, Reading

Mrs. Doris Hinson  
Instructional Specialist, Reading

Mrs. Betty James  
Instructional Specialist, Reading

Mr. Calvin Robinson  
Instructional Specialist, Math

Mr. Abria Harris  
Instructional Specialist, Math

Mrs. Cheryl Ellison  
Program Assistant

Mr. Roger P. Milton  
Superintendent of Schools

## APPENDIX A

### **Identification of Students with Reading Deficiencies and Intervention Supports**

In this section districts will describe how they identify students with substantial reading deficiencies and provide them with required interventions. Districts will create three Identification/Intervention Decision Tree charts to demonstrate how data from screening, diagnostic, progress monitoring, local assessments, statewide assessments or teacher observations will be used to determine specific reading instructional needs and interventions for students. It is important to note that a school 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 deficiency in reading. If a local assessment is being used for identification, districts should internally analyze their data in order to ensure students are identified at similar rates as on statewide assessments. Districts who use a procured diagnostic, progress monitoring or assessment tool should, at a minimum, use the recommended ranges provided by the instrument developer; however, these districts should also ensure that rates of identification correlate to statewide performance.

- DT1 – Elementary (K-5)
- DT2 – Middle (6-8)
- DT3 – High (9-12)

The charts must contain the following information:

- The grade level(s) of the student;
- Name and performance benchmark on screening, diagnostic, progress monitoring, local assessment, statewide assessment or teacher observations used to identify students with substantial deficiencies in reading and subsequent interventions provided. FSA-ELA scores must be used for appropriate grade levels;
- DT1 must clearly state the conditions the district uses to determine whether a student has a substantial reading deficiency and will subsequently notify the student's parent as required in Section 1008.25, F.S. This also includes a description of the intensive, explicit, systematic, and multisensory reading interventions which will be provided to students in grades K-3;
- DT1 must include information on how the Florida Kindergarten Readiness Screener will be used to plan intervention for students scoring in the following performance levels:
  - 1) Scaled score of 497-529
  - 2) Scaled score of 438-496
  - 3) Scaled score of 437 and below; and
- An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided;



**Chart DT1 Elementary (K – 5) Identification /Intervention Decision Tree**

GRADE LEVEL	ASSESSMENTS/TIME FRAMES	PERFORMANCE BENCHMARK		INTERVENTION
<p><b>GRADE K – 2</b></p>	<p><b><u>STAR EARLY LITERACY</u></b>  <i>Assessment Period 1</i>                      AUGUST/SEPTEMBER 2018</p> <p><i>Assessment Period 2</i>                      OCTOBER/NOVEMBER 2018</p> <p><i>Assessment Period 3</i>                      JANUARY 2019</p> <p><i>Assessment Period 4</i>                      APRIL 2019</p> <p><b><u>I-READY DIAGNOSTIC</u></b>  <i>Assessment Period 1:</i>                      AUGUST/SEPTEMBER 2018</p> <p><i>Assessment Period 2:</i>                      JANUARY 2019</p> <p><i>Assessment Period 3:</i>                      MAY 2019</p>	<p><b>IF</b>                      Students have a scale score of [Grade K: <b>497 – 529</b>; Grade 1: <b>603 – 562</b>; Grade 2: <b>561 – 500</b>] on the Star Early Literacy or score in <b>Profile 5</b> on the i-Ready Diagnostic, the overall reading is <b>on or above level</b>.</p> <p>Students have a scale score of <b>438 – 496</b> on the Star Early Literacy or score in Profiles 3 or 4 on the i-Ready Diagnostic, students need <b>intervention</b>.</p> <p>Students have a scale score of <b>437 and below</b> on the Star Early</p>	<p><b>THEN</b>  <b>Benchmark Zone</b>                      Teachers will provide Tier 1 instruction using the core reading program with emphasis on foundational skills needed to successfully read grade level text and master Florida Standards.</p> <p><b>Intervention Zone</b>                      Data here shows that students are not progressing adequately. Parents will receive a letter regarding their students’ performance.</p> <p>Teachers will provide Tier 1 and Tier 2 instruction using the core reading program with emphasis on foundational skills needed to successfully read grade level text and master Florida Standards.</p>	<p>Based on data from the Star Literacy Report and i-Ready diagnostic, students scoring in this zone will receive daily online i-Ready instruction in the lab, small group differentiated instruction in the classroom based on the child’s performance and regularly scheduled Accelerated Reader sessions.</p> <p>Based on data from the Star Early Literacy Report and i-Ready</p>

GRADE LEVEL	ASSESSMENTS/TIME FRAMES	PERFORMANCE BENCHMARK		INTERVENTION
GRADES 3 – 5		<p>Literacy and score in Profiles 1 or 2 on the i-Ready Diagnostic; students have an <b>urgent</b> need for intervention.</p>	<p><b>Urgent Intervention Zone</b> Data here shows that students are not progressing adequately. Parents will receive a letter describing the child’s performance.</p> <p>Teachers will provide Tier 1, Tier 2, and Tier 3 instruction using the core reading program with emphasis on foundational skills needed to successfully read grade level text and master Florida Standards.</p>	<p>Diagnostic, students scoring in this zone will be identified as having a substantial reading deficiency and will receive Tier 3 instruction that includes intensive, explicit, systematic, and multisensory reading interventions (such as read alouds, word building activities, etc.) The school will 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; an additional 20 to 30 minutes of explicit intervention in addition to the 90 minute block. This time may be provided in the lab or classroom daily.</p>
		<p><b>IF</b> Students have a percentile score at 40 and above on Star Reading, score in</p>		



GRADE LEVEL	ASSESSMENTS/TIME FRAMES	PERFORMANCE BENCHMARK		INTERVENTION
	<p><b>STAR READING</b> <i>Assessment Period 1</i> AUGUST/SEPTEMBER, 2018</p> <p><i>Assessment Period 2</i> OCTOBER/NOVEMBER, 2018</p> <p><i>Assessment Period 3</i> JANUARY 2019</p> <p><i>Assessment Period 4</i> APRIL 2019</p> <p><b>I-READY DIAGNOSTIC</b></p>	<p>Profile 5 on i-Ready Diagnostic and score Levels 3 – 5 on FSA-ELA, the overall reading is on or above grade level.</p> <p>Students have a percentile score of 25 - 39 on Star Reading, score in Profiles 3-4 on i-Ready Diagnostic and score Level 2 on FSA-ELA, students need <b>intervention</b> because they have on-level phonics, limited to moderate vocabulary and low comprehension.</p>	<p><b>THEN</b> <b>Benchmark Zone</b> Provide Tier 1 instruction using core reading program with emphasis on skills needed to successfully master Florida Standards by the end of the year. Students will also participate in regularly scheduled Accelerated Reader (AR) sessions.</p> <p><b>Intervention Zone</b> Data here shows that students are not progressing adequately. Parents will receive a letter describing the child’s deficiency.</p> <p>Teachers will provide Tier 1 and Tier 2 instruction using the</p>	<p>Teachers will use the Instructional Grouping Profile to determine areas of strengths and weaknesses to target instruction in phonological awareness, phonics, high-frequency words, and vocabulary. Students will also participate in regularly scheduled Accelerated Reader sessions.</p>

GRADE LEVEL	ASSESSMENTS/TIME FRAMES	PERFORMANCE BENCHMARK		INTERVENTION
	<p><i>Assessment Period 1:</i> OCTOBER 2018</p> <p><i>Assessment Period 2:</i> JANUARY 2019</p> <p><i>Assessment Period 3:</i> MAY 2019</p> <p><b>FSA-ELA February – May, 2019</b></p>	<p>Students have a percentile score of 24 and below, score in Profiles 1 or 2 on i-Ready Diagnostic or score Level 1 on FSA-ELA, students have an <b>urgent</b> need for intervention because they have below-level phonemic awareness, phonics and limited vocabulary.</p>	<p>core reading program with emphasis on skills needed to successfully read grade level text and master Florida Standards by the end of the year. Students will also participate in regularly scheduled Accelerated Reader (AR) sessions.</p> <p><b>Urgent Intervention Zone</b> Data here shows that students are performing 1-2 grade levels below and not making adequate progress. Parents will receive a letter describing the child's deficiency.</p> <p>Teachers will provide Tier 1, Tier 2, and Tier 3 instruction using the core reading program with emphasis on foundational skills needed to successfully read grade level text and</p>	<p>Based on data from the FSA-ELA Assessment, Star Reading and i-Ready diagnostics, students scoring in this zone will receive daily on-line i-Ready instruction in the lab and small group differentiated instruction in the classroom with emphasis on vocabulary and comprehension.</p> <p>Based on data from the Star Early Literacy Report and i-Ready Diagnostic, students scoring in this zone will be identified as having a substantial reading deficiency and will</p>



GRADE LEVEL	ASSESSMENTS/TIME FRAMES	PERFORMANCE BENCHMARK		INTERVENTION
			<p>master Florida Standards by the end of the year. Students will also participate in regularly scheduled Accelerated Reader (AR) sessions.</p>	<p>receive Tier 3 instruction that includes intensive, explicit, systematic, and multisensory reading interventions (such as read alouds, word building activities, etc.) The school will 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; an additional 20 to 30 minutes of explicit intervention in addition to the 90 minute block. This time may be provided in the lab or classroom daily.</p>

**CHART DT2 – MIDDLE (6-8) IDENTIFICATION/INTERVENTION DECISION TREE**

PROGRESS MONITORING ASSESSMENTS	DATES	IF	THEN	PROGRAM/MATERIALS/STRATEGIES
<p><b>FSA ELA</b></p> <p><b>I-READY</b></p>	<p>April 2018</p> <p><b><u>I-READY DIAGNOSTIC</u></b>  <i>Assessment Period 1:</i>                      AUGUST/SEPTEMBER 2018</p> <p><i>Assessment Period 2:</i>                      JANUARY 2019</p> <p><i>Assessment Period 3:</i>                      MAY 2019</p>	<p>Student scores Level 1</p>	<p>Student scores on i-Ready and standards-based assessments are reviewed.</p>	<p>During the ELA block and or intensive reading class, teachers will provide Tier 1, Tier 2 and Tier 3 instruction with emphasis on skills and strategies needed to successfully close the achievement gap. Students will be provided grade level texts to demonstrate mastery of the Florida Standards. Materials and interventions that may be used during small group instruction to provide reading intervention and cognitive challenges include the following:</p> <ul style="list-style-type: none"> <li>• Targeted instruction in deficient areas provided by reading endorsed and certified teacher(s);</li> <li>• 45 minutes of instruction per their instructional path based on i-Reading diagnostic data;</li> <li>• Participation in the Accelerated Reader 360 Program; and</li> <li>• Additional support from the site-based reading coach</li> </ul>
		<p>Student scores Level 2</p> <p>Student scores Profiles 1 or 2 in i-Ready</p>	<p>Student scores on i-Ready and standards-based assessments are reviewed.</p>	<p>Teachers will provide Tier 1 and Tier 2 instruction with emphasis on skills and strategies needed to successfully close the achievement gap. Students will be provided grade level texts to demonstrate mastery of the Florida Standards. Materials and interventions that may be used during small group instruction to provide reading intervention and cognitive challenges include the following:</p>

PROGRESS MONITORING ASSESSMENTS	DATES	IF	THEN	PROGRAM/MATERIALS/STRATEGIES
				<ul style="list-style-type: none"> <li>• Targeted instruction in deficient areas provided by reading endorsed and certified teacher(s);</li> <li>• 45 minutes of instruction per their instructional path;</li> <li>• Participation in the Accelerated Reader 360 Program; and</li> <li>• STAR Reading Instructional Planning Report</li> </ul>
<b>i-Ready Diagnostic</b>	August 2018  December 2018  May 2019	Student scores in <b>Profiles 1 or 2</b> on i-Ready Diagnostic, students have an <b>urgent</b> need for intervention because they exhibited below-level phonemic awareness, phonics and limited vocabulary.	Data shows that students are performing 2 or more grade levels below and not making adequate progress. Parents will receive a letter in reference to the student's performance.  Teachers will provide Tier 1, Tier 2, and Tier 3 instruction with emphasis on skills and strategies needed to successfully close the achievement gap. Students will be provided grade level texts to	Students scoring in this zone will <ul style="list-style-type: none"> <li>• receive Tier 3 instruction.</li> <li>• be provided instruction based on the instructional grouping profile to determine areas of strength and weaknesses to target instruction in phonics, vocabulary and comprehension and</li> <li>• receive a minimum of 45 minutes or more of on-line instruction each week.</li> </ul> <p><b>Qualifications</b>            Teachers selected to provide instruction will have the following: 1) Bachelor's Degree from an accredited university; 2) Reading Endorsed or Reading Certified; and 3) Demonstrated success with at-risk students.</p>



PROGRESS MONITORING ASSESSMENTS	DATES	IF	THEN	PROGRAM/MATERIALS/STRATEGIES
			demonstrate mastery of the Florida Standards.	
		Student scores in <b>Profiles 3 or 4</b> , student needs intervention because they exhibited on-level phonics, limited to moderate vocabulary and low comprehension	Data shows that students are not progressing adequately. Parents will receive a letter in reference to the student's performance.  Teachers will provide Tier 1 and Tier 2 instruction using grade level text to demonstrate mastery of the	Students scoring in this zone will <ul style="list-style-type: none"> <li>• Receive targeted instruction in deficient areas provided by reading endorsed and certified teacher(s);</li> <li>• Receive a minimum 45 minutes of instruction per their instructional path;</li> <li>• Participate in the Accelerated Reader 360 program; and</li> <li>• Receive differentiated small group instruction as needed.</li> </ul>

PROGRESS MONITORING ASSESSMENTS	DATES	IF	THEN	PROGRAM/MATERIALS/STRATEGIES
			Florida Standards.	
		Student scores in <b>Profile 5</b> , the overall reading is on or above grade level.	Teachers will provide Tier 1 instruction using grade level texts to maintain mastery of the Florida Standards.	
<b>Star Reading</b>	September 2018 January 2019 May 2019	Student scores at or above the 40 <sup>th</sup> percentile	Student is performing at and/or above the required benchmark.	
		Student scores between the 21 <sup>st</sup> and the 39 <sup>th</sup> percentile	Student scores indicate the need for interventions and/or remediation.	Students will receive reading interventions via differentiated instruction based on STAR Reading data.

PROGRESS MONITORING ASSESSMENTS	DATES	IF	THEN	PROGRAM/MATERIALS/STRATEGIES
		Student scores at or below the 20 <sup>th</sup> percentile	Student scores indicate the need for urgent intervention and/or remediation.	<ul style="list-style-type: none"> <li>Students will receive reading interventions via differentiated instruction based on STAR Reading data.</li> </ul>
<i>For students who are not responding to provided reading interventions, changes will be made as needed, based on student data.</i>				



**CHART DT3 – HIGH (9 - 12) IDENTIFICATION/INTERVENTION DECISION TREE**

PROGRESS MONITORING ASSESSMENTS	DATES	IF	THEN	PROGRAM/MATERIALS/STRATEGIES
FSA ELA	April 2018	Student scores Level 1 on FSA-ELA	Students' FSA ELA data will be reviewed to determine the specific intervention required.	<p>Teachers will provide Tier 3 instruction. Materials and interventions that may be used include the following:</p> <ul style="list-style-type: none"> <li>• Parents will receive a letter describing the child's deficiency</li> <li>• Student will be scheduled into an intensive reading course.</li> <li>• Targeted instruction provided by Reading Endorsed/Certified teacher(s)</li> <li>• 45 minutes of online instruction per week utilizing students' instructional path.</li> <li>• Achieve 3000 Screener will be administered.</li> <li>• Participation in Achieve 3000, an online program that uses level-sets to differentiate reading content with emphasis on vocabulary and comprehension skills needed to successfully read grade level text and master Florida Standards by the end of the year</li> </ul> <p>Student progress is monitored consistently utilizing the Achieve 3000 Screener, based on responses and overall scores for activities. Lexile levels are adjusted twice monthly and reports are generated every two months highlighting overall Lexile levels and students strengths / weaknesses by standard.</p>

PROGRESS MONITORING ASSESSMENTS	DATES	IF	THEN	PROGRAM/MATERIALS/STRATEGIES
				<p><b>Qualifications:</b>            Teachers selected for the Intensive Reading course will have the following: 1) Bachelor’s Degree from an accredited university; 2) Reading Endorsed or Reading Certified; and 3) Success with at-risk students.</p>
		Student scores Level 2 on FSA – ELA	Students are not progressing adequately. Teachers will provide Tier 1 and Tier 2 instruction using the core reading program.	Students will <ul style="list-style-type: none"> <li>• receive additional instruction using the Close Reader and Level-Up Tutorials to support Tier 1 instruction using the core program</li> <li>• receive instruction with emphasis on vocabulary and comprehension and skills and strategies needed to successfully read grade level text and master Florida Standards</li> <li>• Parents will receive a letter describing the child’s deficiency.</li> </ul>
		Students have a score of Level 3 – 5 on FSA-ELA the overall reading is on or above level	Teachers will provide Tier 1 instruction using core reading program with emphasis on the skills and strategies needed to successfully read grade level text and master Florida Standards.	
<p><i>For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data.</i></p>				

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10e

DATE OF SCHOOL BOARD MEETING: September 25, 2018

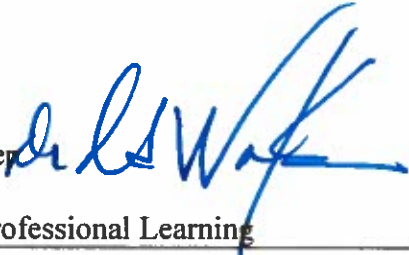
TITLE OF AGENDA ITEM: Master In-Service Plan Approval

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM:

Approval is requested for the Panhandle Area Educational Consortium Master In-Service Plan 2017-2022.

FUND SOURCE:	NA
AMOUNT:	NA
PREPARED BY:	Dr. Ida Walker 
POSITION:	Director of Professional Learning

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INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

       Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered \_\_\_\_\_

CHAIRMAN'S SIGNATURE: page(s) numbered \_\_\_\_\_

REVIEWED BY: \_\_\_\_\_





# THE SCHOOL BOARD OF GADSDEN COUNTY

35 Martin Luther King, Jr. Blvd  
Quincy, Florida 32351  
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www.gcps.k12.fl.us

**Roger P. Milton**  
*Superintendent*  
miltonr@gcpsmail.com

*"Putting Children First"*

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On behalf of the School Board of Gadsden County, Florida, we verify approval of the Panhandle Area Educational Consortium's (PAEC's) Master In-service Plan 2017-2022.

The PAEC Master In-service Plan was presented and approved on September 28, 2018 by the Gadsden County School Board.

\_\_\_\_\_  
Roger P. Milton, Superintendent of Schools

\_\_\_\_\_  
Date

\_\_\_\_\_  
Steve Scott, School Board Chair

\_\_\_\_\_  
Date

---

**Audrey Lewis**  
DISTRICT NO. 1  
HAVANA, FL 32333  
MIDWAY, FL 32343

**Steve Scott**  
DISTRICT NO. 2  
QUINCY, FL 32351  
HAVANA, FL 32333

**Isaac Simmons, Jr.**  
DISTRICT NO. 3  
CHATTAHOOCHEE, FL 32324  
GREENSBORO, FL 32330

**Charlie D. Frost**  
DISTRICT NO. 4  
GRETNA, FL 32332  
QUINCY, FL 32352

**Tyrone D. Smith**  
DISTRICT NO. 5  
QUINCY, FL 32351

# Panhandle Area Educational Consortium

# Master In-service Plan

2017-2022

## Serving:

- Calhoun County.....Ralph Yoder, Superintendent
- FAMU-DRS.....Kirk E. Gavin, Ed.D., Interim Superintendent
- FAU Lab School.....Dr. Valerie Bristor, Superintendent
- Franklin County.....Traci Moses, Superintendent
- FSU/Pembroke Pines.....Marcy Driscoll, Superintendent
- Gadsden County.....Roger Milton, Superintendent
- Gulf County.....Jim Norton, Superintendent
- Holmes County.....Terry Mears, Superintendent
- Jackson County.....Larry Moore, Superintendent
- Jefferson County..... Marianne Arbulu, Superintendent
- Liberty County.....David Summers, Superintendent
- Taylor County.....Danny Glover, Superintendent
- Wakulla County.....Robert Pearce, Superintendent
- Walton County.....A. Russell Hughes, Superintendent
- Washington County.....Joe Taylor, Superintendent

Chairman, PAEC Board of Directors

## Also Serving:

- Bay County – Gifted Endorsement
- Florida Virtual School – Master Inservice Plan, Driver Education/Traffic Safety Endorsement, Reading Endorsement, ESOL Endorsement, Gifted Endorsement



*Advancing Schools and Communities for Student Success*

John T. Selover, Executive Director  
877-873-7232, ext. 2235  
John.Selover@paec.org

2018 Renewal

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## **MISSION**

The mission of the Panhandle Area Educational Consortium (PAEC) is to provide a continuum of shared services that elevate student achievement throughout all consortium school districts. One program provided as a service to maximize resources is the PAEC Professional Development Center (PDC). Through the PDC a comprehensive program of professional learning is coordinated and implemented in accordance with *Florida's Professional Development Protocol System Evaluation Standards* for member and participating districts.

## **RATIONALE**

PAEC member and participating districts believe that “Every student deserves a great teacher, not by chance, but by design” (Fisher, Frey, and Hattie, 2016). Customized professional learning is the means through which teachers continually build on their expertise to meet the needs of all students, resulting in increased student achievement. The Master Inservice Plan (MIP) serves as the foundation upon which each member and participating district builds their professional development system to enable educators and staff to reach their full potential and maximize their effectiveness as teachers, leaders, facilitators of learning and support team members. To meet this goal, the MIP is aligned with the *Florida's Professional Development Protocol System Evaluation Standards* and Learning Forward's *Standards for Professional Learning* which are the basis for high-quality professional learning practices across the districts.

## **MASTER INSERVICE PLAN ADVISORY COMMITTEE**

Carolyn Pilcher, Jackson County

Pam Price, Holmes County

Kim Stafford, Walton County

Gail Riley, Washington County

Brenda Crouch, PAEC

Maria Pouncey, Ed.D., PAEC

Paula Weeks, PAEC

## **MANAGEMENT**

The MIP contains the approved inservice components for the PAEC MIP participating districts. The PAEC Professional Development Center's (PDC) management system allows the implementation of focused, data-driven professional learning activities, based upon the school improvement needs of each educator, school and district. Educators from each member district serve on the PDC Advisory Council. The MIP is revised as necessary, reviewed by the Council, presented to each respective school board for approval, and subsequently submitted to the Florida Department of Education on an annual basis, by October 1.

## ONLINE MANAGEMENT THROUGH THE ELECTRONIC PROFESSIONAL DEVELOPMENT CONNECTION (EPDC)

The electronic Professional Development Connections (ePDC) at PAEC is the online professional development management system available to the member districts. This electronic system allows educators to register for professional learning activities, describe an action plan for implementing learning, report impact of implementing professional learning, complete online courses, track inservice points, complete a needs assessment and complete an Individual Professional Learning Plan, if required by their district, effectively and efficiently. The system also permits school and district administrators to: create and retrieve course information; manage attendance; review and evaluate follow-up activities that may include implementation action plans, reflection, impact evaluation, coaching summaries, artifacts, etc.; assign course completion credit; email participants; align course offerings with teacher needs; and document implementation and impact of professional learning in classrooms. Districts also utilize the system to generate report data for submission to the Florida Department of Education as per F.S. 6A-5.071.

### ORGANIZATION

*Florida's Professional Development Evaluation System Protocol Standards* and *Learning Forward's Standards for Professional Learning* guide the design of the Master Inservice Plan. Florida's standards reflect three levels of the Professional Development System and four strands incorporated into each level as follows:

Levels	Strands
1.0 Educator Level 2.0 School Level 3.0 District Level	<ul style="list-style-type: none"><li>● Planning</li><li>● Learning</li><li>● Implementing</li><li>● Evaluating</li></ul>

**Planning** occurs at the individual/faculty, school and district levels. Educators review previous and current student data, school improvement goals and initiatives and complete their district's professional learning needs assessment. Then, each educator identifies personal learning goals and develops a plan, which is discussed with their administrator and adjusted based upon performance appraisal data and other grade level or school priorities. Specific learning goals for student achievement and professional practice are clearly defined with the district's evaluation plan to determine the effectiveness of professional learning activities. The final educator evaluation form is signed by both the educator and the administrator and includes a timeline for review. School Improvement Plans and goals are developed after review of student data. Teacher data, in conjunction with the school improvement plan goals and objectives, guides the completion of a school level professional development plan. District administrators utilize the school plans for setting district priorities for professional development

learning opportunities. PDC Council members are tasked with reporting ongoing professional learning needs based on their district data for planning the PAEC MIP. PAEC staff members will review data and expressed needs and will assist in developing professional learning opportunities.

Pursuant to State Board Rule 6A-5.071, Master In-service Plan Requirements, and on behalf of the PAEC member and participating districts, PAEC has developed and makes available an assessment of professional learning needs. The PAEC *Professional Development Needs Assessment* is made available to school and district instructional and administrative staff members in an electronic format. The Needs Assessment is based on the six Educator Accomplished Practices and is designed to yield results and data reports a *Professional Development System Evaluation Protocol* at each level – Faculty, School, and District. The assessment provides data-informed guidance as districts plan, provide learning opportunities, support implementation and evaluate impact. District personnel may generate customized reports or request copies of customized *Professional Development Needs Assessment* Reports, as well as other reports. A copy of the electronic *Professional Learning Needs Assessment* may be found in the district shell of the ePDC. The needs assessment will be reviewed and revised, as needed, by the PDC Council on an annual basis.

**Learning** opportunities are provided to meet professional learning needs at the faculty, school and district levels. To be most effective, the learning activities will follow a collaborative approach that is sustained over an extended period of time with opportunities to implement learning and measure the impact on student learning in a collegial atmosphere. For educators and support staff (non-instructional), learning opportunities include, but are not limited to, analysis of student achievement data, ongoing formal and informal assessments of student achievement, identification and use of enhanced and differentiated instructional strategies that emphasize rigor, relevance, and reading in the content areas, enhancement of subject content expertise, integrated use of classroom technology that enhances teaching and learning, classroom management, parent involvement, school safety and/or other mandated topics.

**Implementing** newly acquired skills and knowledge in a sustained and supported effort is necessary for changes in educator practice. Implementation is the very heart of professional learning. Applying new knowledge and techniques and observing the impact on student behavior and learning is the primary purpose of professional learning. Selection of methods for follow up and support for implementation of the professional learning are included with all learning components in the MIP/ePDC. These may include classroom-based feedback, observation, reflection and collegial dialogue, coaching, mentoring or other supports.

**Evaluating** the effectiveness of the professional learning is multifaceted. First, the professional learning component activity is evaluated by the participants to determine the appropriateness of the design and delivery of the component. This is done electronically through the ePDC and the results are available to school, district staff and professional learning consultants. Next is the evaluation of the



participant implementation of knowledge and skills gained through participation in the professional learning activity. The participant must provide evidence of implementation through one of the following: student assessment data, student artifact/portfolio, observation of student performance, changes in classroom practice, or other processes. Once evaluation is completed by all participants, data is reviewed to determine if the professional learning and implementation had the desired impact.

Annually, professional learning activity reports are provided to each district upon request. These reports provide data on component registration, follow-up, and completion to each district for evaluation of their specific learning activities. Additionally, analysis of this data is used along with student and school data to evaluate the effectiveness of the Master Inservice Plan.

### **UNDERSTANDING MIP COMPONENTS**

The Master Inservice Plan (MIP) contains the approved inservice components for member and participating districts using the Plan. To receive inservice credit, inservice events must meet the objectives and criteria of an approved component. If a desired inservice event does not align to an existing component, a new component must be written, reviewed by the professional development council, and approved by each district School Board during the annual MIP approval process. The entire MIP is reviewed and re-approved annually by each School Board and reported to the Florida Department of Education by PAEC.

#### **Component Specifications:**

Each component in the MIP must include:

1. Component Title
2. Component number in adherence with the State of Florida Management Information Services (MIS) reporting protocol and classification system
3. Maximum number of inservice points allowed
4. General objective
5. Specific objectives
6. Research-based delivery and activities
7. Appropriate follow-up methods
8. Evaluation process

A MIP component may address one of the following professional areas:

1. Reading, especially as specified in the Comprehensive K-12 Reading Plan
2. Florida Standards, benchmarks, and related subject content
3. Research-based instructional methods and strategies
4. Technology
5. Assessment and data analysis
6. Classroom management
7. Family Involvement
8. School Safety
9. Leadership and Management

10. Diversity
11. Ethics
12. Role of the teacher
13. Knowledge of subject matter
14. Communication
15. Human development and learning
16. Effective learning environments
17. Critical thinking and meta-cognition
18. Continuous improvement

Additional components are also included, as appropriate, for other employee classifications including administrative, professional/confidential, paraprofessional, and classified personnel.

**Master Inservice Component Reporting Codes:**

Inservice records for each employee are reported to the Department of Education at regularly scheduled intervals, usually in conjunction with established FTE audits. Each MIP component is assigned a unique seven-digit number according to DOE guidelines. See Appendix A for a complete listing of the reporting codes.

**MASTER INSERVICE PLAN COMPONENTS -- ALPHABETICAL**

**Component Number:** The table below is a numerical listing of the professional learning components designed for implementation under this Master Inservice Plan. It was designed to provide a quick and easy way of identify which component number to use for an activity. (Use for ESE requirement)

<b>Component Name</b>	<b>Component #</b>	<b>Component # for ESE Teachers</b>
Action Research	4-400-001	
Assessment	4-401-001	4-102-001
Assistive Technology in the Classroom		3-100-001
Career and Technical Education	1-211-001	1-105-001
Child Abuse Prevention	6-511-001	
Classroom Management	5-404-001	5-101-001
Clinical Education	7-501-001	
Code of Ethics	8-416-001	
Communication	2-406-001	
Data Analysis	4-408-001	
Educational Leadership	7-507-001	
ESE Procedures and Practices		8-103-001
ESOL for Administrators	7-704-500	
ESOL for Category III Teachers	2-704-528	
ESOL for Guidance Counselors	2-704-525	

Hearing Impaired		1-105-014
Instructional Leadership: School Principal Level II	7-507-002	
Instructional Methodology	2-408-002	2-100-001
Leadership Evaluation Training	7-507-004	
Lesson Study	2-400-002	
Mental Health Services	5-414-001	
Multicultural Sensitivity	2-412-001	
New Teacher Induction	2-404-001	
Florida Standards	2-007-001	
<b>NON-INSTRUCTIONAL</b>		
Custodian/Maintenance	8-510-001	
Educational Paraprofessionals/Aides	8-506-001	
Food Service Training	8-505-001	
Office/Clerical Support	8-509-001	
Transportation Service Training	6-515-001	
Physical & Mental Wellness	6-414-001	
Preschool/Child Care	2-012-001	
Professional Learning Communities	2-400-001	
School Improvement	7-512-001	
School Safety	6-511-002	
Schools of Excellence (2017-18 only)	8-506-003	
Schools of Excellence (2018-19 forward)	8-521-001	
<b>STUDENT SUPPORT SERVICES:</b>		
Assessment/Student Appraisal	8-401-001	
Behavioral Interventions (crisis, abuse, etc.)	8-403-001	
Human Relations/Communication Skills	8-406-001	
Laws, Rules, Policies, Procedures	8-410-001	8-103-001
Parent Involvement, Parent Support	8-413-001	8-104-001
Problem-solving Teams	8-415-001	
Program Administration, Evaluation, Accountability	8-417-001	
Scholarships, Financial Aid, Education Transitions	8-418-001	
Section 504/Americans w/Disabilities Act	8-419-001	
Service Coordination, Collaboration, Integration	8-420-001	
Student Motivation	8-421-001	
Students Records	8-422-001	
<b>SUBJECT CONTENT:</b>		
Adult Education Subject Content	1-301-001	
Fine Arts Subject Content	1-000-001	1-105-008
Health and Safety Subject Content	1-005-003	1-105-003
English/Language Arts Subject Content	1-008-001	1-105-006



Mathematics Subject Content	1-009-001	1-105-002
Media Content	1-407-001	
Other Content Areas	1-007-001	1-105-009
Physical Education Subject Content	1-011-001	1-105-010
Reading Subject Content	1-013-001	1-105-011
Science Subject Content	1-015-001	1-105-004
Social Studies Subject Content	1-016-001	1-105-013
Foreign (World) Language Subject Content	1-004-001	
Substance Abuse Prevention	6-403-001	
Substitute Teacher	8-506-002	
Teacher Evaluation Training	7-507-003	
Technology Applications Strategies	3-003-001	
Technology for Educational Leaders	7-507-005	
Technology In the Classroom	3-408-001	3-100-002
Visually Impaired		1-105-012

### MASTER INSERVICE PLAN COMPONENTS -- NUMERICAL

**Component Number:** A seven digit code which identifies each component in the district Master Inservice Plan. The table below is a numerical listing of the professional learning components designed for implementation under this Master Inservice Plan.

Component Name	Component #
Subject Content: Fine Arts Subject Content	1-000-001
Subject Content: Foreign (World) Language Subject Content	1-004-001
Subject Content: Health and Safety Subject Content	1-005-003
Subject Content: Other Content Areas	1-007-001
Subject Content: English/Language Arts Subject Content	1-008-001
Subject Content: Mathematics Subject Content	1-009-001
Subject Content: Physical Education Subject Content	1-011-001
Subject Content: Reading Subject Content	1-013-001
Subject Content: Science Subject Content	1-015-001
Subject Content: Social Studies Subject Content	1-016-001
Career and Technical Education	1-105-001
Subject Content: Mathematics Subject Content	1-105-002
Subject Content: Health and Safety Subject Content	1-105-003
Subject Content: Science Subject Content	1-105-004
Subject Content: English/Language Arts Subject Content	1-105-006
Subject Content: Fine Arts Subject Content	1-105-008
Subject Content: Other Content Areas	1-105-009

Subject Content: Physical Education Subject Content	1-105-010
Subject Content: Reading Subject Content	1-105-011
Visually Impaired	1-105-012
Subject Content: Social Studies Subject Content	1-105-013
Hearing Impaired	1-105-014
Career and Technical Education	1-211-001
Subject Content: Adult Education Subject Content	1-301-001
Subject Content: Media Content	1-407-001
Florida Standards	2-007-001
Preschool/Child Care	2-012-001
Instructional Methodology	2-100-001
ESE Procedures and Practices	2-103-001
Professional Learning Communities	2-400-001
Lesson Study	2-400-002
New Teacher Induction	2-404-001
Communication	2-406-001
Instructional Methodology	2-408-002
Multicultural Sensitivity	2-412-001
ESOL for Guidance Counselors	2-704-525
ESOL for Category III Teachers	2-704-528
Technology Applications Strategies	3-003-001
Assistive Technology in the Classroom	3-100-001
Technology In the Classroom	3-100-002
Technology In the Classroom	3-408-001
Assessment	4-102-001
Action Research	4-400-001
Assessment	4-401-001
Data Analysis	4-408-001
Classroom Management	5-101-001
Classroom Management	5-404-001
Mental Health Services	5-414-001
Physical & Mental Wellness	6-414-001
Substance Abuse Prevention	6-403-001
Child Abuse Prevention	6-511-001
School Safety	6-511-002
Non-Instructional: Transportation Service Training	6-515-001
Clinical Education	7-501-001
Educational Leadership	7-507-001
Instructional Leadership: School Principal Level II	7-507-002
Teacher Evaluation Training	7-507-003

Leadership Evaluation Training	7-507-004
Technology for Educational Leaders	7-507-005
School Improvement	7-512-001
ESOL for Administrators	7-704-500
ESE Parent Involvement, Parent Support	8-104-001
Student Support Services: Assessment/Student Appraisal	8-401-001
Student Support Services: Behavioral Interventions (crisis, abuse, etc.)	8-403-001
Student Support Services: Human Relations/Communication Skills	8-406-001
Student Support Services: Laws, Rules, Policies, Procedures	8-410-001
Student Support Services: Parent Involvement, Parent Support	8-413-001
Student Support Services: Problem-solving Teams	8-415-001
Code of Ethics	8-416-001
Student Support Services: Program Administration, Evaluation, Accountability	8-417-001
Student Support Services: Scholarships, Financial Aid, Education Transitions	8-418-001
Student Support Services: Section 504/Americans w/Disabilities Act	8-419-001
Student Support Services: Service Coordination, Collaboration, Integration	8-420-001
Student Support Services: Student Motivation	8-421-001
Student Support Services: Students Records	8-422-001
Non-Instructional: Food Service Training	8-505-001
Non-Instructional: Educational Paraprofessionals/Aides	8-506-001
Substitute Teacher	8-506-002
Schools of Excellence (2017-18 only)	8-506-003
Non-Instructional: Office/Clerical Support	8-509-001
Non-Instructional: Custodian/Maintenance	8-510-001
Schools of Excellence (2018-19 forward)	8-521-001



## PROFESSIONAL LEARNING COMPONENTS

### Add-On Certification and Endorsement Program Components

#### ATHLETIC COACHING/SPORTS MEDICINE ENDORSEMENT PROGRAM

<b>Title Of Component</b>	<b>Component Number</b>	<b># Inservice Points Required</b>
Care and Prevention of Athletic Injuries	1-011-540	60
Coaching Theory	1-011-541	60
Theory and Practice of Coaching a Specific Sport	1-011-542	60

#### AUTISM ENDORSEMENT PROGRAM

<b>Title Of Component</b>	<b>Component Number</b>	<b># Inservice Points Required</b>
Nature and Needs, Assessment and Diagnosis	2-103-540	60
Applied Behavior Analysis and Positive Behavior Supports	5-101-516	60
Assistive/Instructional Technology and Natural/Alternative/Augmentative Communication Systems	3-100-502	60
Field-Based Experience with Students with Autism Spectrum Disorder (ASD)	2-100-541	60

#### DRIVERS EDUCATION/TRAFFIC SAFETY ENDORSEMENT PROGRAM

<b>Title Of Component</b>	<b>Component Number</b>	<b># Inservice Points Required</b>
Basic Driver Education/Traffic Safety	1-014-537	60
Advanced Driver Education/Traffic Safety	1-014-538	60
Administration and Supervision Driver Traffic Safety	1-014-539	60

#### ESOL ENDORSEMENT PROGRAM

<b>Title Of Components</b>	<b>Component Number</b>	<b># Inservice Points Required</b>
Methods of Teaching ESOL	2-700-520	60
Applied Linguistics	2-702-521	60
Cross-Cultural Communication and Understanding	2-705-522	60
Testing and Evaluation of ESOL Students	2-701-523	60
Curriculum and Materials Development	2-703-524	60

**ESOL - OTHER COMPONENTS—Non-Endorsement**

<b>Title Of Components</b>	<b>Component Number</b>	<b># Inservice Points Required</b>
ESOL for Administrators	7-704-500	60
ESOL for Category III Teachers	2-704-528	18
ESOL for Guidance Counselors	2-704-525	60

**GIFTED ENDORSEMENT PROGRAM**

<b>Title Of Component</b>	<b>Component Number</b>	<b># Inservice Points Required</b>
Nature and Needs of the Gifted	2-100-511	60
Educating Special Populations of Gifted Students	2-100-512	60
Curriculum Development for the Gifted	2-100-540	60
Guidance Counseling of the Gifted Student	2-100-542	60
Theory and Development of Creativity	2-100-543	60

**READING ENDORSEMENT PROGRAM**

<b>Title Of Component</b>	<b>Component Number</b>	<b># Inservice Points Required</b>
Competency #1: Foundations of Reading Instruction	1-013-501	60
Competency #2: Application of Research-based Instructional Practices	1-013-502	60
Competency #3: Foundations of Assessment	1-013-503	60
Competency #4: Foundations & Applications of Differentiated Instruction	1-013-504	60
Competency #5: Demonstration of Accomplishment	1-105-505	60

## MIP Components - Detailed



## **ACTION RESEARCH**

**Component Identifier Number:** 4-400-001

**Maximum Inservice Points:** 120

**General Objective(s):**

Participants will learn how to conduct Action Research for classroom and school improvement.

**Specific Objective(s):**

Upon completion of one or more of the professional learning activities, participant:

1. Describe and discuss Action Research Framework and evaluation models appropriate to evaluate school-based projects/programs.
2. Identify research and evaluation questions and indicators appropriate for school-based evaluation.
3. Identify specific data collection techniques including qualitative and quantitative methods.
4. Identify and conduct appropriate descriptive and statistical analysis to answer specified research and evaluation questions.
5. Prepare an action research plan and evaluation plan.
6. Describe and discuss action research presentation and reporting methods.
7. Understanding methods and materials of differentiation to meet the learning needs of students.

**Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A4, B1
<b>FPLS:</b>	S4, S7

## ASSESSMENT

**Component Identifier Number:** 4-401-001 or 4-102-001(ESE)

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the ability to use a variety of assessment strategies (traditional and alternate) to measure learning and assist planning for the continuous development of the learner.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Diagnose students' readiness to learn and their individual learning needs and plans appropriate intervention strategies.
2. Use multiple perspectives to diagnose student behavior problems and devise solutions.
3. Recognize students exhibiting potentially disruptive behavior and offer alternate strategies.
4. Assess individual and group performance to design instruction that meets students' current needs in the cognitive, social, emotional, and physical domains.
5. Employ performance-based assessment approaches to determine students' performance of specified outcomes.
6. Assist students in maintaining portfolios of individual work and progress toward performance outcomes.
7. Modify instruction based upon assessed student performance.
8. Guide self-assessment by students and assist them in devising personal plans for reaching the next performance level.
9. Maintain observational and anecdotal records to monitor students' development.
10. Prepare and uses reports of students' assessment results.
11. Review assessment data about individual students to determine their entry-level skills, deficiencies, academic progress, and personal strengths, and to modify instruction-based assessment.
12. Communicate individual student progress knowledgeably and responsibly based upon appropriate indicators to the student, parents, and colleagues using terms that students and parents understand.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

**Delivery Methods:** A, B, C, D, F, G  
**Implementation Methods:** M, N, O, P, Q, R, S  
**Evaluation Methods:** A, B, C, D, E, F (Student)  
A, B, C, D, Z (Staff)  
**FEAP:** A4  
**FPLS:** S1



## ASSISTIVE TECHNOLOGY IN THE CLASSROOM

**Component Identifier Number:** 3-100-001 (ESE Only)

**Maximum Inservice Points:** 120

### **General Objective(s):**

This professional learning will enable instructional personnel to obtain and improve professional knowledge and competencies in using assistive technology in the classroom successfully.

### **Specific Objective(s):**

Upon successful completion of one or more professional learning inservice activities, participants:

1. Use technology to promote and enhance the student's learning, communication, real-life problem solving skills, and professional research.
2. Determine the most appropriate assistive technology device to use in meeting individual student needs.
3. Use assistive technology devices, teach students to use the devices, and monitor the effectiveness or use with both verbal and written communication.
4. Use assistive technology within the curriculum to augment students' verbal and written communication.
5. Use universal design to enable all students to access the curriculum.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

**Delivery Methods:** A, B, C, D, F, G  
**Implementation Methods:** M, N, O, P, Q, R, S  
**Evaluation Methods:** A, B, C, D, E, F (Student)  
A, B, C, D, Z (Staff)  
**FEAP:** A1, A3  
**FPLS:** S5

**1. IDENTIFICATION:**

**TITLE: Career and Technical Education Subject Content**

**COMPONENT NUMBER: 1-211-001 / 1-105-001 (ESE)**

**Function: 1**

**Focus Area: 211 /105 (ESE)**

**Local Sequence Number(s): 001**

**POINTS TO BE EARNED: 120 Maximum**

**2. DESCRIPTION:** This component will provide career and technical education (CTE) teachers with a structured professional learning process coupled with collegially-supported implementation experiences. Purposes are to: 1) deepen teachers' subject content knowledge related to specific curriculum framework, course-appropriate CTE Standards and benchmarks, associated Industry or National Standards, aligned Florida Standards for Technical Subjects, and aligned Florida academic standards for Math, Language Arts, and Science that are addressed in the CTE courses and 2) pedagogical content knowledge regarding the selection and use of high effect size instructional strategies to provide standards-based instruction to assigned students.

**3. LINK(s) TO PRIORITY INITIATIVES:** identify the alignment of the targeted professional learning with key district Priorities (select all that apply)

- Academic content standards for student achievement
- Assessment and tracking student progress
- Collegial learning practices
- Continuous Improvement practices
- Digital Learning/Technology Infusion
- Evaluation system indicators/rubrics/components
- Instructional design and lesson planning
- Instructional leadership (as per FPLS standards)
- Learning environment (as per FEAPS standards)
- Mastery of a specific instructional practice
- Mastery of a specific leadership practice
- Multi-tiered System of Supports (MTSS)
- Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- Non-Classroom Instructional staff proficiencies supporting student success
- Organizational leadership proficiencies (as per FPLS)

- Professional and ethical behavior
- Regulatory or compliance requirements
- Other: Parent communication to increase involvement

**4. FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT:**

	Educator	School	District
Planning	<input type="checkbox"/>	<input checked="" type="checkbox"/> 2.1.1, 2.2.1	
Learning	<input checked="" type="checkbox"/> 1.2.1,1.2.2,1.2.3,1.2.4,1.2.5	<input checked="" type="checkbox"/> 2.2.2, 2.2.3, 2.2.4	
Implementing	<input checked="" type="checkbox"/> 1.3.1,1.3.2,1.3.3	<input checked="" type="checkbox"/> 2.3.1, 2.3.2, 2.3.3	<input checked="" type="checkbox"/> 3.3.1
Evaluating	<input checked="" type="checkbox"/> 1.4.2,1.4.3,1.4.5		

: Check here if not significantly related to any Protocol Standard

**5. IMPACT AREA(S):**

- Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted
- Repetitive practice leading to changes in proficiency of educator or leader on the job
- Tracking improvements in student learning growth supported by the professional learning

**6. SPECIFIC LEARNER OUTCOMES:** Professional educators will:

1. Learning Culture Supports: Identify peer or mentor educators, instructional coach, or administrator who will provide constructive feedback on implementation efforts and agree upon the times, methods, and supports that these colleagues will provide during the professional learning cycle.
2. Standards-based Instruction: Select specific standards from Florida’s course description of the course or courses being taught, as the target of professional study and complete these activities:
  - a. Based on reviews of available student assessment and/or performance data, including results of aligned industry certification exams, and discussions with colleagues, identify the standards that are most challenging to students.
  - b. Based on emerging changes in content information, technologies or methodologies, pertinent to *Florida’s Career and Technical Education Curriculum Frameworks* and course(s) taught, identify specific areas of study that will ensure currency of information, responsiveness to business and industry, impact CTE standards-based instruction and enhance student learning.
  - c. Select one or more of these standards for deeper study and discuss the aspects of the standard(s) that are most important for student mastery with mentor colleagues, instructional coach, or content experts.



- d. Determine if there are test item specifications related to the selected standard. If so, locate and review the Florida Department of Education’s Test Item Specifications to analyze what aspects of the standard(s) are assessed on state assessments and how they are assessed.
  - e. Identify CTE standards and benchmarks, as well as standards tested on related industry certification exam/s, and determine how they will be assessed.
  - f. Confer with support colleagues and seek resources and/or opportunities to gain a deeper understanding of the targeted content.
3. Research-Based Instructional Processes: Review contemporary research on high effect size instructional strategies and select one or more high effect size instructional strategies as the target(s) of the professional study and:
- a. Identify, review and discuss with a supervisor or instructional coach, a variety of high effect size strategies that may be useful with the standard(s) selected, the targeted students, and that may be linked to indicators in the district’s performance evaluation system.
  - b. Select a specific high effect size strategy for study and implementation and learn how and when to implement the strategy to meet the needs of all students.
  - c. Develop lesson plan(s), with clearly stated learning goals, based on the selected standards. Incorporate the high effect size instructional strategy(ies), selected for study, and a plan to assess student learning. Review the plan with support colleagues and explain the rationale for the plan with attention to students’ learning needs and a multi-tiered system of supports.
  - d. Implement the lesson plan(s), assess and track progress on learning goals with selected students, discuss with support colleagues the observed impact on students, and what, if any improvements might be attempted during subsequent implementations.

**7. LEARNING PROCEDURES (Methods):**

**Learning Methods Database Code: I**

Participants will be engaged in one or more of the following types of professional learning activities:

**WHAT**

Participants will learn and become proficient in 1) identifying crucial aspects of the most challenging, course-related, standards and benchmarks; 2) determining the high effect size instructional strategy(ies) most useful with the selected standard(s), benchmarks and targeted students; and 3) implementing the selected high effect size strategy with the selected standard(s) and targeted students . Participants will review professional literature and other resources related to high effect size strategies and content standards. Modeling may occur and participants will have opportunities to practice using the strategy(ies) individually and/or collaboratively. Constructive feedback will be provided by a facilitator/presenter or via peer-to-peer format and expert coaching and/or mentoring may occur.

## **HOW**

Component delivery will employ a variety of learning designs including face-to-face, blended, or online and occur in a workshop, learning community/lesson study group, or as an individual study with collegial support.

## **KEY ISSUES to be Included in Participant Implementation Agreements**

Participants will agree to:

1. Participate and engage in structured and/or independent learning opportunities.
2. Meet deadlines for completing implementation and follow-up activities which may require educators to:
  - a. Complete required professional learning design survey.
  - b. Plan and/or discuss implementation with support colleagues.
  - c. Complete appropriate assignments, such as lesson plans.
  - d. Collect and analyze student impact data.
  - e. Report and discuss results of student impact data with support colleagues and other appropriate individuals.
  - f. Reflect on results and use results to inform decisions about instructional practices.

## **8. IMPLEMENTATION/MONITORING PROCEDURES:**

### **Implementation/Monitoring Data Base Code: P**

#### **Implementation Support:**

Ongoing support and constructive feedback regarding implementation will be provided through interactions among the educator and pre-determined peer or knowledgeable other, district or site-based administrator, and/or mentor educators or in a formalized coaching process. The process will be contingent on the needs of the participant and may include modeling, practicing, observing a peer directly, reflecting orally, conferencing with actionable feedback, and repeating the cycle, if necessary. Web-based resources that provide exemplars will be available for support.

## **9. IMPACT EVALUATION PROCEDURES:**

### **Impact Area: Impact of repetitive practice leading to changes in proficiency of educator or leader on the job.**

#### **Evaluation Methods for Staff Database Code: A**

Changes in classroom practices will be observed through the district's instructional evaluation system indicators and/or domains and/or deliberate practice or IPDP growth targets. Student progress measures will also be examined. Evidence used to document classroom implementation of professional learning may be observation checklists that are aligned with the teacher evaluation system, anecdotal records, self-reflection, evidence of communication with district or site-based administrator, approved knowledgeable other, peer or mentor educator, professional learning community documentation, and/or teacher-provided artifacts such as lesson plans, samples of student work, and assessments.

**Impact Area: Tracking improvements in student learning growth supported by the professional learning.**

**Evaluation Methods for Students Database Code B:**

Results of school/teacher-constructed student growth measure(s) that track student progress.

**Who will use the evaluation impact data gathered?**

Teachers, support colleagues, instructional coaches, site-based administrators, and district instructional staff

Individual teachers will use impact data to determine the impact of strategy implementation on students' mastery of targeted standards and benchmarks and to inform decisions regarding instructional practice.

Site-based administrators, instructional coaches and district instructional staff will use impact data to determine how strategy implementation affects students' mastery of targeted standards and benchmarks and to inform decisions regarding teacher professional learning needs.

**10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

Describe what will be done with the data obtained through the evaluation processes.

Teachers will analyze student impact data, document results, and review results with a designated individual who may be a support colleague, instructional coach, district CTE director or designee, approved knowledgeable other, site-based administrator and/or other designated individual. The focus will be on the impact of implementation of the high effect size strategies for standards-based instruction to assigned students based on the standards and benchmarks for the course(s) taught.

**What other forms of evaluation data will be gathered?**

- a. Online "Professional Learning Design" Survey
- b. Results of national industry certification exam(s), state or district-developed/standardized student growth measure(s), portfolios of student work, observation of student performance, or other performance assessment(s) that reveal impact on students' mastery of standards-based learning goals and objectives.
- c. Data may be used by teachers, peer groups, site-based administrators, district instructional staff and/or PAEC personnel.

Records of professional learning feedback and completion will be maintained in the electronic Professional Development Connections (ePDC) at the Panhandle Area Educational Consortium.

Department: Panhandle Area Educational Professional Development Council

Name(s) of Component Author(s): Panhandle Area Educational Professional Development Council



## CHILD ABUSE PREVENTION

**Component Identifier Number:** 6-511-001

**Maximum Inservice Points:** 120

### **General Objective(s):**

Participants will become familiar with signs and symptoms of child abuse and the requirements for reporting suspected cases to authorities for investigation.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Acquire knowledge of the signs and symptoms associated with the identification of suspected child abuse.
2. Acquire knowledge of the laws and regulations applicable to the requirements and legal responsibilities of reporting suspected cases of child abuse.
3. Demonstrate understanding of the application of the laws and regulations for reporting of suspected child abuse.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A2
<b>FPLS:</b>	S5, S8, S10

## CLASSROOM MANAGEMENT

**Component Identifier Number:** 5-404-001 or 5-101-001 (ESE)

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the knowledge, skills and dispositions necessary to manage the classroom.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Identify proactive strategies to build and maintain effective classroom management.
2. Identify characteristics of effective classroom rules and procedures.
3. Identify characteristics of an effective classroom environment.
4. Identify problem areas within classroom management techniques and physical arrangement through case study reactions.
5. Identify the appropriate consequence for misbehavior according to a hierarchy of consequences.
6. Integrate effective classroom management techniques into his/her teaching style.
7. Identify strategies to implement both control and caring within classroom management.
8. Determine the correlation between effective classroom management and student achievement.
9. Utilize reflective practice through descriptive and analytical journal writing.
10. Implement effective research-based classroom management strategies within the learning environment.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A2
<b>FPLS:</b>	S5, S8

## CLINICAL EDUCATION

**Component Identifier Number:** 7-501-001

**Maximum Inservice Points:** 40

### **General Objective(s):**

To develop the participants' knowledge and skills and attitudes necessary to function as an effective Peer Teacher or other support team member and demonstrate skills of observation and conferencing within the context of a clinical supervision model.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate knowledge of requirements for serving as a Peer Teacher as stated in Chapter 231, Florida Statutes and State Board of Education Rule 6A-5.75.
2. Demonstrate awareness of the district approved New Teacher Orientation program and requirement of the program.
3. Demonstrate awareness of the generic teaching competencies and their application to the observation and support of new teachers.
4. Identify standard and alternative means for documenting competencies and providing support as needed.
5. Demonstrate knowledge and skill in the research and observation techniques of the Florida Performance Measurement System as it applies to the role of a support team member.
  - a. The participant will acquire skills in using the Florida Performance Measurement System (FPMS) formative instruments
  - b. The participant will acquire a working knowledge of the six (6) domains of effective teaching as defined by the Florida Performance Measurement System
  - c. The participant will identify behaviors that are indicators of generic teaching competencies
6. Demonstrate knowledge and skill in the clinical supervision process as it applies to the role of a support team member.
  - a. The participant will acquire knowledge, skills, and attitudes in effective pre-observation conference techniques
  - b. The participant will acquire skills in systematic observation of teacher behavior in six domains of effective teacher performance
  - c. The participant will demonstrate knowledge and skills in the formal and informal section, design and use of observation tools and systems
  - d. The participant will demonstrate skill in analysis of data on teacher performance to identify areas of strength, weakness, and needs for continued development
  - e. The participant will demonstrate skill in planning and conducting post-observation conferences



- f. The participant will demonstrate the use and the value of reflection in self-assessment in teacher training and professional learning

**Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	B1
<b>FPLS:</b>	S4

## CODE OF ETHICS

**Component Identifier Number:** 8-416-001

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the knowledge, skills and dispositions necessary to adhere to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Make reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.
2. Encourage a student's independent action in pursuit of learning.
3. Provide for a student access to diverse points of view.
4. Take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.
5. Not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.
6. Not use institutional privileges for personal gain or advantage.
7. Maintain honesty in all professional dealings.
8. Not on the basis of race, color, religion, gender, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.
9. Support a colleague's right to exercise political or civil rights and responsibilities.
10. Maintain confidentiality of student information as prescribed by law.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

**Delivery Methods:** A, B, C, D, F, G  
**Implementation Methods:** M, N, O, P, Q, R, S  
**Evaluation Methods:** A, B, C, D, E, F (Student)  
A, B, C, D, Z (Staff)  
**FEAP:** B2  
**FPLS:** S10

## COMMUNICATION

**Component Identifier Number:** 2-406-001

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the ability to use effective communication techniques with students and all other stakeholders within the school community.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Establish positive interaction in the learning environment that uses incentives and consequences for students to promote excellence.
2. Establish positive interactions between teacher and student that are focused upon learning rather than procedures or behavior.
3. Communicate effectively, in both verbal and nonverbal styles with all students, including those with handicapping conditions and those of varying cultural and linguistic backgrounds.
4. Communicate with and challenge all students in a positive and supportive manner.
5. Communicate to all students high expectations for learning.
6. Maintain standards of mutually respectful interaction during individual work, cooperative learning, and whole group activities.
7. Provide all students with opportunities to learn from each other.
8. Motivate, encourage, and support individual and group inquiry.
9. Encourage student's desire to receive and accept constructive feedback on individual work and behavior.
10. Communicate with colleagues, school and community specialists, administrators, and parents' consistently and appropriately.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

**Delivery Methods:** A, B, C, D, F, G

**Implementation Methods:** M, N, O, P, Q, R, S

**Evaluation Methods:** A, B, C, D, E, F (Student)

A, B, C, D, Z (Staff)

**FEAP:** A2

**FPLS:** S9



## DATA ANALYSIS

**Component Identifier Number:** 4-408-001

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the ability to use a variety of assessment strategies (traditional and alternate) to measure learning and assist planning for the continuous development of the learner.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Prepare and use reports of students' assessment results.
2. Diagnose students' readiness to learn and their individual learning needs and plans appropriate intervention strategies.
3. Use multiple perspectives to diagnose student behavior problems and devise solutions.
4. Analyze data and recognizes patterns in data of students assessment results to determine students' performance strengths and needs.
5. Assess individual and group performance data to better design instruction that meets students' current curriculum and content needs.
6. Review assessment data about individual students to determine their entry-level skills, deficiencies, academic progress, and personal strengths, and to modify instruction-based assessment.
7. Communicate group and individual student progress knowledgeably and responsibly based upon appropriate data to the student, parents, and colleagues using terms that students and parents understand.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A1, A4
<b>FPLS:</b>	S2, S5, S6

## EDUCATIONAL LEADERSHIP

**Component Identifier Number:** 7-507-001

**Maximum Inservice Points:** 120

### **General Objective(s):**

To expand and maintain the high level of knowledge, skill and competency needed to provide quality administrative and managerial support services to students, teachers and other members of the school, district, state, and federal educational community.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate knowledge of the concepts and content of administrative and management services.
2. Demonstrate skill in applying knowledge to provide high quality administration and management services to educational personnel at all levels of the educational community.
3. Demonstrate competency in the delivery of administrative and managerial support services related to the participant's work assignment.
4. Demonstrate knowledge, skills, and behaviors that characterize a disposition of support for the efforts of the schools, district and state toward the process of school improvement.
5. Demonstrate awareness of the Florida Leadership Standards.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

**Delivery Methods:** A, B, C, D, F, G

**Implementation Methods:** M, N, O, P, Q, R, S

**Evaluation Methods:** A, B, C, D, E, F (Student)

A, B, C, D, Z (Staff)

**FEAP:** B1

**FPLS:** S1, S2, S3, S4, S5, S6, S7, S8, S9, S10

## **ESE PROCEDURES AND PRACTICES**

**Component Identifier Number:** 2-103-001

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide educators and staff with the opportunity to develop and/or update knowledge and skills necessary to provide programs and services and to effectively instruct exceptional education students.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Identify the student characteristics and criteria for eligibility in ESE special programs.
2. Describe the models of support and placement options for students with disabilities.
3. Identify and demonstrate research-based strategies/techniques for teaching students with disabilities.
4. Identify and demonstrate research-based materials, technology, programs, and resources for teaching students with disabilities.
5. Demonstrate skill in the appropriate use of academic accommodations and modifications for students with disabilities.
6. Demonstrate skill in the appropriate use of assistive and adaptive technology for students with disabilities.
7. Demonstrate skill in the appropriate use of behavior and classroom management techniques for students with disabilities.
8. Develop appropriate Individual Educational Plan (IEP) goals and objectives for students with disabilities.
9. Develop appropriate Transition IEP goals and objectives students with disabilities.
10. Recognize the importance of family and family structure to the individual learner and uses knowledge of the student's family situation to support individual learning.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.



**Delivery Methods:** A, B, C, D, F, G  
**Implementation Methods:** M, N, O, P, Q, R, S  
**Evaluation Methods:** A, B, C, D, E, F (Student)  
A, B, C, D, Z (Staff)  
**FEAP:** A1, A2, A3  
**FPLS:** S2, S3, S5

## ESOL FOR ADMINISTRATORS

**Component Identifier Number:** 7-704-500

**Maximum Inservice Points:** 60

### **General Objective(s):**

The purpose of ESOL for Administrators - Online Course is to meet the 60 hour professional development requirement of the Modified Florida Consent Decree for school administrators as well as to address the Florida Department of Education ESOL objectives for administrators. Participants will identify the administrator's role and responsibility as the instructional leader, recognize appropriate ESOL instructional strategies, techniques, and approaches for meeting the Sunshine State Standards and NCBL; and apply new knowledge and strategies.

### **Specific Objectives:**

1. Demonstrate sensitivity to multicultural and diverse student populations; recognize major differences and similarities among various cultural groups in the U.S., the state of Florida, the local school district, and the individual school.
2. Demonstrate knowledge of cross-cultural issues facing ELLs and their families to school personnel and community members that will facilitate accessibility to resources and services available to them within the school and the community.
3. Demonstrate outreach efforts to connect ELLs and their families to school personnel and community members that will facilitate accessibility to resources and services available to them within the school and community.
4. Demonstrate knowledge of available, necessary and appropriate instructional materials and resources that will facilitate comprehensible instruction for all ELLs.
5. Demonstrate knowledge of the background of the Consent Decree in the League of United Latin American Citizens et al. v. The State Board of Education, 1990, including knowledge of related legislation and litigation (e.g., No Child Left Behind Act of 2001, Lau v. Nichols, Plyler v. DOE, etc.).
6. Demonstrate knowledge of the state and federal requirements for the assessment of language proficiency and academic achievement of ELLs.
7. Demonstrate knowledge of required training for instructional and non-instructional staff members established by the 1990 Consent Decree and its September, 2003 Modification; and of the necessary procedures to ensure that all school site personnel are in compliance with the requirements.
8. Demonstrate the ability to update staff, students, and parents on pertinent changes in the educational legislation, rules and policies that may potentially impact ELLs and their families. Demonstrate ability to evaluate trained teachers who are using ESOL instructional strategies in Basic ESOL courses.
9. Demonstrate knowledge of district's ELL Plan, which indicates the chosen model(s) of delivery of services to ELLs.
10. Demonstrate knowledge of the legal requirements of a student's ELL plan.
11. Demonstrate an understanding of the difference between language proficiency and content-based academic knowledge.
12. Demonstrate knowledge of second language acquisition (applied linguistics) theory and its applicability to the instructional process.
13. Demonstrate knowledge and the ability to implement formal and informal methods of

assessment/evaluation of ELL, including measurement of language, literacy and academic content metacognition.

14. Demonstrate knowledge of the indicators of learning disabilities, especially hearing and language impairment, as compared to the process by which students acquire a second language.
15. Demonstrate knowledge of the indicators for student identification and participation in gifted programs, regardless of English language proficiency and of the program policies that must be in place in order to actively promote and sustain the participation of ELLs in advanced placement courses.
16. Demonstrate knowledge of the school site administrator's role and responsibilities as the instructional leader representative in the school-based ELL committee.
17. Demonstrate the ability to communicate with ELLs, their families and the community to assess the relevance of the curriculum and adequacy of student progress toward standards established by the Department of Education and the local school board.
18. Demonstrate knowledge of procedures regarding ELLs, which begin at school registration, and continue for two years after the ELL, has been exited from the English for Speakers of Other Languages program.
19. Demonstrate knowledge of appropriate teaching strategies and methodologies to deliver comprehensible instruction to students whose first language is not English, that are from diverse cultural backgrounds and that have significantly varied levels of education in their own languages.
20. Demonstrate the ability to evaluate school site staff to ensure that they are using the appropriate strategies and methodologies to deliver comprehensible instruction to ELLs.
21. Demonstrate ability to evaluate school site staff to ensure the use of appropriate native language instructional strategies in the instruction of ELLs.
22. Demonstrate up-to-date knowledge of relevant, scientifically-based research and effective practices regarding second language acquisition, English as a second language methodology and the issues of teaching multicultural populations.
23. Demonstrate knowledge of methods of disaggregating and analyzing data on the achievement of all subgroups, including English language learners, and its impact to the school site's programmatic decisions.
24. Demonstrate ability to apply scientifically based principles and practices to instructional programs in order to improve student achievement within the ELL population.
25. Demonstrate ability to implement at the school site the Continuous Improvement Model, or other proven model for improving the academic achievement of all low-performing students.

**Activities:**

The ESOL for Administrators Online Course requires participants to spend time online at the FloridaLearns Academy's electronic Professional Development Connections Website interacting with the content presented in various modules. While participating in the online modules, participants will have the opportunity to view various video segments pertaining to the content of the module. In addition, participants must read the reading selections embedded within each module, answer specific questions pertaining to each module, and complete individual assignments. Some assignments require participants to implement strategies learned in the course in their current classrooms. Feedback is provided online by the course's facilitator.

**Evaluation for In-Service Credit:**

The participant will:

1. Demonstrate increased competency on at least 80% of the objectives as determined by a pre-



- and post- assessment or by other valid measures as determined by the instructor
2. Satisfactorily complete assigned activities and assignments

**Component Evaluation:**

Through the electronic Professional Development Connections, the district Professional Development Director will receive notification of course completion. The system requires an online component evaluation be completed by the participant before a course is marked completed. This evaluation is a part of the ePDC and conforms to the Florida Professional Development System Evaluation Protocol requirements

- Delivery Methods:** A, B, C, D, F, G
- Implementation Methods:** M, N, O, P, Q, R, S
- Evaluation Methods:** A, B, C, D, E, F (Student)  
A, B, C, D, Z (Staff)
- FEAP:** A3
- FPLS:** S4, S5

## ESOL FOR CATEGORY III TEACHERS

**Component Identifier Number:** 2-704-528

**Maximum Inservice Points:** 18

### **General Objective(s):**

The Panhandle Area Education Consortium's 18-hour ESOL for Category III Teachers on-line course is designed to meet the requirements of the Florida Consent Decree for Category III teachers. The purpose of the online course is to provide these teachers with knowledge about ESOL (English for Speakers of Other Languages) students and instructional strategies and approaches teachers can use to assist ESOL students in understanding the curriculum and meeting the Sunshine State Standards.

### **Specific Objectives:**

1. Analyze and adapt instruction to be comprehensible to ESOL students
2. Facilitate ESOL student adjustment to a new culture
3. Interpret ESOL student behavior from a cultural perspective
4. Understand the principles of second language acquisition and how they can be used in the classroom to facilitate language development
5. Adapt traditional assessments
6. Explore issues that affect the validity of classroom assessment
7. Develop guidelines for grading ESOL students
8. Utilize alternate strategies to assist LEP students
9. Encourage communication with ELLs by using small group work.
10. Design lessons with no less rigor, but with more assistance for LEP students.
11. Assess ELLS appropriately so that assessments measure what they are intended to measure.

### **Activities:**

The *ESOL for Category III Teachers Online Course* requires participants to spend time online at the FloridaLearns Academy's electronic Professional Development Connections Website interacting with the content presented in various modules. While participating in the online modules, participants will have the opportunity to view various video segments pertaining to the content of the module. In addition, participants must read the reading selections embedded within each module, answer specific questions pertaining to each module, and complete individual assignments. Some assignments require participants to implement strategies learned in the course in their current classrooms. Feedback is provided online by the course's facilitator.

### **Evaluation for In-Service Credit:**

The participant will:

1. Demonstrate increased competency on at least 80% of the objectives as determined by a pre- and post- assessment or by other valid measures as determined by the instructor
2. Satisfactorily complete assigned activities and assignments

### **Component Evaluation:**

Through the electronic Professional Development Connections, the district Professional Development Director will receive notification of course completion. The system requires an online component evaluation be completed by the participant before a course is marked completed. This evaluation is a part of the ePDC and conforms to the Florida Professional Development System Evaluation Protocol requirements.

**Delivery Methods:** A, B, C, D, F, G  
**Implementation Methods:** M, N, O, P, Q, R, S  
**Evaluation Methods:** A, B, C, D, E, F (Student)  
A, B, C, D, Z (Staff)  
**FEAP:** A3  
**FPLS:** S4, S5



## ESOL FOR GUIDANCE COUNSELORS

**Component Identifier Number:** 2-704-525

**Maximum Inservice Points:** 60

### **General Objective:**

The purpose of the Panhandle Area Education Consortium's *ESOL for Guidance Counselors* Online course is to meet the modified Florida Consent Decree requirements for guidance counselors. To meet this goal, the participant will develop and implement a case study of an English Language Learner, including strategies to address academic needs. The case study must contain evidence to support mastery of the Standards and Competencies.

### **Specific Objectives:**

1. Possess individual & group counseling and communication skills to implement a balanced approach in order to assist ELLs and their families.
2. Recognize unique differences among ELLs, including their language proficiency (both native and English), aptitudes, intelligence, interests, and achievements, & incorporate an understanding of this information into the delivery of services.
3. Assist ELLs and their families in dealing with the social and emotional concerns and problems that may hinder their educational development. Collaborate with teachers, student service specialists (e.g., psychologists, social workers), other educators, and related community representatives in addressing the challenges facing ELLs and their families.
4. Demonstrate ability to counsel ELLs regarding their individual rights as afforded to them under state & federal laws and regulations. ELLs who are under-represented in special programs and services, including but not limited to gifted, vocational, specialized academic and career magnets/academies, advanced placement, dual enrollment, and career exploration.
5. Demonstrate knowledge of the federal & state requirements regarding the provision of services to ELLs. Including, but not limited to their roles and responsibilities in the LEP Committee process; development of ELL Student Plans, and implementation of the District ELL Plan.
6. Demonstrate ability to advocate for the educational needs of ELL and implement processes to ensure that these needs are addressed at every level of the ELLs' school experience.
7. Demonstrate knowledge and ability to provide training, orientation, and consultative assistance to teachers, school administrators, and other school-level personnel to support ELLs.
8. Demonstrate sensitivity to multicultural and diverse student populations; recognize major differences and similarities among various cultural groups in the U.S., the state of Florida, the local school district, and the individual ELLs and their families to school personnel and community members that will facilitate accessibility to resources and services available to them within the school and community.
9. Demonstrate ability to collaborate with teachers, school administrators, and other instructional personnel in ensuring that appropriate and effective instructional services are provided to ELLs to ensure their academic success.
10. Demonstrate an understanding of the effects of race, gender, age, and socioeconomic status on assessment results, and the ELLs with the school-based and outreach services and support systems designed to address their unique academic needs.
11. Demonstrate an understanding of the proper administration & use of assessment instruments, and the ability to interpret scores and test-related data to ELLs, teachers, school

administrators, and parents. These assessments should include, but not be limited to the following: English language proficiency assessments; annual assessment of English language development; diagnostic assessments; and state-wide assessments of academic content.

12. Demonstrate knowledge and the ability to implement formal and informal methods of assessment/evaluation of ELLs, including measurement of language, literacy, and academic content metacognition.
13. Demonstrate knowledge and understanding of how individual and group data and statistics are used in building student, course/class and school profiles, constructing student transcripts, and preparing reports.
14. Demonstrate knowledge and ability to review and evaluate transcripts from foreign-born students, and ensure proper & equitable credit accrual, and appropriate grade/course placement of ELLs.
15. Demonstrate knowledge of the indicators of learning disabilities, especially hearing and language impairment, as compared to the process by which students acquire a second language.
16. Demonstrate an understanding of the difference between language proficiency and content-based academic knowledge.
17. Demonstrate knowledge of second language acquisition (applied linguistics) theory and its applicability to the instructional process. ELLs, their families, and the community to assess the relevance of the curriculum and adequacy of student progress towards standards established by the Florida Department of Education and the curriculum established by the school district.
18. Demonstrate the ability to provide information appropriate to the particular educational transition: from middle school to high ELLs in understanding the relationship that their curricular experiences and academic achievement have on their future educational and employment opportunities.
19. Possess and demonstrate an understanding of the current admission requirements, admission options, and application procedures of colleges, universities, and career/vocational institutions, & the ability to effectively counsel ELLs in the pursuit of their post-secondary desires.
20. Demonstrate ability to assist ELLs in evaluating and interpreting information about postsecondary educational and career alternatives so appropriate options are considered & included in the decision-making process.
21. Demonstrate knowledge & ability to understand and interpret forms and data-driven documents that are a part of the post-secondary admission and financial aid processes, including: admission applications; student questionnaires; letters of recommendation, and acceptance; and other needs assessment documents.
22. Demonstrate a familiarity with available technology & the ways in which it may support the post-secondary guidance and counseling process, including: guidance information systems; financial aid information and eligibility; relevant record-keeping and follow-up, and internet services.
23. Demonstrate ability to use historical admission patterns & trends to assist ELLs in measuring the appropriateness of their applications to particular colleges, universities or career/vocational institutions.

**Activities:**

The ESOL for Guidance Counselors Online Course requires participants to spend time online at the FloridaLearns Academy's electronic Professional Development Connections Website interacting with the content presented in various modules. While participating in the online modules, participants will have the opportunity to view various video segments pertaining to the content of the module. In

addition, participants must read the reading selections embedded within each module, answer specific questions pertaining to each module, and complete individual assignments. Some assignments require participants to implement strategies learned in the course in their current classrooms. Feedback is provided online by the course's facilitator.

**Evaluation for In-Service Credit:**

The participant will:

1. Demonstrate increased competency on at least 80% of the objectives as determined by a pre- and post- assessment or by other valid measures as determined by the instructor
2. Satisfactorily complete assigned activities and assignments

**Component Evaluation:**

Through the electronic Professional Development Connections, the district Professional Development Director will receive notification of course completion. The system requires an online component evaluation be completed by the participant before a course is marked completed. This evaluation is a part of the ePDC and conforms to the Florida Professional Development System Evaluation Protocol requirements.

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A3
<b>FPLS:</b>	S4, S5



## **HEARING IMPAIRED**

**Component Identifier Number:** 1-105-014

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the opportunity to develop and/or update knowledge and skills necessary to effectively instruct deaf/hard of hearing students.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. List and describe common etiologies/syndromes associated with hearing impairment.
2. Demonstrate increased vocabulary, speed, accuracy, and fluency in using American Sign Language expressively and receptively.
3. Interpret the results of an audiological evaluation and list instructional implications based on these results.
4. Demonstrate skill in the appropriate use and care of individual and classroom amplification equipment.
5. Demonstrate skill in the appropriate use of assistive and adaptive technology for hearing impaired students.
6. Identify and demonstrate instruments and use of cochlear implants.
7. Identify and demonstrate research-based techniques/strategies for teaching hearing impaired students.
8. Identify and demonstrate research-based materials/programs for teaching hearing impaired students.
9. Compare and contrast regulations of the Individuals with Disabilities Education Act (IDEA), the Americans with Disabilities Act (ADA), and section 504 as they relate to hearing impaired students.
10. Describe aspects of deaf culture and etiquette to utilize when working or socializing with the hearing impaired.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

**Delivery Methods:** A, B, C, D, F, G  
**Implementation Methods:** M, N, O, P, Q, R, S  
**Evaluation Methods:** A, B, C, D, E, F (Student)  
A, B, C, D, Z (Staff)  
**FEAP:** A1, A2, A3  
**FPLS:** S2, S3, S5

**1. IDENTIFICATION:**

**TITLE:** Instructional Leadership – School Principal Level II

**COMPONENT NUMBER:** 7-507-002

**Function:** 7

**Focus Area:** 507

**Local Sequence Number(s):** 002

**POINTS TO BE EARNED: 120 Maximum**

**2. DESCRIPTION:** This component supports an in-depth, two to three-year program of professional learning based on the *Florida Principal Leadership Standards* which are based on contemporary research on high-effect school leadership practices (6A-5.080, F.A.C., *Florida Principal Leadership Standards*). The purpose is to provide a deeper understanding, including repetitive implementation experiences, regarding core instructional leadership strategies in order to provide quality leadership for our schools, now and in the future. The vision is to produce leaders who have the knowledge and skills to lead quality school learning cultures focused on continuous improvement of student achievement and college and career readiness.

**3. LINK(s) TO PRIORITY INITIATIVES:** identify the alignment of the targeted professional learning with key district Priorities (select all that apply)

- Academic content standards for student achievement
- Assessment and tracking student progress
- Collegial learning practices
- Continuous Improvement practices
- Digital Learning/Technology Infusion
- Evaluation system indicators/rubrics/components
- Instructional design and lesson planning
- Instructional leadership (as per FPLS standards)
- Learning environment (as per FEAPS standards)
- Mastery of a specific instructional practice:
- Mastery of a specific leadership practice:
- Multi-tiered System of Supports (MTSS)
- Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- Non-Classroom Instructional staff proficiencies supporting student success



- Organizational leadership proficiencies (as per FPLS)
- Professional and ethical behavior
- Regulatory or compliance requirements
- Other: Parent communication to increase involvement

**4. FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT:**

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.3	<input checked="" type="checkbox"/> 2.1.1	<input checked="" type="checkbox"/> 3.1.1, 3.1.2, 3.1.6
Learning	<input checked="" type="checkbox"/> 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6		
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.2, 1.3.3		<input checked="" type="checkbox"/> 3.3.2
Evaluating	<input checked="" type="checkbox"/> 1.4.1, 1.4.2, 1.4.3, 1.4.4		

**5. IMPACT AREA(S):**

- Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted
- Repetitive practice leading to changes in proficiency of educator or leader on the job
- Tracking improvements in student learning growth supported by the professional learning

**6. SPECIFIC LEARNER OUTCOMES:** Professional educators will:

1. Understand the significance of a growth mindset, deepen one’s capacity to apply a growth mindset in his/her professional practice and to support school cultures that foster growth mindsets among school leadership, faculty, and students. The participant will learn about the growth mindset and:
  - a. Engage in reflective thinking to assess one’s status regarding use of a growth mindset.
  - b. Observe highly-effective and struggling teachers and assess the degree to which the teachers observed employ a growth mindset. Analyze whether the application of a growth mindset differentiates highly effective and less effective teaching and discuss this analysis with the mentor and growth team.
  - c. Identify developing professionals and work with them in a mentoring capacity to enhance their understanding of a growth mindset and discuss the mentoring plan and its implementation with the mentor and growth team.
  - d. Interview a random selection of students to discuss their perceptions about whether the instruction they are receiving provides evidence of their teachers’ growth mindset and whether they are learning to pursue a growth mindset through their own school experiences and then, discuss findings, observations, and perceptions with the mentor and growth team.
  - e. Prepare and deliver a presentation to a school faculty that explains what a growth mindset is, why it is important to students, and how a school faculty can support each

other in fostering a school culture where a growth mindset characterizes student learning experiences.

2. Understand the essential elements of effective standards-based instruction and apply instructional leadership strategies that support a learning culture that values standards-based education. The participant will become familiar with the state statutes and State Board of Education rules related to standards-based instruction and:
  - a. Review professional literature on the significance and structure of standards-based instruction and the national movement toward standards-based instruction as a means of meeting the challenges of globalization and an information age.
  - b. Examine research regarding the development of Florida's academic standards for students.
  - c. Identify the process by which teachers can determine which Florida academic standards apply to the course(s) he/she teaches and provide professional learning sessions to faculty members on the use of the Florida Department of Education's course descriptions to enable all teachers to use them as the basis for course-appropriate, standards-based lesson planning.
  - d. Identify what subjects have test item specifications, provided by the Florida Department of Education, determine whether faculty members know how to access and use them, and provide assistance for those who do not use them to ensure they understand how standards are assessed on state assessments.
  - e. Use available professional resources to learn about learning goals and develop a process to monitor whether learning goals assigned to students are based on state standards for the courses in which they are enrolled.
  - f. Interview a random sample of students on what they understand their learning goals to be, ask how they are made aware of those learning goals, and compare students' understanding of learning goals with the actual state standards for the courses in which they are enrolled. Develop a protocol to guide a discussion with teachers about how to monitor whether learning required by state standards is aligned to the learning goals students are actually pursuing.
  - g. Conduct lesson planning conferences with teachers that address how to plan for standards-based instruction and how to monitor student progress toward mastery of those standards. Develop a protocol for enabling teachers to develop standards-based objectives, formative assessments to track progress, and summative assessments to determine student mastery of standards.
  - h. Engage in constructive dialogue with the mentor and growth team on the benefits obtained and obstacles to be overcome.
3. Become proficient in recognition of effective instruction by study and application of contemporary research on effective instructional practices and:
  - a. Deepen capacity to function as an expert observer and diagnostician of teaching and learning issues by gaining familiarity with the *5 Dimensions of Teaching and Learning*

and the *4 Dimensions of Instructional Leadership*. Completers of the Commissioner's Leadership Academy are a resource.

- b. Develop a core vocabulary on analysis of effective instruction by reviewing the works of Robert Marzano, John Hattie and other nationally recognized experts on effective instruction.
  - c. Consult with the mentor, growth team, and a completer of the Commissioner's Leadership Academy to form a cohort with other school leaders to exchange practice observations and reporting visits.
4. Understand the value of a school-based culture of learning, master, and apply school leader practices that promote team learning and shared mission among a school faculty.
- a. Hold discussions with faculty members that allow expression of their current views on the mission of the school and the role of teachers in student success. Analyze the proportion of the faculty with a belief that teaching quality determines student success and the proportion that believe outside factors beyond the teacher control determine student success. Review national literature to identify examples of schools that overcame outside barriers and generated significant student success and share these examples with faculty members.
  - b. Establish a pattern of frequent classroom walk-throughs and informal observations to note patterns in instructional processes that students receive. Use a range of interpersonal communication skills and tools to provide feedback, coaching, and support to improve teaching.
  - c. Use evidence-based, non-evaluative conversations about teaching and learning to focus teachers on improving use of high effect size instructional strategies.
  - d. Discuss methods to initiate the use of real-time/active coaching skills to improve instruction in the moment with the mentor/growth team, implement the process, and hold constructive, follow-up conversations with faculty to improve your use of this process.
  - e. Manage time and resources to support faculty follow-up on agreed-upon next steps which support their implementation of professional learning and then, identify the next level of work issues related to professional growth. Discuss how this process will be implemented and seek suggestions for improvement with the mentor/growth team.
5. Understand the use of data-based decision making in setting learning goals, monitoring student growth, and making adjustments in supports to student learning. Review professional literature and utilize other resources on the use of data to promote student learning.
- a. Demonstrate effective use of technology to access and examine the various types of student data.
  - b. Meet with a variety of teachers to examine their lesson planning process and discuss what sources of formative data they plan to acquire to track student progress toward meeting lesson goals.



- i. Examine the relationship between the planned data acquisition and the standards of the course;
    - ii. Discuss the methods the teachers plan to use to acquire the data;
    - iii. Discuss how data results will be used to guide further lesson planning actions;
    - iv. Discuss how the data will be shared with students;
    - v. Determine how the data processes that were planned aligned with those that were actually used; and,
    - vi. Prepare and implement faculty presentations to share the most successful data processes observed and invite faculty members to explain these processes to their colleagues.
  - c. Review whether teachers involve students in using data to track their own progress on important standards.
  - d. Based on analysis of the above activities, use reflective/inquiry coaching skills grounded in student data to debrief an observation and plan next steps for lesson development and determination of student progress.
  - e. Determine teachers' understanding and use of a multi-tiered system of supports (MTSS) and discuss with teachers the data processes they use to implement MTSS.
  - f. Hold conversations with randomly selected students to gather evidence of their perceptions about the data they receive on their own progress toward mastery of course standards. Discuss with the mentor/growth team what the evidence says about the use of formative evaluation in the students' learning environment.
6. Become proficient in two-way communication and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.
- a. Become familiar with multiple avenues to support effective communication including digital tools and resources and demonstrate effective use of these tools.
  - b. Become skilled at leading conversations that may be difficult.
  - c. Learn about and use a variety of surveys to secure information from all stakeholders about educational issues such as school climate, school environment, faculty satisfaction, educational outcomes, and other issues related to the educational process.
  - d. Create opportunities to engage all stakeholders in constructive conversations about important school issues to promote involvement and maintain records.
  - e. Consult with the mentor and growth team to examine data that reflects progress.
7. Understand the *Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida*, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.
- a. Study the *Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida*.
  - b. Engage in dialogue regarding common violations with the mentor and growth team and legal experts.

- c. Create opportunities to provide information and engage faculty members in dialogue about the *Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida*.

Professional Development Delivery, Follow-Up and Evaluation:

NOTE: To earn credit for an objective, participants must complete the activities for that objective in a manner approved by their mentor and growth team. Evaluation of the participant's work will be done by the mentor and growth team. Evaluation of the component's impact on the participant's instructional leadership capacity will be performed by the participant's supervisor.

## **7. LEARNING PROCEDURES (Methods):**

Participants will be engaged in one or more of the following types of professional learning activities:

### **Learning Methods Database Code: I**

#### **WHAT**

All objectives are preceded by completion of these assignments:

1. Learning Culture Support System:
  - a. Select a peer mentor and growth team to facilitate work on this component. The mentor should have successful experience as a school administrator, be knowledgeable about the focus of the objective(s) under study, and be willing to take part in constructive conversations about the participant's professional growth. The growth team should consist of three to five knowledgeable others with expertise on some aspects of teaching and learning and/or instructional leadership. Agree upon times, methods, and supports that these colleagues will provide during this professional learning experience. NOTE: Mentor/growth team support applies to each objective; however, the mentor/growth team may change for each objective.
  - b. With the mentor/growth team selected, locate and review online descriptions of the methods and purposes of the constructive conversations (See FPLS Standard 9 and other resources provided by FLDOE or PAEC).
2. Florida Principal Leadership Standards:
  - a. To deepen capacity for implementing high quality instructional leadership at the school level, review the indicators in the Florida Principal Leadership Standards with your mentor/growth team, analyze your current capacity to meet the standards, and then, complete the objectives and supporting activities.

#### **HOW:**

Component delivery will employ a variety of learning designs, mentor/growth team collaboration, and use of research and/or other resources and tools. Professional learning may occur via face-to-face, blended, or online and occur in a workshop, learning community/lesson study group, or individually.

#### **KEY ISSUES to be included in participant implementation agreements:**

Participants will agree to:

1. Participate and engage in structured learning opportunities.
2. Commit to working with a mentor/growth team and to receiving and providing constructive feedback.
3. Meet deadlines for completing implementation and follow-up activities which may require educators to:
  - a. Complete appropriate assignments.
  - b. Complete required professional learning design survey and other surveys that may be related to each of the specific objectives.
  - c. Collect and analyze impact data (teacher and/or student).
  - d. Report and discuss results of impact data (teacher or student) with appropriate individuals.
  - e. Reflect on results and use results to inform decisions about professional practice.

## **8. IMPLEMENTATION/MONITORING PROCEDURES:**

### **Implementation/Monitoring Data Base Code: P**

#### **Implementation Support:**

Ongoing support will be provided through structured coaching/mentoring or less formal mentoring, involving school, district, or regional leadership personnel, knowledgeable peers, or collegial learning structure such as professional learning community or lesson study group. This process will be contingent on the needs of the participant and may include modeling, practicing, directly observing skill demonstration, conferencing, reflecting orally, and repeating the cycle, if necessary. Web-based resources that provide exemplars will be available for use.

#### **Monitoring Procedures:**

Educators will be required to develop and submit appropriate supporting products, which may include, but not be limited to a rubric, checklist, summary of analysis, protocol, meeting agenda, classroom walk-through documentation, coaching log or comments, video exemplar, presentation, case study, portfolio, or written reflections on lessons learned. Participants may also be observed demonstrating implementation of the process or product and supporting materials may be requested.

## **9. IMPACT EVALUATION PROCEDURES:**

### **Impact Area: Impact of repetitive practice leading to changes in proficiency of educator or leader on the job**

#### **Evaluation Methods for Staff Database Code: A**

Changes in leadership practices will be observed through the district's school leader evaluation system indicators and/or domains and/or deliberate practice or individual leadership development plan growth targets. Student progress measures will also be examined. Evidence used to document implementation of professional learning may be observation checklists that are aligned with the district's school leader evaluation system, anecdotal records, portfolio, self-reflection, mentor/growth team documentation, artifacts, communication records, and/or climate surveys. Each will be used as appropriate to evaluate changes in proficiency of the leader.



**Impact Area: Tracking improvements in student learning growth supported by the professional learning**

**Evaluation Methods for Students Database Codes: F**

Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth.

**Who will use the evaluation impact data gathered?**

District-level Supervisors, Site-Based Administrators, Mentor/Growth Team Members, Florida Department of Education

**10. PROCEDURES FOR USE OF THE COMPONENT’S EVALUATION FINDINGS:**

**Describe what will be done with the data obtained through the evaluation processes.**

The supervisor, school leader, mentor/growth team, faculty members, and other stakeholders (such as SIP team members) will analyze student impact data, document results, review results and discuss impact and implications. The focus will be on the impact of implementation of the professional learning. Specific points that will be addressed are:

1. Extent to which implementation of the high effective size core instructional leadership strategies impact the school’s learning culture focused on continuous improvement of student achievement and college and career readiness.
2. The leader’s proficiency using the tools, skills, and/or strategies that were targeted by the component and whether or not additional coaching, mentoring, or other forms of support may be needed.

What other forms of evaluation data **may** be gathered:

- a. Online “Professional Learning Design” Survey
- b. Data demonstrating improved/increased communication among educators, educators and parents, educators and students, and/or among students. Evaluative data may be survey data, logs, artifacts, or self-reported data from participants.
- c. School culture and/or climate survey
- d. Surveys that report the frequency and quality of interactions among the participant and mentor/growth team members
- e. Data may be used by district supervisors and instructional teams, mentor/growth teams, site-based administrators, and/or PAEC personnel.

Records of professional learning feedback and completion and will be maintained in the *electronic Professional Development Connections* (ePDC) at the Panhandle Area Educational Consortium.

Department: Professional Development Center

Name(s) of Component Author(s): Panhandle Area Educational Consortium Professional Development Council

## INSTRUCTIONAL METHODOLOGY

**Component Identifier Number:** 2-408-002 or 2-100-001 (ESE)

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the ability to use an understanding of teaching and learning to provide a learning environment which supports intellectual development and critical, creative, and evaluative thinking capabilities of students.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Recognize the developmental level of each student as indicated by behaviors, writings, drawings, etc., and other responses.
2. Stimulate student reflection on previously acquired knowledge and links new knowledge and ideas to already familiar ideas.
3. Draw upon an extensive repertoire of activities that have proven successful in engaging and motivating students at appropriate developmental levels.
4. Develop instructional curriculum with attention to learning theory, subject matter structure, curriculum development, and student development.
5. Present concepts and principles at different levels of complexity so that they are meaningful to students at varying levels of development.
6. Analyze student performance standards to identify associated higher-order thinking skills, and designs learning and performance strategies to evoke these higher-order skills.
7. Choose varied teaching strategies, materials, and technologies to expand students' thinking.
8. Assist students in selecting projects and assignments that involve the need to gather information and solve problems.
9. Pose problems, dilemmas, questions, and situations in lessons that involve value knowledge and that require evaluative thinking.
10. Assist students in applying the rules of evidence that govern the acceptability of judgments and conclusions.
11. Guide students in evaluating the plausibility of claims or interpretations in the field of study.
12. Create approaches to learning that are interdisciplinary and that integrate multiple subject areas.
13. Represent concepts through more than one method, such as analogies, metaphors, graphics, models, and concrete materials.
14. Vary his/her role in the instructional process (instructor, coach, mentor, facilitator, audience, critic, etc.) in relation to the purposes of instruction and the students' needs.
15. Monitor student's work and adjusts strategies in response to learner's needs and successes in

creative thinking activities.

16. Propose open-ended projects and other activities in which creative products and innovative solutions are the ultimate objective.
17. Use technology and other appropriate tools to extend the learning environment for students.
18. Understand methods and materials to differentiate instruction.

**Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A1, A3
<b>FPLS:</b>	S8



## LEADERSHIP EVALUATION TRAINING

**Component Identifier Number:** 7-507-004

**Maximum Inservice Points:** 60

### **General Objective(s):**

The purpose of this component is to provide district leadership staff an overview of the LEA's evaluation model and an in-depth description of how the model and procedures are implemented. Upon completion, staff will be able to describe all components of the LEA's evaluation model and explain how the system and procedures will affect evaluation results.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Identify and describe the LEA's Evaluation Model, its components and procedures.
2. Discuss the cause and effect relationship between instruction and student academic growth as it relates to affecting the results of the LEA's evaluation model.
3. List and describe the evaluation model components and how the results, including teacher observations and student learning, are analyzed.
4. Describe, in detail, available supports to enhance individual's inquiry process to support teacher growth during the evaluation period.
5. Using the evaluation model's framework, identify long and short-term instructional goals to enhance student-learning concurrent with professional growth.
6. Describe how leadership, reflecting on the components of the evaluation model, can support and empower teachers to focus on student achievement.
7. Use the evaluation model framework to describe effective tools and strategies to encourage teachers to work with leadership to improve student learning.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

**Delivery Methods:** A, B, C, D, G, I

**Follow-up Methods:** M, N, O, P, Q, R

**Evaluation Methods:** A, C, D, E, F (Student)  
A, B, C, D (Staff)

**FEAP:** B1

**FPLS:** S3, S4, S6, S7

## LESSON STUDY

**Component Identifier Number:** 2-400-002

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the content knowledge necessary to learn the elements and processes involved in collegial learning through Lesson Study.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Describe and discuss the elements of a lesson study group
2. Identify the steps for setting up a lesson study group
3. Establish a lesson study group and identify the goals of the group
4. Develop and participate in a lesson study and demonstrate the following tasks:
  - a. Identify the research theme for the group study
  - b. Demonstrate facilitation skills to ensure input from all team members
  - c. Identify the lesson or unit for study
  - d. Describe the desired learning outcomes for students at the conclusion of the lesson implementation
  - e. Demonstrate effective group interactions in review and design of lesson
  - f. Document student response to lesson implementation
  - g. Describe intended and non-intended outcomes and re-design of lesson as appropriate
  - h. Reteach as appropriate and document student responses
5. Reflect on process and submit report of process and results.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A1, A3, A5
<b>FPLS:</b>	S4

## MENTAL HEALTH SERVICES

**Component Identifier Number:** 5-414-001

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is for staff to gain new information, strategies, and resources appropriate for providing mental health services to students.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Identify new strategies and techniques to be used when providing mental health services to students.
2. Identify resource materials, including commercially prepared materials, which can be used when providing mental health services.
3. Identify materials which can be produced to assist students who are deficient in a given skill area.
4. List and describe strategies and techniques which can be used.
5. Incorporate new strategies and techniques into the counseling objectives.
6. Interpret information gained, strategies and techniques used.
7. Evaluate student progress when utilizing the new strategies and techniques.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A1, A4
<b>FPLS:</b>	S5



## MULTICULTURAL SENSITIVITY

**Component Identifier Number:** 2-412-001

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the ability to use teaching and learning strategies that reflect each student's culture, learning styles, special needs, and socio-economic background.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Accept and value students from diverse cultures, and treat all students equitably.
2. Create a learning environment in which all students are treated equitably.
3. Utilize the cultural diversity and experiences of individual students to enrich instruction for the whole group.
4. Provide a wide range of activities to meet the various students' learning styles.
5. Use appropriate teaching techniques to effectively instruct all students.
6. Use appropriate materials, technology, and resources to assist all students to learn.
7. Use appropriate school, family, and community resources to help meet all students' learning needs.
8. Help students develop shared values and expectations that create a climate of openness, mutual respect, support, and inquiry.
9. Select and use appropriate materials and resources that reflect contributors that are multicultural.
10. Recognize the importance of family situations to support individual learning.
11. Recognize the importance of family and family structure and use this knowledge to support independent learning.
12. Foster student responsibility, appropriate social behavior, integrity, valuing of diversity, and honesty by role modeling and through learning activities.
13. Provide learning situations that enable the student to practice skills and knowledge of English needed for success in school and as an adult.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

**Delivery Methods:** A, B, C, D, F, G  
**Implementation Methods:** M, N, O, P, Q, R, S  
**Evaluation Methods:** A, B, C, D, E, F (Student)  
A, B, C, D, Z (Staff)  
**FEAP:** A1, A2, A3  
**FPLS:** S5

## NEW TEACHER INDUCTION

**Component Identifier Number:** 2-404-001

**Maximum Inservice Points:** 120

### **General Objective(s):**

Participants will be oriented to their school district to foster a successful teaching and learning experience.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Acquire knowledge of the school district, policies and procedures of state law and DOE rules.
2. Understand the role of the Peer/Mentor Teacher, and learn about other requirements of a teacher new to the district.
3. Demonstrate knowledge and skill in registering in and using the electronic Professional Development Connection (ePDC).
4. Participate in the district induction program.
5. Demonstrate effective classroom management strategies.
6. Demonstrate ability to analyze student assessment data to differentiate instruction.
7. Demonstrate effective communication skills with students, peers and parents.
8. Demonstrate knowledge of subject area standards.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A1, A3
<b>FPLS:</b>	S4



## NEXT GENERATION SUNSHINE STATE STANDARDS and/or COMMON CORE

**Component Identifier Number:** 2-007-001

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the knowledge, skills and dispositions necessary to effectively implement the Next Generation Sunshine State Standards and/or Common Core Standards.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate knowledge and understanding of the organization, structure, terminology, and contents of the Next Generation Sunshine State Standards and/or Common Core Standards.
2. Demonstrate ability to locate, interpret, explain and apply specific information on strands, standards, and benchmarks contained within one or more of the Next Generation Sunshine State Standards and/or Common Core Standards to their specific teaching situation(s) and assignment(s).
3. Demonstrate ability to plan, coordinate, manage and assess instruction based on the purpose and content of the benchmarks and sample performance indicators identified in the Next Generation Sunshine State Standards and/or Common Core Standards, appropriate to their specific teaching situation(s) and assignment(s).
4. Demonstrate the ability to use knowledge of the Next Generation Sunshine State Standards and/or Common Core Standards to interpret student tests and other performance data and reports to accurately assess progress, program effectiveness, student learning and needs and plan/modify instructional planning and delivery to maximize student success in meeting the performance expectations of the Next Generation Sunshine State Standards and/or Common Core Standards.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A1, A3, A4
<b>FPLS:</b>	S3, S4

## NON-INSTRUCTION: CUSTODIAN/MAINTENANCE

**Component Identifier Number:** 8-510-001

**Maximum Inservice Points:** 120

### **General Objective(s):**

To upgrade and update the quality of custodial/maintenance services provided.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Identify the professional custodian/maintenance qualities, characteristics and their role and importance in a school's plant operations.
2. Acquire knowledge of and demonstrate safety procedures in school operations.
3. Demonstrate knowledge of sanitation and school housekeeping.
4. Demonstrate knowledge of floor and carpet care.
5. Gain a working knowledge of broad areas within the custodial field.
6. Demonstrate knowledge of minor and preventive maintenance including climate support and structure and energy conservation.
7. Demonstrate knowledge of grounds care for school.
8. Demonstrate knowledge of the custodial essentials.
9. Demonstrate knowledge and skills in other areas as may be required by Federal/State Laws or guidelines, district policies, school identified needs and/or private subcontractors employed by the district
10. Demonstrate knowledge and skills related to routine maintenance of district facilities and hardware.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

**Delivery Methods:** A, B, C, D, F, G

**Implementation Methods:** M, N, O, P, Q, R, S

**Evaluation Methods:** A, B, C, D, E, F (Student)

A, B, C, D, Z (Staff)

**FPLS:** S8

## NON-INSTRUCTION: EDUCATIONAL PARAPROFESSIONAL/AIDES

**Component Identifier Number:** 8-506-001

**Maximum Inservice Points:** 120

### **General Objective(s):**

Participants will develop and/or update attitudes, skills, and knowledge that will enable them to function effectively and efficiently as an educational aids or assistant.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate knowledge of local student education programs, state and district policies, rules, responsibilities and legal guidelines and instructional practices relevant to the role of paraprofessionals.
2. Demonstrate skills in utilization of behavior management and instructional techniques.
3. Demonstrate skill in recording student behavior and student progress, marking student papers, and other clerical duties associated with classroom, campus and/or school bus.
4. Demonstrate knowledge of emergency first aid procedures to be followed.
5. Demonstrate knowledge of child/adolescent growth and development.
6. Demonstrate skills in assisting in the planning and delivery of effective lessons and instruction.
7. Demonstrate skills related to interpersonal and instructional age appropriate behaviors for students and adults.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FPLS:</b>	S8
<b>FPLS:</b>	S4, S5



## **NON-INSTRUCTION: FOOD SERVICE TRAINING**

**Component Identifier Number:** 8-505-001

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide all categories of School Food Service personnel the skills necessary to perform and complete the duties described by their particular job description in order to successfully implement a cost effective School Food Service program that meets the current local, state and federal guidelines and procedures.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate knowledge of current federal, state and local program guidelines and implement these guidelines in the operation of the program.
2. Demonstrate knowledge and skills in quantity food preparation utilizing quality control standards and meal pattern requirements.
3. Demonstrate knowledge and skills in work simplification techniques and time management and apply these skills to the specific tasks defined in their job.
4. Demonstrate knowledge of appropriate sanitation and safety skills in the workplace.
5. Demonstrate knowledge and skills in the appropriate procedures for the care of equipment and energy conservation techniques.
6. Demonstrate knowledge of and implement appropriate cost control and program accountability procedures.
7. Demonstrate knowledge and skills in other areas as may be required by Federal/State Laws or guidelines, district policies, school identified needs and/or private subcontractors employed by the district.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

**Delivery Methods:** A, B, C, D, F, G

**Implementation Methods:** M, N, O, P, Q, R, S

**Evaluation Methods:** A, B, C, D, E, F (Student)

A, B, C, D, Z (Staff)

**FPLS:** S8

## NON-INSTRUCTION: OFFICE/CLERICAL SUPPORT

**Component Identifier Number:** 8-509-001

**Maximum Inservice Points:** 120

### **General Objective(s):**

To expand and maintain the high level of knowledge, skill and competency needed to provide quality office/clerical services to students, teachers, administrators and support staff and other members of the school and district educational community.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate knowledge of the laws, rules, policies and procedures to govern the operation of the schools and district departments within the scope of the participant's assignment.
2. Demonstrate skill in applying knowledge to provide high quality office/clerical support services.
3. Demonstrate competency in the delivery of office/clerical support services related to the participant's work assignment.
4. Demonstrate knowledge, skills, and behaviors that characterize a disposition of support for the efforts of the school and district.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

**Delivery Methods:** A, B, C, D, F, G

**Implementation Methods:** M, N, O, P, Q, R, S

**Evaluation Methods:** A, B, C, D, E, F (Student)

A, B, C, D, Z (Staff)

**FPLS:** S8

## NON-INSTRUCTION: TRANSPORTATION SERVICE TRAINING

**Component Identifier Number:** 6-515-001

**Maximum Inservice Points:** 120

### **General Objective(s):**

1. Participants will develop awareness in the requirements of school bus drivers and/or Bus Attendants that are statutorily mandated.
2. Participants will gain insight into new and innovative techniques available to enhance their performance as Bus Drivers and/or Bus Attendants.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate knowledge of the role of the bus driver or attendant in a public school transportation setting.
2. Demonstrate knowledge of the various types of buses or other vehicles used in pupil transportation.
3. Demonstrate knowledge of the proper techniques and requirements for vehicle and/or equipment inspections.
4. Demonstrate knowledge of bus operational procedures.
5. Demonstrate improved knowledge of traffic laws and traffic control devices.
6. Demonstrate knowledge of how to properly respond to critical or emergency situations that may occur on a bus (i.e., bus accident, bus fire, etc).
7. Demonstrate knowledge of student loading and unloading procedures.
8. Demonstrate knowledge and skills in other areas as may be required by Federal/State Laws or guidelines, district policies, school identified needs and/or private subcontractors employed by the district.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

**Delivery Methods:** A, B, C, D, F, G  
**Implementation Methods:** M, N, O, P, Q, R, S  
**Evaluation Methods:** A, B, C, D, E, F (Student)  
A, B, C, D, Z (Staff)  
**FPLS:** S8



## PHYSICAL AND MENTAL WELLNESS

**Component Identifier Number:** 6-414-001

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is for staff to gain new information, strategies, and resources appropriate for recognizing and addressing physical and mental wellness concerns occurring in the education environment.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Know how to identify and help individuals who have a mental or physical wellness issue, such as mental, diabetes, asthma, anxiety, etc.
2. Identify resources within the school and/or community which can be used to provide assistance.
3. Identify signs of stress that may result from factors, such as bullying, trauma, cyber bullying, etc., which may lead to a crisis situation for individuals.
4. Understand the district's protocols for providing assistance with mental and physical wellness of others.
5. Understand best practices used to provide immediate assistance while following the district's protocol.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A1, A4
<b>FPLS:</b>	S5

## **POLICIES AND PROCEDURES**

**Component Identifier Number:** 8-410-002

**Maximum Inservice Points:** 120

**General Objective(s):**

Provide participants the opportunity to participate in activities to increase their knowledge and understanding of their job responsibilities and/or area of interest.

**Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate awareness and knowledge of one or more of the following related to their job responsibility and/or other area of interest.
  - Programs
  - Policies
  - Procedures
  - Resources
  - Strategies
  - Other appropriate topics
  
2. Stay abreast of new laws and rules appropriate to the job responsibility.

**Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	B1
<b>FPLS:</b>	S8

## PRESCHOOL/CHILD CARE

**Component Identifier Number:** 2-012-001

**Maximum Inservice Points:** 120

### **General Objective(s):**

All Child Care center personnel, except those specifically exempted, must complete and approved introductory child care training course. The purpose of this component is to provide the opportunity for those day care workers, who otherwise lack appropriate training and credentials, to obtain training in prescribed areas to meet state and local requirements.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate knowledge of state and local rules that govern childcare, health, safety, and nutrition.
2. Demonstrate knowledge of requirements and resources for identification and report of child abuse and neglect.
3. Demonstrate knowledge of child growth and development.
4. Use developmentally appropriate early childhood curricula.
5. Avoid income-based, race-based, and gender-based stereotyping.
6. Demonstrate knowledge of strategies to involve parents in the program, which may include parenting education, home visitor activities, family support services, coordination, and other activities.
7. Demonstrate knowledge of strategies for interagency coordination.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A1, A2, A3, A4, B1
<b>FPLS:</b>	S4, S5



## PROFESSIONAL LEARNING COMMUNITIES

**Component Identifier Number:** 2-400-001

**Maximum Inservice Points:** 120

### **General Objective(s):**

Participants will learn the strategies that can be used to create and work with Professional Learning Communities within the school or district setting and participate in a Professional Learning Community.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities, participants:

1. Describe and discuss professional learning community models appropriate to district and/or school-based projects/programs
2. Identify the different ways that a professional learning community can be developed: school-wide, grade-levels or departments, book studies, other
3. Identify the steps for setting up a professional learning community
4. Contribute to development of an action plan for setting up a professional learning community
5. Critique the action plan to ensure necessary characteristics for having an effective Learning Community within the school or district are included
6. Learn to develop and implement the following tasks within a professional learning community:
  - ensure that every staff member contributes and works interdependently to achieve a goal
  - clarify intended outcomes within the teams
  - demonstrate facilitation skills that provide support during team meetings
  - recognize collaborative efforts that result in student gains and accomplishments of school goals
  - acknowledge and examine collective individual goals related to the alignment between school and district goals
  - apply the skill of reflective practice
  - recognize/celebrate the accomplishments of individuals and groups
7. Participate as a member of a professional learning community

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional development activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete one or more of the evaluation methods following implementation of professional development strategies.

**Delivery Methods:** A, B, C, D, F, G  
**Implementation Methods:** M, N, O, P, Q, R, S  
**Evaluation Methods:** A, B, C, D, E, F (Student)  
A, B, C, D, Z (Staff)  
**FEAP:** B1  
**FPLS:** S4, S5

## SCHOOL IMPROVEMENT

**Component Identifier Number:** 7-512-001

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to implement a program of inservice training and professional learning to provide members of the school community with the knowledge and skills necessary to participate in learning and implementation of the participants' school improvement plan.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate a clear understanding of the relationship between the specific training(s) and/or professional learning activities they are engaged in and the goal(s) and objectives of their school improvement plan by stating in observable/measurable terms how successful completion of this training and/or professional learning activity is intended to result in changes in teacher/staff behavior and in student performance.\*
2. Demonstrate knowledge and skill in the school improvement process by evidence of active participation in the development and implementation of the school improvement plan.
3. Demonstrate familiarity with and a working knowledge of their school improvement plan, as evidenced by an ability to accurately express orally or in writing the substance of the goal(s) and objectives stated in their plan.
4. Demonstrate knowledge and ability to use teaching and learning strategies that reflect each student's culture, learning styles, special needs, and socio-economic background.
5. Demonstrate knowledge and ability to use assessment strategies (traditional and alternate) to assist the continuous development of the learner.
6. Demonstrate knowledge and ability to plan, implement and evaluate effective instruction in a variety of learning environments.
7. Demonstrate knowledge and ability to use an understanding of learning and human development to provide a positive learning environment that supports the intellectual, personal, and social development of all students.
8. Demonstrate knowledge and ability to create and maintain a positive learning environment in which students are actively engaged in learning, social interaction, cooperative learning and self-motivation.
9. Demonstrate knowledge and ability to use effective communication techniques with students and all other stakeholders.
10. Demonstrate knowledge and ability to use appropriate techniques and strategies that promote and enhance critical, creative, and evaluative thinking capabilities of students.
11. Demonstrate knowledge and ability to use appropriate technology in teaching and learning



processes.

12. Demonstrate knowledge and ability to work with various education professionals, parents, and other stakeholders in the continuous improvement of the education of students.
13. Demonstrate knowledge and ability to engage in continuous professional quality improvement for self and school.
14. Demonstrate knowledge and ability to adhere to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

\* Objective #1 must be met for each training and/or professional learning activity conducted under this component.

**Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

- |                                |   |
|--------------------------------|---|
| <b>Delivery Methods:</b>       | A, B, C, D, F, G                                    |
| <b>Implementation Methods:</b> | M, N, O, P, Q, R, S                                 |
| <b>Evaluation Methods:</b>     | A, B, C, D, E, F (Student)<br>A, B, C, D, Z (Staff) |
| <b>FEAP:</b>                   | A1, A2, A3, A4, B1                                  |
| <b>FPLS:</b>                   | S1, S2, S3, S6                                      |

## SCHOOL SAFETY

**Component Identifier Number:** 6-511-002

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the knowledge, skills and dispositions necessary to effectively maintain a safe and orderly school environment.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate ability to effectively establish and maintain discipline and order in the classroom and throughout all areas of the school campus while under their supervision.
2. Demonstrate knowledge of the overall issue of school safety and violence prevention from a national, statewide, regional and local perspective.
3. Demonstrate awareness of the signs of trouble, abuse and unrest in students.
4. Demonstrate knowledge of procedures for notification of appropriate personnel within the school system of potential problems of violence, threats other type of information that may pose a threat to the overall safety of the school, personnel or students.
5. Demonstrate knowledge of procedures for referral of students who may need help or interventions to the proper personnel or agencies within the community.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A2
<b>FPLS:</b>	S6, S8

**1. IDENTIFICATION:**

**TITLE: Schools of Excellence- Professional Certificate Renewal Credit**

**COMPONENT NUMBER: 8-506-003 (2017-18 only)**  
**8-521-001 (2018-19 forward)**

**Function: 8**

**Focus Area: 521**

**Local Sequence Number(s): 001**

**POINTS TO BE EARNED: 60 Maximum**

**2. DESCRIPTION:**

Section 1003.631, FS requires the State Board of Education to designate a school as a School of Excellence if the school's percentage of possible points earned in its school grade calculation is in the 80<sup>th</sup> percentile or higher for schools comprised of the same grade groupings (elementary, middle, high and combination) for at least two of the last three school years.

To be eligible, schools must receive a grade of A or B in each of the most recent three school years and rank at the 80<sup>th</sup> percentile or higher for their school type for at least two of the last three years. Qualifying schools shall retain the designation for up to three years, at which point the designation may be renewed.

A School of Excellence has administrative flexibilities outlined in the law, one of which directly pertains to professional development inservice points. "Instructional personnel may substitute on school year of employment at a School of Excellence for 20 inservice points, up to 60 inservice points total in a five-year cycle, toward the renewal of a professional certificate."

1. The 2017-2018 school year is the earliest that instructional personnel can substitute credit for one year of employment at a designated School of Excellence.
2. Instructional personnel are eligible for the twenty inservice points if they are employed under written contract for the school year during which the school is designated as a School of Excellence. Instructional personnel must work a minimum of ninety-nine days to earn credit for one year of employment.
3. School administrators at designated Schools of Excellence are not eligible for the twenty inservice points renewal credit for the professional certificate. The administrative flexibility for designated Schools of Excellence grants renewal credit to "instructional personnel," a term defined distinctly separate from administrative personnel, educational support employees, or managers as defined in s.1012.01, F.S.
4. The inservice points are not bankable at a School of Excellence. Statutory authority in s.1012.585(3)(d), F.S., only permits "banking" for required training in the teaching of reading, and teaching students of limited English proficiency or students with disabilities.
5. Instructional personnel employed at a School of Excellence under a temporary certificate are not eligible to earn the inservice points for credit to satisfy renewal of their first professional certificate. School of Excellence points may be earned only for the year(s) during which the school receives the designation during the validity



period of the educator’s professional certificate, as per Rule 6A-4.0051(3)(a), Florida Administrative Code.

6. Performance evaluation results are not a statutory factor in determining eligibility for this administrative flexibility.

**3. LINK(s) TO PRIORITY INITIATIVES:**

- Academic content standards for student achievement
- Assessment and tracking student progress
- Collegial learning practices
- Continuous Improvement practices
- Digital Learning/Technology Infusion
- Evaluation system indicators/rubrics/components
- Instructional design and lesson planning
- Instructional leadership (as per FPLS standards)
- Learning environment (as per FEAPS standards)
- Mastery of a specific instructional practice:
- Mastery of a specific leadership practice:
- Multi-tiered System of Supports (MTSS)
- Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- Non-Classroom Instructional staff proficiencies supporting student success
- Organizational leadership proficiencies (as per FPLS)
- Professional and ethical behavior
- Regulatory or compliance requirements
- Other: Parent communication to increase involvement

**4. FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT:** Florida Protocol Standards supported by this component:

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.1	<input checked="" type="checkbox"/> 2.1.1	<input checked="" type="checkbox"/> 3.1.3, 3.1.4, 3.1.5
Learning	<input checked="" type="checkbox"/> 1.2.2,1.2.3,1.2.4	<input checked="" type="checkbox"/> 2.2.2, 2.2.3,2.2.4	<input checked="" type="checkbox"/> 3.2.2,3.2.3, 3.2.4,3.2.8
Implementing	<input checked="" type="checkbox"/> 1.3.1		<input checked="" type="checkbox"/> 3.3.1
Evaluating	<input checked="" type="checkbox"/> 1.4.1, 1.4.2, 1.4.4	<input checked="" type="checkbox"/> 2.4.4	

**5. IMPACT AREA(S):**

- Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted
- Repetitive practice leading to changes in proficiency of educator or leader on the job
- Tracking improvements in student learning growth supported by the professional learning

**6. SPECIFIC LEARNER OUTCOMES:** Professional educators will:

8. Create long-range plans, based on a review of state content standards, data-evidenced student-needs and district/school instructional priorities.

9. Design instruction that demonstrates content knowledge, relationships between important concepts, instructional strategies, appropriate sequencing of activities and use a variety of appropriate traditional and/or digital resources.
10. Revise and/or differentiate instruction based on student needs and student goals.
11. Establish and maintain an effective student-centered learning environment that is positive, safe, organized, equitable, flexible, inclusive, and collaborative.
12. Maintain academic focus and instructional momentum by using a variety of techniques.
13. Demonstrate knowledge and understanding of curriculum content.
14. Develop learning goals with expected outcomes accompanied by scales, exemplars or rubrics that describe levels of performance relative to the learning goal and communicate high expectations for learning for all students.
15. Monitor student learning, including use of formative assessment, provide specific academic feedback, and adjust instruction to meet student needs.
16. Use instructional strategies shown to have a positive impact on student learning and provide modifications and or accommodations as required/needed.
17. Use appropriate strategies to enhance critical and creative thinking or problem solving and complex tasks for all students.
18. Engage students in activities that link prior knowledge to new content, other subject areas, life experiences and/or careers for relevant learning experiences.
19. Act in a professional manner upholding the principles set forth in the *Principles of Professional Conduct for the Education Profession in Florida*.
20. Communicate effectively with stakeholders.
21. Engage in a cycle of continuous improvement to identify areas for professional growth and leadership.

## **7. LEARNING PROCEDURES (Methods):**

### **Learning Methods Database Code: I**

Professional learning is job embedded.

#### **WHAT**

Participants will learn and become proficient in implementing the research-evidenced practice indicators delineated by the district instructional framework/personnel evaluation.

#### **HOW**

The component will employ a variety of learning designs such as face-to-face, blended, coaching and modeling, and/or online and occur in a workshop, learning community/lesson study group, or individually.

## **8. IMPLEMENTATION/MONITORING PROCEDURES:**

### **Implementation/Monitoring Data Base Code: T**

#### **Implementation Support:**

The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning.

#### **Monitoring Procedures:**

Florida accountability measures, specifically school grade calculations, are used to determine designation as a School of Excellence. School of Excellence designation requires a school to receive a grade of A or B in each of the most recent three school years and rank at the 80<sup>th</sup> percentile or higher for their school type for at least two of the last three years. Qualifying schools shall retain the

designation for up to three years, at which point the designation may be renewed.

#### **9. IMPACT EVALUATION PROCEDURES:**

**Impact Area: Impact of repetitive practice leading to changes in proficiency of educator or leader on the job**

**Evaluation Methods for Staff Database Code: F**

Changes in observed educator proficiency in implementing targeted state standards or initiatives as delineated in the practice portion of the district personnel evaluation process are used to track proficiency of instructional personnel.

**Impact Area: Tracking improvements in student learning growth supported by the professional learning**

**Evaluation Methods for Students Database Codes: A**

Results of national, state or district-developed/standardized student performance measures are used to track improvement in student learning growth.

#### **Who will use the evaluation impact data gathered?**

Teachers, Site-Based Administrators, School and District Coordinators, School Improvement Teams, and Florida Department of Education

Individual teachers will use impact data to determine the impact of strategy implementation on students' mastery of targeted standards and benchmarks and to inform decisions regarding instructional practice.

Site-based administrators, instructional coaches and district instructional staff will use impact data to determine how strategy implementation affects students' mastery of targeted standards and benchmarks and to inform decisions regarding teacher professional learning needs.

#### **10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

Describe what will be done with the data obtained through the evaluation processes.

Teachers will analyze student impact data, observational data and feedback from the practice portion of the district personnel evaluation, and review results, with the site-based administrator or other designated individual.

What other forms of evaluation data will be gathered:

Data may be used by teachers, site-based administrators, school or district instructional support staff such as coaches and mentors, and/or PAEC personnel.

District record keeping data related to development of this component:

Records of professional learning feedback and completion and will be maintained in the electronic Professional Development Connections at the Panhandle Area Educational Consortium.

Date approved: [Click here to enter text.](#)

Department: [Click here to enter text.](#)

Name(s) of Component Author(s): [Click here to enter text.](#)



## STUDENT SUPPORT SERVICES – ASSESSMENT/STUDENT APPRAISAL

**Component Identifier Number:** 8-401-001

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the ability to use a variety of assessment strategies (traditional and alternate) to measure learning and assist planning for the continuous development of the learner.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Diagnose students' readiness to learn and their individual learning needs and plans appropriate intervention strategies.
2. Use multiple perspectives to diagnose student behavior problems and devise solutions.
3. Recognize students exhibiting potentially disruptive behavior and offer alternate strategies.
4. Assess individual and group performance to design instruction that meets students' current needs in the cognitive, social, emotional, and physical domains.
5. Employ performance-based assessment approaches to determine students' performance of specified outcomes.
6. Assist students in maintaining portfolios of individual work and progress toward performance outcomes.
7. Modify instruction based upon assessed student performance.
8. Guide self-assessment by students and assist them in devising personal plans for reaching the next performance level.
9. Maintain observational and anecdotal records to monitor students' development.
10. Prepare and uses reports of students' assessment results.
11. Review assessment data about individual students to determine their entry-level skills, deficiencies, academic progress, and personal strengths, and to modify instruction-based assessment.
12. Communicate individual student progress knowledgeably and responsibly based upon appropriate indicators to the student, parents, and colleagues using terms that students and parents understand.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

**Delivery Methods:** A, B, C, D, F, G  
**Implementation Methods:** M, N, O, P, Q, R, S  
**Evaluation Methods:** A, B, C, D, E, F (Student)  
A, B, C, D, Z (Staff)  
**FEAP:** A4  
**FPLS:** S1

## STUDENT SUPPORT SERVICES – BEHAVIORAL INTERVENTIONS

**Component Identifier Number: 8-403-001**

**Maximum Inservice Points: 120**

### **General Objective:**

To enable instructional personnel to develop, increase and demonstrate knowledge and skills in assessing and designing behavioral supports; identifying the legal and ethical issues pertaining to behavioral strategies; identifying data collection strategies; identifying and interpreting elements of a functional behavior assessment and functional behavioral plan; and to recognize and use various concepts and models of positive behavior management.

### **Specific Objectives:**

Upon completion of this component, participants will be able to:

1. Describe the legal responsibilities one must address when developing and implementing behavioral programs in Florida.
2. Identify the essential ethical principles to be followed in establishing positive behavior supports and specific laws pertaining to conducting functional assessments.
3. Identify the critical themes of Positive Behavior Support.
4. Identify and describe the components of the Positive Behavior Support System.
5. Describe the historical perspectives of the field of applied behavior analysis.
6. Analyze the basic principles of behavior and discuss the importance of appropriate reinforcements and consequences.
7. Identify the concept of the “function of behavior” and apply this concept to behaviors observed in classroom settings.
8. Identify the five-step process for providing positive behavior supports.
9. Identify and define target/problem behaviors.
10. Determine appropriate goals of intervention, strengths and needs, and specific settings for intervention.
11. Identify the essential team members for creating effective plans.
12. Describe the essential components for effective collaboration between families and schools.
13. Demonstrate how to use the person-centered planning process to identify meaningful goals.
14. To examine, utilize and interpret data collection methods for information gathering from both home and school.
15. Demonstrate the five functional assessment methods in the functional behavioral assessment process.
16. Describe the important role of the family in the development of an effective positive behavior support plan.
17. Using observational and interview data, identify patterns or trends surrounding a targeted behavior.
18. Using observational and interview data, describe the relationship between antecedents, behaviors and consequences.
19. Develop a hypothesis based on data collection.
20. Using observational and interview data, identify correlations between curriculum and behavior.



21. Identify guidelines for selecting appropriate for curriculum models for an individual student.
22. Use an instructional checklist to determine the appropriateness of instructional strategies.
23. Using observational data and interview data, develop proactive strategies for developing replacement behaviors in the classroom.
24. Identify lifestyle issues that impact target/problem behaviors.
25. Identify the need for and develop a crisis plan.
26. Identify objective measures for documenting progress.
27. Identify changes in target behaviors and determine appropriate interventions.
28. Utilize a self-check process to determine thoroughness of plans.
29. Identify types of evaluation approaches most appropriate for individual case studies.
30. Identify scientifically based effective classroom management strategies.
31. Select effective instructional techniques that support successful classroom management programs.
32. Establish reward system guidelines and plans for implementing a classroom-wide system.

**Professional Development Delivery, Follow-up and Evaluation:**

Participants will create and maintain an electronic portfolio consisting of all specified assessment tasks, which will be reviewed for satisfactory completion, and for demonstration of competency of 80% of the objectives, by the module facilitator.

A scoring rubric, developed within the module, will assure consistency in evaluation by module facilitators.

Participants will demonstrate implementation of knowledge learned from this module via e-mail with facilitator on a periodic basis. E-mails will be designed to gather data regarding the level of knowledge acquired and the skills gained, as well as the application of relevant content by the participant in his or her work setting and the effect on job performance.

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A4
<b>FPLS:</b>	S5

## STUDENT SUPPORT SERVICES – HUMAN RELATIONS/COMMUNICATION SKILLS

**Component Identifier Number:** 8-406-001

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the ability to use effective communication techniques with students and all other stakeholders within the school community.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Establish positive interaction in the learning environment that uses incentives and consequences for students to promote excellence.
2. Establish positive interactions between teacher and student that are focused upon learning rather than procedures or behavior.
3. Communicate effectively, in both verbal and nonverbal styles with all students, including those with handicapping conditions and those of varying cultural and linguistic backgrounds.
4. Communicate with and challenge all students in a positive and supportive manner.
5. Communicate to all students high expectations for learning.
6. Maintain standards of mutually respectful interaction during individual work, cooperative learning, and whole group activities.
7. Provide all students with opportunities to learn from each other.
8. Motivate, encourage, and support individual and group inquiry.
9. Encourage student's desire to receive and accept constructive feedback on individual work and behavior.
10. Communicate with colleagues, school and community specialists, administrators, and parents' consistently and appropriately.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A2
<b>FPLS:</b>	S9

## STUDENT SUPPORT SERVICES – LAWS, RULES, POLICIES, PROCEDURES

**Component Identifier Number:** 8-410-001 or 8-103-001 (ESE)

**Maximum Inservice Points:** 120

### **General Objective(s):**

Provide participants the opportunity to participate in activities to increase their knowledge and understanding of their job responsibilities and/or area of interest.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

3. Demonstrate awareness and knowledge of one or more of the following related to their job responsibility and/or other area of interest.
  - Programs
  - Policies
  - Procedures
  - Resources
  - Strategies
  - Other appropriate topics
  
4. Stay abreast of new laws and rules appropriate to the job responsibility.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

**Delivery Methods:** A, B, C, D, F, G

**Follow-up Methods:** M, N, O, P, Q, R, S

**Evaluation Methods:** A, B, C, D, E, F (Student)  
A, B, C, D, Z (Staff)

**FEAP:** B1

**FPLS:** S8



## STUDENT SUPPORT SERVICES: PARENT INVOLVEMENT & COMMUNICATION

**Component Identifier Number:** 8-413-002 or 8-104-001 (ESE)

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively involve parents as active partners in school improvement and student achievement.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Utilize effective methods when communicating with parents verbally and in written form.
2. Demonstrate awareness of school and district policies and plans regarding parent involvement.
3. Demonstrate strategies that engage parents in their child's education.
4. Demonstrate awareness of research-based programs and services to assist families in becoming more involved in their child's education.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional development activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

**Delivery Methods:** A, B, C, D, F, G

**Implementation Methods:** M, N, O, P, Q, R, S

**Evaluation Methods:** A, B, C, D, E, F (Student)

A, B, C, D, Z (Staff)

**FEAP:** B1

**FPLS:**

S9

## STUDENT SUPPORT SERVICES: PROBLEM SOLVING TEAMS

**Component Identifier Number:** 8-415-001

**Maximum Inservice Points:** 120

### **General Objective:**

To enable instructional and support services personnel to increase knowledge and skills in identifying the purpose and essential components of problem solving teams; leading and developing problem solving teams; identifying data collection methods; the use and interpretation of student data; identification of learning interventions; effectiveness of intervention strategies; and the use of step by step problem solving processes.

### **Specific Objectives:**

Upon completion of this component, participants:

1. Describe research based solving process and strategies.
2. Identify situations where the application of a problem solving process would be appropriate.
3. Identify the essential members of a problem solving team.
4. Identify targeted behaviors/targeted needs.
5. Describe academic and behavioral interventions that can be used as part of problem solving process.
6. Identify the skills needed by each team member.
7. Describe the leadership skills needed to lead a problem solving team.
8. Identify data gathering tools needed to carry out the problem solving process.
9. Analyze examples of student data and match possible interventions to the situation.
10. Describe the essential components for effective collaboration between families and schools.
11. Demonstrate how to use the person-centered planning process to identify meaningful goals.
12. Identify guidelines for selecting appropriate for curriculum models for an individual student.
13. Using observational data and interview data, develop proactive strategies for developing replacement behaviors in the classroom.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

**Delivery Methods:** A, B, C, D, F, G  
**Implementation Methods:** M, N, O, P, Q, R, S  
**Evaluation Methods:** A, B, C, D, E, F (Student)  
A, B, C, D, Z (Staff)  
**FEAP:** B1  
**FPLS:** S8

## **STUDENT SUPPORT SERVICES: PROGRAM ADMINISTRATION, EVALUATION, AND ACCOUNTABILITY**

**Component Identifier Number: 8-417-001**

**Maximum Inservice Points: 120**

### **General Objective:**

To enable instructional and support services personnel to increase knowledge and skills in program administration, evaluation, and accountability; the use and interpretation of student and program data to determine effectiveness; identification of and use of appropriate organizational methods; and the problem solving processes.

### **Specific Objectives:**

Upon completion of this component, participants:

1. Demonstrate understanding of legal and ethical standards
2. Identify and use appropriate organizational techniques
3. Identify and demonstrate appropriate collaboration skills
4. Demonstration of the use of the problem solving process
5. Identify the responsibilities of program oversight
6. Identify the procedures involved in program administration and evaluation

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

**Delivery Methods:** A, B, C, D, F, G  
**Implementation Methods:** M, N, O, P, Q, R, S  
**Evaluation Methods:** A, B, C, D, E, F (Student)  
A, B, C, D, Z (Staff)  
**FEAP:** B1  
**FPLS:** S8



## **STUDENT AND INSTRUCTIONAL SUPPORT: SCHOLARSHIPS, FINANCIAL AID, AND EDUCATIONAL TRANSITIONS**

**Component Identifier Number: 8-418-001**  
**Maximum Inservice Points: 120**

### **General Objective:**

To enable instructional and support services personnel to increase knowledge and skills in identifying the purpose and essential components in Educational Planning and Post-Secondary Transition; identifying the developmental stages of career and post-secondary educational planning; identifying useful tools and strategies to aid in post-secondary planning; the use and interpretation of student records and data; educational transitional issues and requirements for students with disabilities; identification of scholarship and financial aid opportunities; navigation of post-secondary admissions; identification of important family issues during educational transitions and the identification of effective strategies to improve student post-secondary outcomes.

### **Specific Objectives:**

Upon completion of this component, participants:

1. Identify the components involved with Educational Planning and Post-Secondary Transition
2. Identify the appropriate strategies for the different stages of Post-Secondary planning
3. Identify the appropriate legal issues that are involved in seeking admission into Post-Secondary educational institutions
4. Demonstrate knowledge of the scholarship and financial aid processes
5. Identify appropriate skills needed to navigate the post-secondary admissions process
6. Demonstrate knowledge of the role and rights of student's families in the post-secondary educational system
7. Identify self-determination skills that help students become successful post-secondary students.
8. Identify post-secondary options for students wishing to move directly into the workforce

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

**Delivery Methods:** A, B, C, D, F, G  
**Implementation Methods:** M, N, O, P, Q, R, S  
**Evaluation Methods:** A, B, C, D, E, F (Student)  
A, B, C, D, Z (Staff)  
**FEAP:** B1  
**FPLS:** S8

## STUDENT SUPPORT SERVICES: SECTION 504/AMERICANS with DISABILITIES ACT

**Component Identifier Number:** 8-419-101

**Maximum Inservice Points:** 120

### **General Objective(s):**

To provide educators and staff with opportunities to develop and/or update knowledge necessary to maximize the equity of educational services to students with disabilities

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with this component, participants:

1. Demonstrate knowledge of requirements of Section 504 of the Rehabilitation Act as amended.
2. Identify the student characteristics and criteria for review in regards to implementation of Section 504 nondiscrimination requirements.
3. Demonstrate knowledge of legal obligations of the school and district as defined in section 504.
4. Understand how to make a determination as to whether a 504 Plan should be developed for students and the protections afforded to 504 students.
5. Communicate effectively to parents and the school community the determination and compliance with section 504.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

**Delivery Methods:** A, B, C, D, F, G

**Implementation Methods:** M, N, O, P, Q, R, S

**Evaluation Methods:** A, B, C, D, E, F (Student)

A, B, C, D, Z (Staff)

**FEAP:** A1, A3

**FPLS:** S6, S8

**STUDENT SUPPORT SERVICES:  
SERVICE COORDINATION, COLLABORATION, INTEGRATION**

**Component Identifier Number: 8-420-001**

**Maximum Inservice Points: 120**

**General Objective(s):**

To enable instructional and support services personnel to increase knowledge and skills in identifying the purpose and essential components of Service Coordination, Collaboration, Integration; leading and developing collaborative teams; identifying agencies and professional services required to insure student integration; identifying methods of student and instructional integration into the educational environment; identifying data collection methods; the use and interpretation of student data; identification of learning interventions; effectiveness of intervention strategies; and the use of coordinated intervention processes.

**Specific Objectives:**

Upon completion of this component, participants:

1. Identify situations requiring collaboration and coordination
2. Identify required members of collaborative teams
3. Develop effective collaborative teams of professionals
4. Use the collaborative process to design effective student service plans
5. Interpretation and use of relevant student data
6. Make instructional and program adjustments as a result of student data results
7. Identify the skills required to lead effective collaborative teams.

**Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

**Delivery Methods:** A, B, C, D, F, G  
**Implementation Methods:** M, N, O, P, Q, R, S  
**Evaluation Methods:** A, B, C, D, E, F (Student)  
A, B, C, D, Z (Staff)  
**FEAP:** B1  
**FPLS:** S8

## STUDENT AND INSTRUCTIONAL SUPPORT: STUDENT MOTIVATION

**Component Identifier Number: 8-421-001**

**Maximum Inservice Points: 120**

### **General Objective:**

To enable instructional and support services personnel to increase knowledge and skills in identifying the purpose and essential components of student motivation and student involvement; identifying the legal and ethical issues pertaining to student motivation; research based school wide and classroom structures and strategies; identifying data collection strategies and how design group and individualized motivational process.

### **Specific Objectives:**

Upon completion of this component, participants:

1. Identify appropriate motivational techniques
2. Identify legal and ethical issues that pertain to student motivation
3. Identify essential components of effective student motivational techniques
4. Describe the elements of effective student engagement
5. Identify data collection strategies
6. Describe the process of designing group and individualized motivation
7. Describe the data based decision based instructional as it applies to student motivation

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

**Delivery Methods:** A, B, C, D, F, G  
**Implementation Methods:** M, N, O, P, Q, R, S  
**Evaluation Methods:** A, B, C, D, E, F (Student)  
A, B, C, D, Z (Staff)  
**FEAP:** B1  
**FPLS:** S8



## STUDENT AND INSTRUCTIONAL SUPPORT: STUDENT RECORDS

**Component Identifier Number:** 8-422-001

**Maximum Inservice Points:** 120

### **General Objective:**

To enable instructional and support services personnel to increase knowledge and skills in identifying the purpose and essential components of effective student and school record development and maintenance; identifying data collection methods; confidentiality issues involved with record keeping and sharing; state and federal regulations that must be followed; and the use and interpretation of student data contained in student records.

### **Specific Objectives:**

Upon completion of this component, participants:

1. Demonstrate knowledge of the state and federal rules involved in the process of building and maintaining student records.
2. Identify data that should be part of a student record and the proper procedures for gathering that data
3. Demonstrate knowledge of legal issues in the proper use of student record information.
4. Identify sources of information collected in student records.
5. Identify the proper process for storage of student records.
6. Identify how the data collected in student records could be used to aid in the educational process.
7. Demonstrate knowledge of proper methods of record transfer and sharing.
8. Identify the different types of student information included in student records.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

**Delivery Methods:** A, B, C, D, F, G  
**Implementation Methods:** M, N, O, P, Q, R, S  
**Evaluation Methods:** A, B, C, D, E, F (Student)  
A, B, C, D, Z (Staff)  
**FEAP:** B1  
**FPLS:** S8

## **SUBJECT CONTENT: ADULT EDUCATION**

**Component Identifier Number: 1-301-001**

**Maximum Inservice Points: 120**

### **General Objective(s):**

To provide participants with opportunities to obtain or advance knowledge, and competencies to enhance the quality of adult education and adult preparatory programs in Florida by enabling persons to earn a high school diploma and/or improve basic academic skills.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Identify the characteristics of an adult learner.
2. Recognize the teaching and learning styles that are effective with adult learners.
3. Develop lesson plans that incorporate higher-order thinking and problem-solving skills appropriate to adult learners.
4. Practice using real-life materials and creative simulations to make the learning relevant to participants' prior experiences and background knowledge.
5. Integrate technology into the classroom.
6. Increase content and context knowledge in selected areas in order to create a curriculum that meets the specific needs of each adult learner enrolled in one or more of the following programs:
  - Adult Basic Education (ABE)
  - Adult ESOL or Adult ESL
  - Adult general education
  - Adult high school credit program
  - Basic literacy; beginning literacy
  - Family literacy; functional literacy
  - Continuing workforce education
  - GED preparation
  - Non-credit/lifelong learning courses of an educational nature

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

**Delivery Methods:** A, B, C, D, F, G  
**Implementation Methods:** M, N, O, P, Q, R, S  
**Evaluation Methods:** A, B, C, D, E, F (Student)  
A, B, C, D, Z (Staff)  
**FEAP:** A1, A2, A3, B1  
**FPLS:** S3

**1. IDENTIFICATION:**

**TITLE: Subject: English/Language Arts**

**COMPONENT NUMBER: 1-008-001/1-105-006(ESE)**

**Function: 1**

**Focus Area: 008 or 105**

**Local Sequence Number(s): 001 / 006 (ESE)**

**POINTS TO BE EARNED: 120 Maximum**

**2. DESCRIPTION:** This component will provide teachers with a structured professional learning process coupled with collegially-supported implementation experiences. Purposes are to deepen teachers' subject content knowledge of the *Language Arts Florida Standards (LAFS)* and pedagogical content knowledge regarding the selection and use of high effect size instructional strategies to provide standards-based instruction to assigned students, based on Florida's state-adopted academic standards for the course(s) taught.

**3. LINK(s) TO PRIORITY INITIATIVES:** identify the alignment of the targeted professional learning with key district Priorities (select all that apply)

- Academic content standards for student achievement
- Assessment and tracking student progress
- Collegial learning practices
- Continuous Improvement practices
- Digital Learning/Technology Infusion
- Evaluation system indicators/rubrics/components
- Instructional design and lesson planning
- Instructional leadership (as per FPLS standards)
- Learning environment (as per FEAPS standards)
- Mastery of a specific instructional practice
- Mastery of a specific leadership practice
- Multi-tiered System of Supports (MTSS)
- Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- Non-Classroom Instructional staff proficiencies supporting student success
- Organizational leadership proficiencies (as per FPLS)
- Professional and ethical behavior
- Regulatory or compliance requirements



Other: Parent communication to increase involvement

**4. FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT:** Florida Protocol Standards supported by this component:

	Educator	School	District
Planning	<input type="checkbox"/>	<input checked="" type="checkbox"/> 2.1.1, 2.2.1	
Learning	<input checked="" type="checkbox"/> 1.2.1,1.2.2,1.2.3,1.2.4,1.2.5	<input checked="" type="checkbox"/> 2.2.2, 2.2.3, 2.2.4	
Implementing	<input checked="" type="checkbox"/> 1.3.1,1.3.2,1.3.3	<input checked="" type="checkbox"/> 2.3.1, 2.3.2, 2.3.3	<input checked="" type="checkbox"/> 3.2.2
Evaluating	<input checked="" type="checkbox"/> 1.4.2,1.4.3,1.4.5		

: Check here if not significantly related to any Protocol Standard

**5. IMPACT AREA(S):**

- Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted
- Repetitive practice leading to changes in proficiency of educator or leader on the job
- Tracking improvements in student learning growth supported by the professional learning

**6. SPECIFIC LEARNER OUTCOMES:** Professional educators will:

1. Learning Culture Supports: Identify peer or mentor educators, instructional coach, or administrator who will provide constructive feedback on implementation efforts and agree upon the times, methods, and supports that these colleagues will provide during the professional learning cycle.
2. Standards-based Instruction: Select grade level-specific *Language Arts Florida Standards (LAFS)* from Florida’s course description of the course or courses being taught, as the target of professional study and complete these activities:
  - a. Based on reviews of available student assessment data and discussions with teachers in grades below and above, identify the *LAFS* that are most challenging to students.
  - b. Select one or more of these standards for deeper study and discuss the aspects of the standard(s) that are most important for student mastery with mentor colleagues, instructional coach, or content experts.
  - c. Determine if there are test item specifications related to the selected standard. If so, locate and review the Florida Department of Education’s Test Item Specifications to analyze what aspects of the standard(s) are assessed on state assessments and how they are assessed.
  - d. Confer with support colleagues and seek resources and/or opportunities to gain a deeper understanding of the targeted content.

3. Research-Based Instructional Processes: Review contemporary research on high effect size instructional strategies and select one or more high effect size instructional strategies as the target(s) of the professional study and:
  - a. Identify, review and discuss with a supervisor or instructional coach, a variety of high effect size strategies that may be useful with the standard(s) selected, the targeted students, and that may be linked to indicators in the district's performance evaluation system.
  - b. Select a specific high effect size strategy for study and implementation and learn how and when to implement the strategy to meet the needs of all students.
  - c. Develop lesson plan(s), with clearly stated learning goals, based on the selected *LAFS*. Incorporate the high effect size instructional strategy(ies), selected for study, and a plan to assess student learning. Review the plan with support colleagues and explain the rationale for the plan with attention to students' learning needs and a multi-tiered system of supports.
  - d. Implement the lesson plan(s), assess and track progress on learning goals with selected students, discuss with support colleagues the observed impact on students, and what, if any improvements might be attempted during subsequent implementations.

## **7. LEARNING PROCEDURES (Methods):**

### **Learning Methods Database Code: I**

Participants will be engaged in one or more of the following types of professional learning activities:

#### **WHAT**

Participants will learn and become proficient in 1) identifying crucial aspects of the most challenging, course-related, *LAFS*; 2) determining the high effect size instructional strategy(ies) most useful with the selected standard(s) and targeted students; and 3) implementing the selected high effect size strategy with the selected standard(s) and targeted students. Participants will review professional literature and other resources related to high effect size strategies and content standards. Modeling may occur and participants will have opportunities to practice using the strategy(ies) individually and/or collaboratively. Constructive feedback will be provided by the facilitator/presenter or via peer-to-peer format and expert coaching and/or mentoring may occur.

#### **HOW**

Component delivery will employ a variety of learning designs including face-to-face, blended, or online and occur in a workshop, learning community/lesson study group, or as an individual study with collegial support.

### **KEY ISSUES to be Included in Participant Implementation Agreements**

Participants will agree to:

1. Participate and engage in structured and/or independent learning opportunities.
2. Meet deadlines for completing implementation and follow-up activities which may require educators to:

- a. Complete required professional learning design survey.
- b. Plan and/or discuss implementation with support colleagues.
- c. Complete appropriate assignments, such as lesson plans.
- d. Collect and analyze student impact data.
- e. Report and discuss results of student impact data with support colleagues and other appropriate individuals.
- f. Reflect on results and use results to inform decisions about instructional practices.

## **8. IMPLEMENTATION/MONITORING PROCEDURES:**

### **Implementation/Monitoring Data Base Code: P**

#### **Implementation Support:**

Ongoing support and constructive feedback regarding implementation will be provided through interactions among the educator and pre-determined peer and/or mentor educators or in a formalized coaching process. The process will be contingent on the needs of the participant and may include modeling, practicing, observing a peer directly, reflecting orally, conferencing with actionable feedback, and repeating the cycle, if necessary. Web-based resources that provide exemplars will be available for support.

## **9. IMPACT EVALUATION PROCEDURES:**

### **Impact Area: Impact of repetitive practice leading to changes in proficiency of educator or leader on the job.**

#### **Evaluation Methods for Staff Database Code: A**

Changes in classroom practices will be observed through the district's instructional evaluation system indicators and/or domains and/or deliberate practice or IPDP growth targets. Student progress measures will also be examined. Evidence used to document classroom implementation of professional learning may be observation checklists that are aligned with the teacher evaluation system, anecdotal records, self-reflection, peer or mentor educator communication, professional learning community documentation, and/or teacher-provided artifacts such as lesson plans, samples of student work, and assessments.

### **Impact Area: Tracking improvements in student learning growth supported by the professional learning.**

#### **Evaluation Methods for Students Database Code B:**

Results of school/teacher-constructed student growth measure(s) that track student progress.

#### **Who will use the evaluation impact data gathered?**

Teachers, support colleagues, instructional coaches, site-based administrators, and district instructional staff

Individual teachers will use impact data to determine the impact of strategy implementation on students' mastery of targeted *LAFS* and to inform decisions regarding instructional practice.

Site-based administrators, instructional coaches and district instructional staff will use impact data to determine how strategy implementation affects students' mastery of targeted *LAFS* and to inform decisions regarding teacher professional learning needs.

**10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

Describe what will be done with the data obtained through the evaluation processes.

Teachers will analyze student impact data, document results, and review results with support colleagues, instructional coach, and/or site-based administrator or other designated individual. The focus will be on the impact of implementation of the high effect size strategies for standards-based instruction to assigned students based on the *LAFS* for the course(s) taught.

**What other forms of evaluation data will be gathered?**

- a. Online "Professional Learning Design" Survey
- b. Results of state or district-developed/standardized student growth measure(s), portfolios of student work, observation of student performance, or other performance assessment(s) that reveal impact on students' mastery of standards-based learning goals and objectives.
- c. Data may be used by teachers, peer groups, site-based administrators, district instructional staff and/or PAEC personnel.

Records of professional learning feedback and completion will be maintained in the electronic Professional Development Connections (ePDC) at the Panhandle Area Educational Consortium.

Department: Professional Development Center

Name(s) of Component Author(s): Panhandle Area Educational Professional Development Council



## **SUBJECT CONTENT: FINE ARTS**

**Component Identifier Number:** 1-000-001 or 1-105-008 (ESE)

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively teach the appropriate fine arts content standards.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students to approach and interrelate topics from a variety of perspectives, interests, and point of view.
3. Use the references, materials and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
4. Maintain currency in regard to changes in the subject field.
5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.
6. Develop lesson plans based on Florida Next Generation Sunshine State Standards, student performance standards and student needs, abilities and interests.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A3
<b>FPLS:</b>	S4, S5

## **SUBJECT CONTENT: HEALTH AND SAFETY**

**Component Identifier Number:** 1-005-001 or 1-105-003 (ESE)

**Maximum Inservice Points:** 120

### **General Objective(s):**

To provide teachers and staff with the content knowledge necessary to effectively teach health education content.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities in this component, participants:

1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students to approach and inter-relate topics from a variety of perspectives, interests, and points of view.
3. Use the references, materials and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
4. Maintain currency in regard to changes in the subject field.
5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.
6. Develop lesson plans based on the curriculum frameworks, student performance standards, and student needs, abilities and interests.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A1, A3
<b>FPLS:</b>	S4, S5, S8

## SUBJECT CONTENT: MATHEMATICS

**Component Identifier Number:** 1-009-001 or 1-105-002 (ESE)

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively implement the Next Generation Sunshine State Standards and/or Common Core Math Standards into mathematics content.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students' to approach and to inter-relate topics from a variety of perspectives, interests, and points of view.
3. Use the references, materials and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
4. Maintain currency in regard to changes in the subject field.
5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.
6. Develop lesson plans based on Florida Next Generation Sunshine State Standards, student performance standards and student needs, abilities and interests.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A1, A3
<b>FPLS:</b>	S3, S4

## SUBJECT CONTENT: MEDIA CONTENT

**Component Identifier Number:** 1-407-001

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively access rich media materials in a variety of formats.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate assistance to students in developing habits of independent reference work and accessing references through technology.
2. Demonstrate ability to organize library material, equipment and facilities.
3. Maintain a process for sorting, weeding and purchasing up to date collections.
4. Communicate accurate knowledge of books and authors in the collection and assist students with reading selections.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	B1
<b>FPLS:</b>	S4, S5



## SUBJECT CONTENT: OTHER CONTENT AREAS

**Component Identifier Number:** 1-007-001 or 1-105-009 (ESE)

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively integrate curriculum into the Next Generation Sunshine State Standards.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students to approach and inter-relate topics from a variety of perspectives, interests, and point of view.
3. Use the references, materials and technologies of the subject filed in a manner appropriate to the developmental stage of the learner.
4. Maintain currency in regard to changes in the subject field.
5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.
6. Develop lesson plans based on Florida Next Generation Sunshine State Standards, student performance standards and student needs, abilities and interests.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. Each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A1, A3
<b>FPLS:</b>	S4

## SUBJECT CONTENT: PHYSICAL EDUCATION

**Component Identifier Number:** 1-011-001 or 1-105-010 (ESE)

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively implement the Next Generation Sunshine State Standards into physical education content.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Understand and communicate the knowledge that physical activity promotes health and that students must be given opportunities to gain the knowledge and skills needed to adopt active lifestyles.
2. Demonstrate knowledge of the National Standards for Physical Education.
3. Understand and demonstrate understanding and respect for differences among people in physical activity settings.
4. Develop lesson plans based on Florida Next Generation Sunshine State Standards, student performance standards and student needs, abilities and interests.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A1, A3
<b>FPLS:</b>	S4, S5

## **SUBJECT CONTENT: READING**

**Component Identifier Number:** 1-013-001 or 1-105-011 (ESE)

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively implement the Next Generation Sunshine State Standards and Common Core Standards into reading content.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students to approach and inter-relate topics from a variety of perspectives, interests, and points of view.
3. Use the references, materials and technologies of the subject field to a manner appropriate to the developmental stage of the learner.
4. Maintain currency in regard to changes in the subject field.
5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.
6. Develop lesson plans based on Florida Next Generation Sunshine State Standards, student performance standards and student needs, abilities and interests.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A1, A3
<b>FPLS:</b>	S4, S5

## **SUBJECT CONTENT: SCIENCE**

**Component Identifier Number:** 1-015-001 or 1-105-004 (ESE)

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively implement the Next Generation Sunshine State Standards into Science Content.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students to approach and to inter-relate topics from a variety of perspectives, interests, and points of view.
3. Use the references, materials and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
4. Maintain currency in regard to changes in the subject field.
5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.
6. Develop lesson plans based on Florida Next Generation Sunshine State Standards, student performance standards and student needs, abilities and interests.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A1, A3
<b>FPLS:</b>	S4, S5



## **SUBJECT CONTENT: SOCIAL STUDIES**

**Component Identifier Number:** 1-016-001 or 1-105-013 (ESE)

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively implement the Next Generation Sunshine State Standards into Social Studies content.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students to approach and to inter-relate topics from a variety of perspectives, interests, and points of view.
3. Use the references, materials and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
4. Maintain currency in regard to changes in the subject field.
5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.
6. Develop lesson plans based on Florida Next Generation Sunshine State Standards, student performance standards and student needs, abilities and interests.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A1, A3
<b>FPLS:</b>	S4, S5

## **SUBJECT CONTENT: FOREIGN (WORLD) LANGUAGE**

**Component Identifier Number:** 1-004-001

**Maximum Inservice Points:** 120

### **General Objective(s):**

To provide Foreign Language teachers with the content knowledge necessary to effectively teach foreign language content

### **Specific Objective(s):**

Upon completion of one or more professional learning activities in this component, participants:

1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students to approach and inter-relate topics from a variety of perspectives, interests, and points of view.
3. Use the references, materials and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
4. Maintain currency in regard to changes in the subject field.
5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.
6. Develop lesson plans based on the curriculum frameworks, student performance standards, and student needs, abilities and interests.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A1, A3
<b>FPLS:</b>	S4, S5

## **SUBSTANCE ABUSE PREVENTION**

**Component Identifier Number:** 6-403-001

**Maximum Inservice Points:** 120

**General Objective(s):**

Participants will become familiar with signs and symptoms of substance abuse and the strategies and approach that can be used for prevention.

**Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Acquire knowledge of the signs and symptoms associated with the identification of suspected substance abuse in school age children.
2. Acquire knowledge of the skills and strategies for educating students about the dangers of substance abuse.
3. Demonstrate skills and strategies for educating students about the dangers of substance abuse in school age children.

**Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A1
<b>FPLS:</b>	S8

## **SUBSTITUTE TEACHER**

**Component Identifier Number:** 8-506-002

**Maximum Inservice Points:** 120

### **General Objective(s):**

Substitute teachers will acquire the knowledge, skills, and attitudes necessary for effectively carrying out their job responsibilities.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate knowledge of school system's philosophy and goals, and the regulations concerning substitute teachers.
2. Demonstrate effective classroom management techniques.
3. Prepare and/or carry out lesson plans.
4. Perform appropriate school procedures, i.e., attendance, schedules, and emergencies.
5. Demonstrate effective teaching/learning and instructional management practices.
6. Demonstrate skills related to interpersonal and instructional age appropriate behaviors for students and adults.
7. Demonstrate knowledge, skills, and behaviors that characterize a disposition of support for the efforts of the schools and district.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAPS:</b>	B1
<b>FPLS:</b>	S8



## TEACHER EVALUATION TRAINING

**Component Identifier Number:** 7-507-003

**Maximum Inservice Points:** 60

### **General Objective(s):**

The purpose of this component is to provide teachers an overview of the LEA's evaluation model and an in-depth description of how the model and procedures are implemented. Upon completion, participants will be able to describe all components of the LEA's evaluation model and how the system and procedures will impact teacher evaluation.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Identify and describe the LEA's Evaluation Model, its components and procedures.
2. Discuss the cause and effect relationship between instruction and student academic growth as it relates to affecting the results of the LEA's evaluation model.
3. List and describe the evaluation model components and how the results, including teacher observations and student learning, are analyzed.
4. Describe, in detail, available supports to enhance individual's inquiry process to support teacher growth during the evaluation period.
5. Using the evaluation model's framework, identify long and short-term instructional goals to enhance student-learning concurrent with professional growth.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

**Delivery Methods:** A, B, C, D, I

**Follow-up Methods:** M, N, O, P, Q, R, S

**Evaluation Methods:** A, C, D, E, F (Student)

A, B, C, D, Z (Staff)

**FEAP:** B1

**FPLS:** S4, S7

## TECHNOLOGY APPLICATIONS STRATEGIES

**Component Identifier Number:** 3-003-001

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the knowledge and skills needed to increase productivity, maintain appropriate records and stay abreast of emerging technologies.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate introductory knowledge, skills, and understanding of concepts related to technology.
2. Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.
3. Use technology resources to engage in ongoing professional learning and lifelong learning.
4. Apply technology to increase productivity.
5. Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.
6. Use a wide variety of instructional technologies including hardware and software such as CD-ROM, interactive video, digital cameras, scanners, electronic libraries and web-based resources.
7. Continually review and evaluate educational software to determine its appropriateness for instruction and management and share findings with others.
8. Teach students to use available computers and other forms of technology at the skill level appropriate to enable success and maintain interest.
9. Use appropriate technology to construct teacher materials, e.g. construct assessment exercises, prepares programmed instruction, uses work processing, produces graphic materials, etc.
10. Recognize the importance of family and family structure to the individual learner and uses knowledge of the student's family situation to support individual learning.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

**Delivery Methods:** A, B, C, D, F, G  
**Implementation Methods:** M, N, O, P, Q, R, S  
**Evaluation Methods:** A, B, C, D, E, F (Student)  
A, B, C, D, Z (Staff)  
**FEAP:** A1, A3, B1  
**FPLS:** S8

**1. IDENTIFICATION:**

**TITLE:** Technology for Educational Leaders

**COMPONENT NUMBER:** 7-507-005 –005

**Function:** 7

**Focus Area:** 507

**Local Sequence Number(s):** 001 or 002, respectively

**POINTS TO BE EARNED: 120 Maximum**

**2. DESCRIPTION:** Educational leaders will gain skills required to model and implement *International Society for Technology in Education Standards- Administrators* as they enrich their professional practice, lead the vision for technology integration throughout the school or district, identify quality digital learning processes in classrooms, use technology to access and analyze student and faculty data for the purpose of instructional planning and improvement at the school or district level, and serve as positive models for students, colleagues, and the community.

**3. LINK(s) TO PRIORITY INITIATIVES:** identify the alignment of the targeted professional learning with key district Priorities (select all that apply)

- Academic content standards for student achievement
- Assessment and tracking student progress
- Collegial learning practices
- Continuous Improvement practices
- Digital Learning/Technology Infusion
- Evaluation system indicators/rubrics/components
- Instructional design and lesson planning
- Instructional leadership (as per FPLS standards)
- Learning environment (as per FEAPS standards)
- Mastery of a specific instructional practice:
- Mastery of a specific leadership practice: Engages in data analysis for instructional planning and improvement.
- Multi-tiered System of Supports (MTSS)
- Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- Non-Classroom Instructional staff proficiencies supporting student success
- Organizational leadership proficiencies (as per FPLS)
- Professional and ethical behavior



Regulatory or compliance requirements

Other: Parent communication to increase involvement

**4. FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT:**

	<u>Educator</u>	<u>School</u>	<u>District</u>
Planning	<input checked="" type="checkbox"/> 1.1.3	<input checked="" type="checkbox"/> 2.1.1	<input checked="" type="checkbox"/> 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6
Learning	<input checked="" type="checkbox"/> 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6	<input checked="" type="checkbox"/> 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5	<input checked="" type="checkbox"/> 3.2.1, 3.2.4, 3.2.5 —
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.2, 1.3.3	<input checked="" type="checkbox"/> 2.3.1	<input checked="" type="checkbox"/> 2.3.3, 3.3.1, 3.3.2, 3.3.3
Evaluating	<input checked="" type="checkbox"/> 1.4.2, 1.4.3, 1.4.4	<input checked="" type="checkbox"/> 2.4.1, 2.4.2, 2.4.4, 2.4.5	<input checked="" type="checkbox"/> 3.4.3, 3.4.4, 3.4.5

**5. IMPACT AREA(S):**

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted

Repetitive practice leading to changes in proficiency of educator or leader on the job

Tracking improvements in student learning growth supported by the professional learning

**6. SPECIFIC LEARNER OUTCOMES:** Educational leaders will:

1. Use appropriate survey(s) or other tools, such as those in the TIM system (TIM, TUPS, TIM-O, ARTI, TIM Administrative Center) to determine the level of technology use in teaching and/or among leaders, levels of experience in using a variety of digital tools and resources, and to identify professional development needs of educators and or leaders, regarding use of technology.
2. Learn to recognize quality digital learning processes in classrooms that support research-evidenced high impact strategies, are based on Florida’s content and technology standards and provide learning experiences that meet the needs of all students.
3. Learn how digital tools may be used to implement the principles of Universal Design for Learning (UDL) throughout the design of MTSS, so that all students may have equal opportunities to learn, and to identify quality implementation of these principles in classrooms.
  - a. Learn to use digital tools and resources for curriculum planning: to access information about course benchmarks; create instructional materials; provide individualized instruction; support the assessment cycle; and/or map curricula by grade level and content.

4. Become familiar with state guidelines as they apply to technology integration at the school and/or district level and learn how to access the most current information.
5. Learn and practice using digital tools and resources for individual or collaborative professional learning.
6. Use digital tools and resources to gather feedback and/or access and analyze student and educator data for the purpose of instructional planning and planning for improvement/growth at all levels (SIP, IPDP, and DP).
7. Use a variety of digital tools and formats to communicate information and ideas or to collaborate with other leaders, faculty and staff, parents, students, community partners and other stakeholders to enhance involvement and support educator and student success.
8. Learn, practice, demonstrate and promote exemplary digital citizenship and responsibility.

## **7. LEARNING PROCEDURES (Methods):**

### **Learning Methods Database Code: I**

Participants will be engaged in one or more of the following types of professional learning activities:

#### **WHAT**

Participants will learn and become proficient in applying technology solutions, skills, and/or strategies to: a) support leadership functions; b) for instruction, assessment, and communication; c) and to recognize high-quality digital integration into instruction. Modeling will occur and participants will have opportunities to discuss and practice using the tools, applications, and/or technology-infused strategies individually and/or collaboratively. Feedback will be provided by the facilitator/presenter or via peer-to-peer format and expert coaching and/or mentoring may occur.

#### **HOW:**

Component delivery will employ a variety of learning designs including face-to-face, blended, or online and occur in a workshop, learning community, or individually.

### **KEY ISSUES to be included in Participant Implementation Agreements**

Participants will agree to:

1. Participate and engage in structured learning opportunities.
2. Meet deadlines for completing implementation and follow-up activities which may require leaders to:
  - a. Complete appropriate assignments that may include surveys and/or plans.
  - b. Complete required professional learning design survey.
  - c. Collect and analyze impact data.
  - d. Report and discuss results of impact data with appropriate individuals.
  - e. Reflect on results and use results to inform decisions about professional leadership practices and to guide development of plans for educator, student, school, or district-level progress.

## **8. IMPLEMENTATION/MONITORING PROCEDURES:**

### **Implementation/Monitoring Data Base Code: P**

#### **Implementation Support:**

Ongoing support will be provided through mentoring that may include school or district technology support personnel, knowledgeable peers, or via collegial learning structure, such as professional learning community. This process will be contingent on the needs of the participant and may include modeling, practicing, observing skill demonstration, conferencing, reflecting orally, reviewing and revising, and repeating the cycle, if necessary. Web-based resources that provide exemplars will be available for use.

#### **Monitoring Procedures:**

Leaders will be required to development and submit a product such as a school or district level action/technology plan, video exemplar, examples of digital-based communication, report, data summary, case study, classroom walkthrough data and/or feedback, or written reflections on the implementation process.

## **9. IMPACT EVALUATION PROCEDURES:**

**Impact Area: Changes in instructional leadership or faculty development practices (observed or measured impact on leader proficiency, faculty or students).**

### **Evaluation Methods for Staff Database Code: B**

Changes in the leader's practices will be observed through the district's evaluation system indicators and/or domains and/or deliberate practice of learning plan growth targets. Faculty and student measures may also be examined. Evidence used to document implementation of professional learning may be observation checklists that are aligned with the school or district leader evaluation system, anecdotal records, self-reflection, professional learning community documentation, artifacts, reports, planning documents, communication records, and/or climate surveys. Each will be used, as appropriate, to evaluate changes in proficiency of the leader.

**Impact Area: Tracking improvements in student learning growth supported by the professional learning.**

### **Evaluation Methods for Students Database Code: F**

Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth.

#### **Who will use the evaluation impact data gathered?**

Site-Based Administrators, District Technology Coordinators, School Improvement Teams, and District Leadership Development Director

## **10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

**Describe what will be done with the data obtained through the evaluation processes.**

Leaders will analyze faculty, staff, and/or impact data, document results, and review results, with the

appropriate individual. The focus will be on the impact of implementation of the professional learning. Specific points that will be addressed are:

1. Extent to which use of technology solutions impacted faculty development, teacher instructional practices, student learning, engagement, and school and/or classroom environment.
2. The leader's proficiency using the tools, skills, and/or strategies that were targeted by the component and whether or not additional mentoring, or other forms of support may be needed.

**What other forms of evaluation data will be gathered?**

- a. Online "Professional Learning Design" Survey
- b. Data demonstrating improved/increased communication among leaders, school faculty and staff, district leaders. Evaluative data may be survey data, logs, artifacts, or self-reported data from participants.
- c. Data demonstrating effective planning and/or use of digital tools and/or resources.
- d. Data may be used by site-based administrators, district technology coordinators, other district leaders and/or PAEC personnel.

Records of professional learning feedback and completion will be maintained in the *electronic Professional Development Connections* (ePDC) at the Panhandle Area Educational Consortium.

Department: Panhandle Area Educational Consortium Professional Development Center

Name(s) of Component Author(s): Panhandle Area Educational Consortium Professional Development Center



**1. IDENTIFICATION:**

**TITLE:** Technology in the Classroom/Digital Curriculum

**COMPONENT NUMBER:** 3-408-001 or 3-100-002 (ESE)

**Function:** 3

**Focus Area:** 408 or 100

**Local Sequence Number(s):** 001 or 002, respectively

**POINTS TO BE EARNED: 120 Maximum**

**2. DESCRIPTION:** Participants will gain skills required to model and implement *International Society for Technology in Education Standards- Students* as they design, implement, and assess learning experiences which will engage students, support Florida Standards-based instruction, and improve students' learning outcomes. Participants will also refer to and apply *International Society for Technology in Education Standards - Educators* as they enrich their professional practice and serve as positive models for students, colleagues, and the community.

**3. LINK(s) TO PRIORITY INITIATIVES:** identify the alignment of the targeted professional learning with key district Priorities (select all that apply)

- Academic content standards for student achievement
- Assessment and tracking student progress
- Collegial learning practices
- Continuous Improvement practices
- Digital Learning/Technology Infusion
- Evaluation system indicators/rubrics/components
- Instructional design and lesson planning
- Instructional leadership (as per FPLS standards)
- Learning environment (as per FEAPS standards)
- Mastery of a specific instructional practice: Use digital tools to provide students' opportunities to synthesize, analyze, and summarize information.
- Mastery of a specific leadership practice:
- Multi-tiered System of Supports (MTSS)
- Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- Non-Classroom Instructional staff proficiencies supporting student success
- Organizational leadership proficiencies (as per FPLS)
- Professional and ethical behavior

Regulatory or compliance requirements

Other: Parent communication to increase involvement

**4. FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT:** Florida Protocol Standards supported by this component:

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.3	<input checked="" type="checkbox"/> 2.1.1	
Learning	<input checked="" type="checkbox"/> 1.2.1,1.2.2,1.2.3,1.2.4,1.2.5,1.2.6		
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.2, 1.3.3		
Evaluating	<input checked="" type="checkbox"/> 1.4.1, 1.4.2, 1.4.3, 1.4.4,		

**5. IMPACT AREA(S):**

- Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted
- Repetitive practice leading to changes in proficiency of educator or leader on the job
- Tracking improvements in student learning growth supported by the professional learning

**6. SPECIFIC LEARNER OUTCOMES:** Professional educators will:

1. Use an appropriate survey(s), to determine how technology is used in teaching, levels of experience in using a variety of digital tools and resources, and to identify professional development needs of educators, regarding use of technology.
2. Integrate academic and pedagogical content knowledge with use of technology to provide learning experiences based on Florida's content and technology standards.
3. Learn about and practice using a wide variety of digital tools and resources and from them, select the most appropriate resources to enhance specific, Florida Standards-based lessons and to provide customized, individualized learning experiences based on students' interests and/or learning needs.
4. Use digital tools and resources to engage students in real-world learning experiences associated with specific subject matter/content standards.
5. Create opportunities for students to use digital tools to access, analyze, synthesize, and summarize information aligned to subject content standards.
6. Use technology to develop and deliver Florida Standards-aligned formative and summative assessments and use results to inform teaching and learning.
7. Learn about and use digital tools to implement the principles of Universal Design for Learning (UDL) in order to remove barriers so that all students may have equal opportunities to learn.
8. Use digital resources to produce products to demonstrate Florida Standards-aligned content learning in multiple fashions.

9. Learn and practice using digital tools and resources for individual or collaborative professional learning.
10. Use a variety of digital tools and formats to communicate information and ideas or to collaborate with school leaders, peers, parents, students and other stakeholders to enhance involvement and support student success.
11. Learn, practice and promote exemplary digital citizenship and responsibility.

## **7. LEARNING PROCEDURES (Methods):**

### **Learning Methods Database Code: I**

Participants will be engaged in one or more of the following types of professional learning activities:

#### **WHAT**

Participants will learn and become proficient in applying technology solutions, skills, and/or strategies to support classroom instruction, assessment, and communication. Modeling will occur and participants will have opportunities to discuss and practice using the tools, applications, and/or technology-infused strategies individually and/or collaboratively. Feedback will be provided by the facilitator/presenter or via peer-to-peer format and expert coaching and/or mentoring may occur.

#### **HOW**

Component delivery will employ a variety of learning designs including face-to-face, blended, or online and occur in a workshop, learning community/lesson study group, or individually.

### **KEY ISSUES to be included in Participant Implementation Agreements**

Participants will agree to:

1. Participate and engage in structured learning opportunities.
2. Meet deadlines for completing implementation and follow-up activities which may require educators to:
  - a. Complete appropriate assignments.
  - b. Complete required professional learning design survey.
  - c. Collect and analyze impact data (teacher and/or student).
  - d. Report and discuss results of impact data (teacher or student) with appropriate individuals.
  - e. Reflect on results and use results to inform decisions about professional practice.

## **8. IMPLEMENTATION/MONITORING PROCEDURES:**

### **Implementation/Monitoring Data Base Code: P**

#### **Implementation Support:**

Ongoing support will be provided through structured coaching/mentoring or less formal mentoring, involving school or district technology support personnel, knowledgeable peers, or collegial learning structure such as professional learning community or lesson study group. This process will be contingent on the needs of the participant and may include modeling, practicing, directly observing skill demonstration, conferencing, reflecting orally, and repeating the cycle, if necessary. Web-based

resources that provide exemplars will be available for use.

**Monitoring Procedures:**

Educators will be required to development and submit a product such as a lesson plan, student assessment, rubric, video exemplar, case study, or written reflections on lessons learned. Educators may also be observed demonstrating classroom implementation of the product and supporting materials, such as student artifacts, may be requested.

**9. IMPACT EVALUATION PROCEDURES:**

**Impact Area: Impact of repetitive practice leading to changes in proficiency of educator or leader on the job.**

**Evaluation Methods for Staff Database Code: A**

Changes in classroom practices will be observed through the district’s instructional evaluation system indicators and/or domains and/or deliberate practice of professional learning plan growth targets. Student progress measures will also be examined. Evidence used to document classroom implementation of professional learning may be observation checklists that are aligned with the teacher evaluation system, anecdotal records, self-reflection, professional learning community documentation, teacher-produced artifacts, communication records, and/or climate surveys. Each will be used as appropriate to evaluate changes in proficiency of the educator.

**Impact Area: Tracking improvements in student learning growth supported by the professional learning.**

**Evaluation Methods for Students Database Code: F**

Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth

**Who will use the evaluation impact data gathered?**

Teachers, Site-Based Administrators, School and District Technology Coordinators, School Improvement Teams, and District Instructional Staff

**10. PROCEDURES FOR USE OF THE COMPONENT’S EVALUATION FINDINGS:**

**Describe what will be done with the data obtained through the evaluation processes.**

Teachers will analyze student impact data, document results, and review results, with the site-based administrator or other designated individual. The focus will be on the impact of implementation of the professional learning. Specific points that will be addressed are:

1. Extent to which use of technology solutions impacted student learning, engagement, and/or classroom environment.
2. The educator’s proficiency using the tools, skills, and/or strategies that were targeted by the component and whether or not additional coaching, mentoring, or other forms of support may be needed.



**What other forms of evaluation data will be gathered?**

- a. Online “Professional Learning Design” Survey
- b. Data demonstrating improved/increased communication among educators, educators and parents, educators and students, and/or among students. Evaluative data may be survey data, logs, artifacts, or self-reported data from participants.
- c. Data may be used by teachers, site-based administrators, school and district technology coordinators, district instructional staff and/or PAEC personnel.

Records of professional learning feedback and completion will be maintained in the *electronic Professional Development Connections* (ePDC) at the Panhandle Area Educational Consortium.

Department: Professional Development Center

Name(s) of Component Author(s): Panhandle Area Educational Consortium Professional Development Council

## VISUALLY IMPAIRED

**Component Identifier Number:** 1-105-012 (ESE)

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the opportunity to develop and/or update knowledge and skills necessary to effectively instruct blind/low vision students.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. List and describe common etiologies/syndromes associated with visual impairments.
2. Demonstrate increased knowledge of Braille contractions, rules, formats, and tactile graphics in reading and writing Braille.
3. Interpret the results of a functional vision evaluation and list instructional implications based on these results.
4. Demonstrate skill in the appropriate use and care of low vision aids and equipment.
5. Demonstrate skills in the appropriate use of assistive and adaptive technology for impaired students.
6. Identify and demonstrate basic orientation and mobility skills for visually impaired students.
7. Identify and demonstrate research-based techniques/strategies for teaching visually impaired students.
8. Identify and demonstrate research-based materials/programs for teaching visually impaired students.
9. Compare and contrast regulations of the Individuals with Disabilities Education Act (IDEA), the Americans with Disabilities Act (ADC), and Section 504 as they relate to visually impaired students.
10. Describe aspects of blind culture and etiquette to utilize when working or socializing with the visually impaired.
11. Foster student responsibility, appropriate social behavior, integrity, valuing of diversity, and honesty by role modeling and through learning activities.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

**Delivery Methods:** A, B, C, D, F, G  
**Implementation Methods:** M, N, O, P, Q, R, S  
**Evaluation Methods:** A, B, C, D, E, F (Student)  
A, B, C, D, Z (Staff)  
**FEAP:** A1, A2, A3  
**FPLS:** S5

**APPENDIX A:**  
**FLDOE INFORMATION DATABASE REQUIREMENTS**  
**MASTER INSERVICE COMPONENT REPORTING CODES**

**Position One: Function** – a one digit code which identifies the principal focus of the component as identified in F.S. 1012.98(4)(b)2: Analysis of student achievement data, ongoing formal and informal assessments of student achievement, identification and use of enhanced and differentiated instructional strategies that emphasize rigor, relevance, and reading in the content areas, enhancement of subject content expertise, integrated use of classroom technology that enhances teaching and learning, classroom management, parent involvement, and school safety.

For reporting purposes, the following codes are utilized:

1. Subject Content
2. Instructional Methodology
3. Technology
4. Assessment and Data Analysis
5. Classroom Management
6. School Safety/Safe Learning Environment
7. Management/Leadership/Planning
8. General Support

**Positions 2-4: Focus Area** – a three-digit code which identifies the principal subject area on which the component focuses.

For reporting purposes, the following codes are utilized:

- I. INSTRUCTION: Components which focus on activities which deal directly with the teaching of pupils or with pupil-teacher interaction.
  - A. Basic Programs: Basic programs include those instructional programs in grades PK-12 which are not part of the district or agency program in Exceptional Student Education, English Language Learners, Vocational Education or Adult/Community Education.

000 Art	010 Music
002 Career Education	011 Physical Education
003 Computer Science/Technology Education	012 Prekindergarten
004 Foreign Languages	013 Reading
005 Health/Nutrition	014 Safety/Driver Education
006 Humanities	015 Science
007 Integrated Curriculum	016 Social Studies
008 Language Arts	017 Writing
009 Mathematics	



- B. Exceptional Student Education Programs: Exceptional student education programs include programs for students with disabilities and students identified as gifted. Component activities are designed to increase the competencies of the participants in generating improved learning environments and improved student outcomes for exceptional students.

- 100 Instructional Strategies
- 101 Classroom Management
- 102 Assessment
- 103 Procedural/Legal Requirements
- 104 Working with Aides, Volunteers, Mentors
- 105 Curriculum

- C. Vocational Education Programs: Vocational education programs are those instruction programs which are provided in order to enable persons to develop and occupational proficiency or to expose them to the world of work.

- 200 Agribusiness and Natural Resource Education
- 201 Business Technology Education
- 202 Diversified Education
- 203 Family and Consumer Sciences
- 204 Health Science Education
- 205 Industrial Education
- 206 Marketing Education
- 207 Middle School Exploratory Vocational Wheel
- 208 Public Service Occupations Education
- 209 Technology Education
- 210 Vocational Education Instructional Support Services
- 211 Vocational/Technical Education, Unclassified

- D. Adult/Community Education Programs: Adult education programs include adult basic and high school programs for adult students, which provide instruction in the basic skills of reading, writing or arithmetic in grades 1-8 or which provide instruction at the high school level or which prepare the student to take the GED Tests. Adult education programs also include community service, noncredit courses of an educational nature.

- 300 Adult Basic Education (ABE)
- 301 Adult Education, Unclassified
- 302 Adult English for Speakers of Other Languages (ESOL)
- 303 Adult General Education for Adults with Disabilities
- 304 Citizenship
- 305 General Education – Promotion (Adult High School)
- 306 General Education Development (GED) Preparatory
- 307 Vocational Preparatory Instruction
- 308 Workspace Readiness Skills

## II. STUDENT AND INSTRUCTIONAL SUPPORT PROCESSES

- 400 Academic Interventions
- 401 Assessment/Student Appraisal
- 402 Attendance
- 403 Behavioral Interventions (e.g., crisis, abuse, social skills)
- 404 Classroom Management and Organization/Learning Environments
- 405 Dropout Retrieval
- 406 Human Relations/Communication Skills

- 407 Instructional Media Services
- 408 Instructional Strategies
- 409 Instructional Support Services, Unclassified
- 410 Laws, Rules, Policies, Procedures
- 411 Learning Styles, Student Differences
- 412 Multicultural Education
- 413 Parent involvement, Parent Support
- 414 Physical and Mental Health Issues
- 415 Problem-Solving Teams
- 416 Professional Standards and Ethics
- 417 Program Administration, Evaluation, Accountability
- 418 Scholarships, Financial Aid, Education Transitions
- 419 Section 504/Americans with Disabilities Act
- 420 Service Coordination, Collaboration, Integration
- 421 Student Motivation
- 422 Students Records
- 423 Supplemental Academic Instruction
- 424 Working With Volunteers, Aides and Mentors

### III. GENERAL SUPPORT

- 500 Board of Education
- 501 Central Services – Planning/Program Evaluation/Continuous Improvement
- 502 District-Level Management
- 503 Diversity/Ethics
- 504 Fiscal Services
- 505 Food Services
- 506 General Support Services, Unclassified
- 507 Leadership Skills/Communication/Critical Thinking
- 508 Management Information Services
- 509 Office/Clerical Services
- 510 Plant Operation and Maintenance
- 511 Safety/Security
- 512 School Improvement
- 513 School-Level Management
- 514 Service on Advisory or Instructional Materials Councils
- 515 Transportation Services

### IV. COMMUNITY SERVICES

- 600 Community Services, Unclassified
- 601 Lay Advisory Councils
- 602 Parent Education

### V. ENGLISH LANGUAGE LEARNERS

- 700 Instructional strategies for ELL students
- 701 Understanding and implementation of assessment of ELL students
- 702 Understanding and implementation of English Language Proficiency (ELP) Standards and academic content standards for ELL students
- 703 Alignment of the curriculum in language instruction educational programs to ELP standards
- 704 Subject matter knowledge for teachers
- 705 Other

Position 5-7: Sequential Number – a three-digit code which assigns a sequential number (001-999) to each component within the same function and focus area. All MIP components include the following options for purpose, delivery, follow up, and evaluation.

### **MASTER INSERVICE COMPONENT DATA ELEMENTS**

- I. Professional Development, Learning Method: A one-character code to describe the primary means (50 percent or more) of supporting the delivery of the professional development component's priority learning goals.
  - A Knowledge Acquisition: Workshop – training event or process (limited to knowledge transmission/training focused on understanding the component's content)
  - B Electronic, Interactive (includes facilitation supporting development/application on the job)
  - C Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
  - D Learning Community/Lesson Study Group (Use this code where job-embedded collegial support processes are core learning delivery method.)
  - F Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
  - G Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives.)
  - H Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
  - I Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
  - J Deliberate Practice: Learning processes embedded in deliberate practice growth targets or individual professional development plans (IPDP), Leadership Development Plans (ILDLP), or School Improvement Plans (SIP)
  - K Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))
  
- II. Professional Development, Evaluation Method, Staff: A one-character code to describe the primary means (50 percent or more) of evaluation of the impact and/or fidelity of implementation of the professional development.
  - A Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDLP growth targets, and/or district or school level processes for tracking student progress.)

- B Changes in instructional leadership or faculty development practices (observed or measured impact on leader proficiency, faculty or students)
  - C Changes in student services/support practices
  - D Other changes in practices supporting effective implementation of job responsibilities (observed or measured impact on specific job responsibilities)
  - E Fidelity of Implementation of the professional learning process (where impact on the job is not or cannot be observed or measured, evaluation is on alignment of actual training/development with planned high quality professional learning design and specific learning objective(s))
  - F Changes in observed educator proficiency in implementing targeted state standards or initiatives (e.g. FEAPs practices, Principal Leadership Standards, PD Evaluation Protocol Standards, MTSS)
  - G Changes in observed educator proficiency in practices that occur generally without students present (e.g. lesson design, collegial team learning processes, problem solving processes, needs assessments, data analyses, sharing practices with colleagues)
- III. Professional Development, Evaluation Method, Student: A one-character code to describe the primary means (50 percent or more) of evaluation of the professional development's impact on student growth, achievement, or readiness for college and/or careers.
- A Results of state or district-developed/standardized student growth measure(s)
  - B Results of school/teacher-constructed student growth measure(s) that track student progress
  - C Portfolios of student work
  - D Observation of student performance
  - F Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth
  - G Did not evaluate student outcomes as "evaluation method, staff" is the significantly more relevant measure for assessing impact of the component and supporting decisions to retain, revise, or delete the component
  - Z Did not evaluate student outcomes due to absence of a reliable, valid and measurable cause and effect relationship between the professional development and impact on student
- IV. Professional Development, Implementation Method: A one-character code to describe the primary means (50 percent or more) prescribed to monitor and provide feedback on implementation of the professional learning targeted with the component.
- M Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)



- N Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job-embedded implementation of targeted learning)
- O Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
- P Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
- Q Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
- R Electronic - interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
- S Electronic - non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
- T Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation Indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. (Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system Indicators/components/and/or domains)

V. Professional Development, Primary Purpose: A one-character code to describe the primary expected use of the master inservice points that result from the professional development. Where multiple purposes are anticipated, code the one purpose or application which 50% or more of completers are expected to use.

**PRIMARY PURPOSE:**

<b>Code</b>	<b>Definition/Example</b>
A	Add-on Endorsement
B	Alternative Certification
C	Florida Educators Certificate Renewal
D	Other Professional Certificate/License Renewal
E	Professional Skill Building
F	W. Cecil Golden Professional Development Program for School Leaders
G	Approved District Leadership Development Program
H	No certification, job acquisition or retention purposes

VI. Participation Hours: The number of hours of participation in each professional development component. The total includes hours allocated to training/knowledge acquisition processes and hours allocated for job-embedded implementation leading to successful implementation of targeted practice(s). Participation hours must be greater than zero and must not exceed 120 hours.

**APPENDIX B:  
District Implementation Agreement**

Component Title/Number:	
Participant's Name:	
Standard(s) to be studied:	
High Effect-Size Strategy(ies) to be studied and implemented:	

The participant agrees to the following and understands the inservice points are based on actual implementation of the professional learning.

1. I understand that the purpose of this component is to deepen my capacity for highly effective classroom instruction.
2. In support of this I will complete all of the objectives and activities of this component.
3. To further develop my capacity to work collegially with other educators on improving instruction and student success I will select at least one peer/mentor educator with whom I will engage in constructive conversations about my professional learning.
4. I will identify a minimum of 3 standards to be the focus of my conversations with my peer/mentor prior to selecting a standard for deeper study and selection of an appropriate high effect size instructional strategy that corresponds to the district evaluation plan.
5. I will select a high effect size instructional strategy to study and implement that is not at present a strength in my repertoire of strategies,
6. I will share my selections of standard and strategy with a supervisor and a colleague knowledgeable about the subject I teach. I will explain why I consider the standard to be important for students to master and why the strategy selected should be in my teaching repertoire. In those conversations I will solicit suggestions on other areas of importance.
7. When implementing the targeted instructional strategy I will pay attention to the following:
  - I will begin each lesson by explaining why upcoming content is important.
  - I will have planned specific points in the lesson when I will tell students to get ready for some important information.
  - I will devise and use a set of cues to indicate to student the importance of upcoming information in some indirect fashion.
  - During the lessons I will I check for student recognition of importance by:

- When asked, students can describe the level of importance of the information addressed in class
  - When asked, students can explain why the content is important to pay attention to
  - Students visibly adjust their level of engagement
8. After completion of this component I will share with colleagues at my work site what I have learned about the content and strategy studied and how my practice may have changed as a result of this professional learning process.



## APPENDIX C:

### ALIGNMENT WITH FLORIDA'S, *THE EDUCATOR ACCOMPLISHED PRACTICES*

Florida's, *The Educator Accomplished Practices* serve as the state's standards for effective instructional practice and are used to define and identify effective teaching.

The State Board of Education approved on December 17, 2010, a substantial revision of Rule 6A-5.065, redefining the Florida Accomplished Educator Practices (FEAPs). The revised rule, which replaces the original FEAPs approved in 1998, will serve as the state's new standards for effective instructional practice.

The Educator Accomplished Practices are based on three foundational principles. Those principles focus on high expectations, knowledge of subject matter, and the standards of the profession. Each effective educator applies the foundational principles through six Educator Accomplished Practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

Excerpt from 6A-5.065-The Educator Accomplished Practices as approved by the State Board of Education on December 17 2010:

#### A. Quality of Instruction

1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:
  - a. Aligns instruction with state-adopted standards at the appropriate level of rigor;
  - b. Sequences lessons and concepts to ensure coherence and required prior knowledge.
  - c. Designs instruction for students to achieve mastery;
  - d. Selects appropriate formative assessments to monitor learning;
  - e. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons; and
  - f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.
  
2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:
  - a. Organizes, allocates, and manages the resources of time, space, and attention;
  - b. Manages individual and class behaviors through a well-planned management system;
  - c. Conveys high expectations to all students;
  - d. Respects students' cultural, linguistic and family background;
  - e. Models clear, acceptable oral and written communication skills;
  - f. Maintains a climate of openness, inquiry, fairness and support;

- g. Integrates current information and communication technologies;
  - h. Adapts the learning environment to accommodate the differing needs and diversity of students; and
  - i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.
3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:
- a. Deliver engaging and challenging lessons;
  - b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;
  - c. Identify gaps in students' subject matter knowledge;
  - d. Modify instruction to respond to preconceptions or misconceptions;
  - e. Relate and integrate the subject matter with other disciplines and life experiences;
  - f. Employ higher-order questioning techniques;
  - g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;
  - h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;
  - i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and
  - j. Utilize student feedback to monitor instructional needs and to adjust instruction.
4. Assessment. The effective educator consistently:
- b. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;
  - c. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
  - d. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
  - e. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
  - f. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and
  - g. Applies technology to organize and integrate assessment information.

**B. Continuous Improvement, Responsibility and Ethics**

- 1. Continuous Professional Improvement. The effective educator consistently:
  - b. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;

- c. Examines and uses data-informed research to improve instruction and student achievement;
- d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
- e. Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues; and
- f. Implements knowledge and skills learned in professional development in the teaching and learning process.

2. Professional Responsibility and Ethical Conduct.

Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the *Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida*, pursuant to State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C, and fulfills the expected obligations to students, the public and the education profession.

**APPENDIX D:**  
**ALIGNMENT WITH THE FLORIDA PRINCIPAL LEADERSHIP STANDARDS**

The *Florida Principal Leadership Standards* (FPLS) serve as the state’s standards for effective school leadership and are used to define the knowledge and skill sets needed in effective schools. The FPLS are:

**Domain 1: Student Achievement:**

Standard 1: Student Learning Results.

Effective school leaders achieve results on the school’s student learning goals.

- a. The school’s learning goals are based on the state’s adopted student academic standards and the district’s adopted curricula; and
- b. Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.

Standard 2: Student Learning as a Priority.

Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success. The leader:

- a. Enables faculty and staff to work as a system focused on student learning;
- b. Maintains a school climate that supports student engagement in learning;
- c. Generates high expectations for learning growth by all students; and
- d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.

**Domain 2: Instructional Leadership:**

Standard 3: Instructional Plan Implementation.

Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. The leader:

- a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C. through a common language of instruction;
- b. Engages in data analysis for instructional planning and improvement;
- c. Communicates the relationships among academic standards, effective instruction, and student performance;
- d. Implements the district’s adopted curricula and state’s adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and
- e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.



Standard 4: Faculty Development.

Effective school leaders recruit, retain and develop an effective and diverse faculty and staff. The leader:

- a. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan;
- b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;
- c. Employs a faculty with the instructional proficiencies needed for the school population served;
- d. Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology;
- e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and
- f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.

Standard 5: Learning Environment.

Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population. The leader:

- a. Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy;
- b. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning;
- c. Promotes school and classroom practices that validate and value similarities and differences among students;
- d. Provides recurring monitoring and feedback on the quality of the learning environment;
- e. Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being.
- f. Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.

### **Domain 3: Organizational Leadership**

#### Standard 6: Decision Making.

Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data. The leader:

- a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency;
- b. Uses critical thinking and problem solving techniques to define problems and identify solutions;
- c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed;
- d. Empowers others and distributes leadership when appropriate; and
- e. Uses effective technology integration to enhance decision-making and efficiency throughout the school.

#### Standard 7: Leadership Development.

Effective school leaders actively cultivate, support, and develop other leaders within the organization.

The leader:

- a. Identifies and cultivates potential and emerging leaders;
- b. Provides evidence of delegation and trust in subordinate leaders;
- c. Plans for succession management in key positions;
- d. Promotes teacher–leadership functions focused on instructional proficiency and student learning; and
- e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.

#### Standard 8: School Management.

Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. The leader:

- a. Organizes time, tasks and projects effectively with clear objectives and coherent plans;
- b. Establishes appropriate deadlines for him/herself and the entire organization;
- c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and
- d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.

#### Standard 9: Communication.

Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community. The leader:

- a. Actively listens to and learns from students, staff, parents, and community stakeholders;
- b. Recognizes individuals for effective performance;

- c. Communicates student expectations and performance information to students, parents, and community;
- d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;
- e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.
- f. Utilizes appropriate technologies for communication and collaboration; and
- g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.

**Domain 4: Professional and Ethical Behavior:**

Standard 10: Professional and Ethical Behaviors.

Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader. The leader:

- a. Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.
- b. Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership;
- c. Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community;
- d. Engages in professional learning that improves professional practice in alignment with the needs of the school system; and
- e. Demonstrates willingness to admit error and learn from it;
- f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.

**APPENDIX E:**  
**SUMMARY OF CURRENT FLORIDA STATUTES, 2018**

Pursuant to Sections 1012.22(1) (i) and 1011.62, F.S., each district school board shall develop and maintain a master inservice plan for all district employees based on state adopted standards for highly qualified professional development as required under Section 1012.98, F.S. The plan shall include all professional development components for all employees from all fund sources including, but not limited to the following areas:

- Implementation of school improvement plans for the current years pursuant to F.S. 1012.98
- Subject content areas as prescribed in Section 1012.98, F.S.,
- School reform and accountability pursuant to Sections 1000.03 and 1008.345, F.S.,
- Approved add-on certification programs pursuant to Section 1012.575, F.S., and
- The WC Golden Professional Development Program for School Leaders, pursuant to 1012.986. F.S.
- SB1108

**6A-5.071 Master Inservice Plan Requirements**

Describes the MASTER INSERVICE PLAN: its contents; how it is to be updated; what an Inservice component must contain; the points system; how to convert college credit to Inservice points; what constitutes infield and out-of-field; the minimum length of an Inservice component; files which must be kept relative to each component and for each participant; and annual reporting. The Master Inservice Plan is reviewed each year by the District Professional Development Council and approved by the School Board.

**1012.98 School Community Professional Development Act**

The purpose of the professional development system is to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing education and the workforce.

**1012.98(4) Individual Professional Development Plan**

The school principal is required to establish and maintain an individual professional development plan for each instructional employee assigned to the school. The individual professional development plan must be related to specific performance data for the students to whom the teacher is assigned; define the inservice objectives and specific measurable improvement expected in student performance as a result of the inservice activity; and include an evaluation component that determines the effectiveness of the professional development.

**1012.986 William Cecil Golden Professional Development Program for School Leaders**

The purpose of the William Cecil Golden Professional Development Program for School Leaders is to provide high standards and sustained support for principals as instructional leaders. The program shall consist of a collaborative network of state and national professional leadership organizations to respond



to instructional leadership needs throughout the state. The network shall support the human resource development needs of principals, principal leadership teams, and candidates for principal leadership positions using the framework for leadership standards adopted by the State Board of Education, the Southern Regional Education Board, and Learning Forward.

#### **1012.98(5) Funding for the Professional Development System**

Each district school board shall provide funding for the professional development system as required by s.1011.62 and the General Appropriations Act, and shall direct expenditures from other funding sources to strengthen the system in order to increase student achievement and support instructional staff in enhancing rigor and relevance in the classroom. Each district school board shall make available inservice activities to instructional personnel of nonpublic schools in the district and the state certified teachers who are not employed by the district school board on a fee basis not to exceed the cost of the activity per all participants.

#### **1012.98(4) Professional Development Evaluation System Protocol**

The Department of Education shall design methods by which the state and district school boards may evaluate and improve the professional development system. The evaluation must include an annual assessment of data that indicate progress or lack of progress of all students.

#### **1012.34 Assessment Procedures and Criteria**

The district school superintendent shall establish procedures for assessing the performance of duties and responsibilities of all instructional, administrative, and supervisory personnel employed by the school district.

#### **1012.56 Educator Certification Requirements**

Each district school board shall renew state-issued professional certificates for individuals who hold a Florida professional certificate and are employed by that district pursuant to criteria established in subsections (2), (3), and (4) and rules of the State Board of Education.

#### **1012.56(7) Professional Preparation Alternative Certification and Education Competency Program**

Each school district must provide a cohesive competency-based professional preparation alternative certification program by which members of a school district's instructional staff may satisfy the mastery of professional preparation and education competence requirements.

#### **1012.985 Statewide System for Inservice Professional Development**

The statewide system shall consist of a network of professional development academies in each region of the state that are operated in partnership with area business partners to develop and deliver high quality training programs purchased by school districts.

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

**AGENDA ITEM NO.** 10f

**DATE OF SCHOOL BOARD MEETING:** September 25, 2018

**TITLE OF AGENDA ITEM:** Student Progression Plan 2018-2019

**DIVISION:** PK-12 Education

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

**PURPOSE AND SUMMARY OF ITEM:**

(Type and Double Space)

The attached Student Progression Plan for the 2018-2019 school year is being submitted to the School Board for approval.

**FUND SOURCE:** NA

**AMOUNT:** NA

**PREPARED BY:** Dr. Sylvia R. Jackson, Ed.D./Tammy McGriff Farlin



**POSITION:** Area Director of Secondary Education/Director of Adult, Career and Technical Education/Area Director of Elementary Education

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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 \_\_\_\_\_

**GADSDEN COUNTY SCHOOL DISTRICT  
STUDENT PROGRESSION PLAN  
September 2018 Revisions**

Summary of Changes

Page # 2017/18	Page # 2018/19	Change
iii-viii	iii-viii	Paginations changed to match increase in the number of pages in the document.
iii	iii	XV.B. Grade Equivalent changed to Elementary Grading Guidelines.
iii	iii	XV.G. Removed "Kindergarten Competencies.
V	V	V. Remmediation changed to Remediation.
Vii	Vii	XVII.B. <del>B</del> ual Enrollment changed to Dual Enrollment.
Page 6	Page 6	C. Removed "and school Readiness Uniform Screening."
Page 6	Page 6	G. Added "The Principal and IEP committee must adhere to the Good Cause Retention Waiver when considering retention for Students with Disabilities."
Page 6	Page 6	J. Removed second period.
Page 7	Page 7	B. Removed second "D".
Page 9	Page 9	B. 2. Changed "who's" to whose.
Page 14	Page 14	XV. Changed GRADE EQUIVALENT <u>Elementary (K-2)</u> to ELEMENTARY GRADING GUIDELINES.
Page 15	Page 21	XV. G. Removed "G".
Page 59-60	Page 64	XV. H. Changed "Beginning with the grade 9 cohort of 2014-15, any student who earns a certificate of completion may not participate in commencement." to "Students who earn a certificate of completion may participate in commencement."
Page 72	Page 77	RETENTION: Added "The Principal and IEP committee must adhere to the Good Cause Retention Waiver when considering retention for Students with Disabilities."
Page 92	Page 97	APPENDIX I: Replace 2017/18 FLDOE Graduation Updates with 2018/19 FLDOE Graduation Updates.

# STUDENT PROGRESSION PLAN

## 2018-2019



*"Putting Children First"*

GADSDEN COUNTY SCHOOLS  
35 MARTIN LUTHER KING, JR. BLVD.  
QUINCY, FL 32351  
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**Roger P. Milton**  
SUPERINTENDENT OF SCHOOLS

REVISED: SEPTEMBER 2018

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## FOREWORD

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

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

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

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

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

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

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



**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





## **LEGAL BASIS OF THE STUDENT PROGRESSION PLAN**

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

### **ELEMENTARY SCHOOL (KINDERGARTEN THROUGH FIFTH GRADE)**

#### **I. ENTRANCE REQUIREMENTS AND PLACEMENT**

##### **A. INITIAL ENTRY INTO KINDERGARTEN**

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

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

##### **B. INITIAL ENTRY INTO FIRST GRADE**

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

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

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

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

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

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

##### **D. TRANSFERS FROM K-5 HOME EDUCATION AND PRIVATE 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. Placement in

the same grade as that recommended by the former school is not automatic. Student performance during the first quarter of enrollment will also be considered. A placement decision may be made in consultation with teachers, other appropriate staff members, and parents/guardians.

**E. SCREENING ACTIVITIES FOR NEW ENROLLEES**

Kindergarten students will participate in the Florida Kindergarten Readiness Screener (FLKRS) upon fall entry into kindergarten. A four to six-week screening period will be allowed from time of enrollment in order to assist with placement adjustments.

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

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

**II. PROMOTION**

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

**A. ADEQUATE PROGRESS**

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

**B. ADEQUATE PROGRESS LEVELS**

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



### **C. PROMOTION FROM KINDERGARTEN TO GRADE 1**

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

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

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

### **E. PROMOTION FROM GRADE 3 TO GRADE 4**

A student must receive passing grades in the areas of reading, language, mathematics, science, and process writing. Florida Statute 1008.25 (5) (b) requires that a grade 3 student must also score at or above Level 2 on the Florida Standards Assessment in Reading. A 3<sup>rd</sup>. grade student who is deficient in reading at the end of the school year, as demonstrated by not scoring a level 2 or higher on the statewide assessment test must be retained unless exempted for “good cause”.

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

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

### **G. RETENTION DECISIONS & THE ROLE OF JUDGMENT**

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

### **H. SOCIAL PROMOTION**

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

### **I. GRADES/ATTENDANCE**

Excessive absences may impact class grades.

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

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

ELL/LEP students.

### **III. ASSESSMENTS**

#### **A. STATEWIDE ASSESSMENT PROGRAM**

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

#### **B. SCREENING AND DIAGNOSTIC ASSESSMENT**

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

#### **C. REGULAR DISTRICT OR CLASSROOM ASSESSMENT**

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

### **IV. INTERVENTION AND REMEDIATION**

#### **A. SUBSTANTIAL DEFICIENCY IN READING**

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

#### **B. REMEDIATION AND SUPPLEMENTAL INSTRUCTION**

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

### **V. PARENT NOTIFICATION AND PROGRESS MONITORING**

#### **A. DANGER OF FAILURE NOTIFICATION**

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

#### **B. NOTIFICATION LANGUAGE**



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

### **C. GRADE 3 RETENTION NOTIFICATION**

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

### **D. FREQUENT MONITORING OF STUDENT PROGRESS**

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

### **E. ANNUAL PARENT NOTIFICATION REQUIREMENTS**

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

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

## **VI. INSTRUCTIONAL PROGRAM FOR RETENTION YEAR**

### **A. INTENSIVE INSTRUCTION**

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

### **B. GRADE 3 RETENTION**

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

## **VII. INSTRUCTIONAL PROGRAM FOR STUDENTS WITH MULTIPLE RETENTIONS**

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

## **VIII. GRADE THREE MANDATORY RETENTION EXEMPTIONS**

## **A. GOOD CAUSE EXEMPTION DETERMINATION PROCESS**

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

## **B. GOOD CAUSE EXEMPTIONS**

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

1. English Language Learner/Limited English proficient students who have had less than two years of instruction in an English for Speakers of Other Languages (ESOL) program who meet all other district promotion requirements.
2. Students with disabilities whose Individual Education Plan (IEP) indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule.
3. Students who demonstrate an acceptable level of performance on the alternative assessment adopted by the State Board of Education:  
*The alternative assessment is provided as another opportunity to demonstrate mastery of third grade reading skills. School districts may choose when to administer the test. Students who score at the 45th percentile or higher on SAT 10 are eligible for promotion to grade 4, and may be promoted if all other district requirements for promotion have been met.*
4. Students who demonstrate, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the Language Arts Florida Standards tested benchmarks in reading equal to at least a Level 2 performance.
5. Students with disabilities who participate in the Florida Standards Assessment and who have an Individual Education Plan (IEP) or a Section 504 plan that reflects that the student has received intensive remediation in reading for more than two years but still demonstrates a deficiency in reading and were previously retained in kindergarten, grade 1, grade 2 or grade 3.
6. Students who have received intensive remediation in reading for two or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of two years. Intensive reading instruction for students so promoted must include an altered instructional day based upon the school's Progress Monitoring Plan that includes specialized diagnostic information and specific reading strategies.



## **IX. OTHER RETENTION WAIVERS**

### **A. SOCIAL PROMOTION**

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

### **B. GOOD CAUSE RETENTION WAIVER**

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

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

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

### **A. MID-YEAR PROMOTION**

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

### **B. MID-YEAR PROMOTION PRIOR TO NOVEMBER 1**

On or before November 1, retained Grade 3 students may be recommended for promotion if they meet these criteria: For successful completion of the district Grade 3 portfolio assessments to document the recommendation for promotion, there must be evidence of mastery of Grade 3 tested Florida Standards for English/Language Arts. The district's portfolio requirements incorporate these required elements as specified in [FAC 6A- 1.094222]. The student's performance must include mastery of the benchmarks assessed in Grade 3. Students must show 80% mastery (4 of 5 items correct) on each benchmark on each assessment.

### **C. MID-YEAR PROMOTION AFTER NOVEMBER 1**

For mid-year promotion after November 1:

Retained Grade 3 students may be recommended for mid-year promotion based on student's mastery of third grade tested Florida Standards Benchmarks for English/Language Arts and beginning mastery of the Benchmarks for fourth grade consistent with the month of promotion to fourth grade. These students may be recommended for promotion to Grade 4 at any time from November 1 until the last school day of the first semester.

### **D. MID-YEAR PROMOTION AUTHORITY**

For all mid-year promotions: The principal will recommend mid- year promotion for all eligible

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

#### **E. PROGRESS MONITORING PLAN (PMP)**

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

### **XI. PROCEDURES FOR RETAINED STUDENTS NOT PROMOTED MID-YEAR**

#### **A. DIAGNOSTIC ASSESSMENT**

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

#### **B. GRADE 3 RETENTION READING REQUIREMENT**

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

#### **C. READING REMEDIATION FOR MULTIPLE RETENTION**

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

### **XII. ACCELERATION**

#### **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 RIGHT TO PARTICIPATE**

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

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

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

#### **C. PRIMARY LANGUAGE SERVICES**

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

#### **D. USE OF PRIMARY LANGUAGE**

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

#### **E. DISCRIMINATION POLICY**

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

#### **F. FLORIDA VIRTUAL SCHOOL ACCESS**



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

#### **G. ACCESS TO MIDDLE SCHOOL COURSES**

Students in grades 4 and 5 who score at level 5 on FSA reading or math and meet other criteria established in the ACCEL plan have the option to access 6<sup>th</sup> 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 assures 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 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 in order 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.

Letter Grade	Numerical Score	Description
<b>Exams</b>	50%	Ready LAFS/MAFS Assessments (Weekly/Interim) Journey's Assessments (Unit/Benchmark) Portfolio Assessments (Grade 3)
<b>Classwork</b>	10%	Science labs/lab reports Independent Practice Daily Instructional Practice Ready MAFS/LAFS Practice
<b>Quiz</b>	25%	Teacher Created Quizzes Spelling Quizzes Writing Assignments
<b>Participation</b>	10%	Small group participation Reading & notetaking

		Class discussions
<b>Homework</b>	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 in order 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**

<b>Letter Grade</b>	<b>Numerical Score</b>	<b>Description</b>
<b>A</b>	90-100	Outstanding Progress (Mastery) Consistently demonstrates in-depth understanding of concepts, processes, and skills
<b>B</b>	80-89	Above Average Progress

		Often demonstrates an understanding of major concepts, processes, and skills
<b>C</b>	70-79	Average Progress (Proficiency) Demonstrates a developing understanding of major concepts, processes, and skills
<b>D</b>	60-69	Lowest Acceptable Progress Demonstrates a beginning understanding of major concepts, processes, and skills
<b>F</b>	0-59	Failure Demonstrates little or no understanding of major concepts, processes, and skills

### **COMPARISON OF ASSESSMENT CATEGORIES**

<b>FORMATIVE</b>	<b>SUMMATIVE</b>
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
<ul style="list-style-type: none"> <li>• Informal teacher questions</li> <li>• Conversation with student</li> <li>• Informal observation</li> <li>• Rough drafts of written work</li> <li>• Learning log (in progress)</li> <li>• Reflective journal (multiple drafts)</li> <li>• Student Response Strategies: Thumbs up, SMART BOARDS, Kagan structures, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Formal oral interview</li> <li>• Conference with student</li> <li>• Formal observation</li> <li>• Final copy of written work</li> <li>• Final learning log entries*</li> <li>• Final journal entries*</li> </ul>

\*Would include elements of reflection, synthesis, and/or self-assessment

### ASSESSMENT TYPES

	DIAGNOSTIC	FORMATIVE	SUMMATIVE
<b>PURPOSE</b>	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
<b>TIME OF ASSESSMENT</b>	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
<b>TYPES OF ASSESSMENT TECHNIQUES</b>	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 -



5<sup>th</sup> will use the following rubric:

S = Satisfactory

N = Needs Improvements

U=Unsatisfactory

#### **D. CONDUCT**

Student Conduct will be indicated by the following designations:

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

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

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

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

#### **E. EVALUATION OF ACHIEVEMENT**

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

#### **F. INSTRUCTIONAL LEVEL**

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

### **XVI. REPORT CARDS**

#### **A. TEACHER COMMENTS**

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

#### **B. NARRATIVE EXPLANATION OF GRADING SYSTEM**

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

#### **C. QUARTERLY ISSUANCE**

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

#### **D. PARENT/TEACHER CONFERENCES**

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

#### **E. GRADE REVIEW**

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



# MIDDLE SCHOOL STUDENT PROGRESSION



## MIDDLE SCHOOL (SIXTH GRADE THROUGH EIGHTH GRADE)

### I. MIDDLE GRADES SCHOOL PROMOTION REQUIREMENTS

#### A. SUCCESSFUL COMPLETION OF COURSES

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

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

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

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

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

#### B. CIVICS INSTRUCTION

If a student transfers into a Florida public school after the beginning of the second term of eighth grade, he or she is not required to meet the civics education requirement for promotion if the student's transcript documents passage of 1) three (3) courses in social studies and 2) two (2) year-long courses in social studies that include coverage of civics education. If this is not the case, the student must be immediately enrolled in civics, participate in the Civics EOC, and the results of the EOC must constitute 30% of the course grade. The school principal or designee shall determine whether a student who transfers to the middle grades school, and who has successfully completed a civics course at the previous school, must take the Civics EOC. [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 student, teacher, and parent/guardian. The plan will be reviewed and updated by the student and school counselor.

#### D. REQUIRED PARENT MEETING

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



## II. REQUIRED REMEDIATION IN READING AND MATHEMATICS

### A. INTENSIVE/INTEGRATED READING

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

Comprehensive Reading Plan as required by [F.S. 1001.62(8)].

### B. INTENSIVE/INTEGRATED MATHEMATICS

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

## III. GRADING SYSTEM

### A. TEACHER AUTHORITY

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

### B. GRADING SCALE

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

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	45-59%	0.0 GPA	Failure
I	0%	0.0 GPA	Incomplete
N			No Grade

### C. ASSIGNMENT OF FINAL GRADES

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

### **Grade 6**

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

### **Grade 7 and 8**

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

### **D. TEACHER COMMENTS**

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

### **E. FREQUENCY OF REPORT CARD DISTRIBUTION**

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

### **F. DANGER OF FAILURE**

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



## G. PARENT/TEACHER CONFERENCES

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

## H. RETENTION DECISIONS & THE ROLE OF JUDGMENT

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

## IV. EXPECTED PERFORMANCE LEVELS

### A. CHART OF GRADE LEVEL PERFORMANCE LEVELS

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

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

## V. RETENTION

### A. MORE THAN TWO FAILURES

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

### **B. TWO FAILURES (GRADES 6 OR 7)**

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

### **C. ONE FAILURE**

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

### **D. PROMOTION TO GRADE 8 OR 9**

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

### **E. CONDITIONAL PROMOTION (GRADES 7 OR 8)**

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

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

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

### **G. SUMMER SCHOOL IN OTHER DISTRICTS**

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

### **H. OTHER REASONS FOR RETENTION**

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

## **VI. ACCELERATION POLICY**

ACCEL options 1003.4295 F.S. are educational options that provide academically challenging



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

#### **Acceleration Options:**

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

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

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

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

**Credit Acceleration Program (CAP)** - 1003.4295, F.S. The Credit Acceleration Program (CAP) authorizes secondary students to earn high school credit in a course that requires a statewide, standardized end-of-course (EOC) assessment if the student attains a specified score on the EOC. For 2014-15, these courses include Algebra 1, Geometry, Biology, and United States History. The district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a score indicating satisfactory performance, as defined in F.S. 1008.22(3)(c)(5) on the corresponding EOC. Students interested in this option



should confer with their counselor. 1003.4295  
F.S.

**The requirements and eligibility process is as follows:**

- The EOC will be administered only at the times established by the state assessment calendar.
- The score necessary to earn credit will be determined by the state and applied in all situations.
- Only credit (no grade) will be earned by meeting the passing score on the EOC.
- For the April testing date, the *Mastery Exam Request Form (Appendix H)* must be completed and received by school counselor no later than **February 1**.
- For the July testing date, the *Mastery Exam Request Form (Appendix H)* must be completed and received by school counselor no later than **May 1**.
- For the September testing date, the *Mastery Exam Request Form (Appendix H)* must be completed and received by the school counselor no later than **July 1**.
- For the December/January testing date, the *Mastery Exam Request Form (Appendix H)* must be completed and received by school counselor no later than **October 1**.
- As part of the Mastery Exam Request, students will be required to supply evidence that they are prepared to sit for the EOC or that there is reasonable justification for the request. This evidence includes but is not limited to previous FCAT or FSA scores and grade in the most recent math or science course taken.
- If a student takes the EOC and does not earn credit, the student will not be eligible to apply for further CAP testing for the same course until additional preparation has been documented and evaluated.

**Multi-Age Gifted** – A district identified gifted or high achieving student may be placed with multi-age students (Grades 6-8) for the entire day to work on Advanced 6-8 coursework (which generally rotates on a three year cycle). The program provides a uniquely differentiated curriculum and allows students the opportunity to interact with intellectually similar peers throughout the day. This approach will allow students to collaborate with other like-minded students, engage in more challenging assignments and gain confidence to express ideas in alternative ways. Students will gain opportunities to study content with a greater depth and complexity.

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

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



**Criteria and Procedures**

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

**VII. PARENT NOTIFICATION**

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

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

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

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

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

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

## **IX. HIGH SCHOOL CREDIT FOR MIDDLE SCHOOL STUDENTS**

### **A. COURSES AVAILABLE**

#### **High School Credit in Middle School**

In accordance with Florida statutes 1003.4156 F.S., 1008.22 (3)(c)2.a. F.S., middle grades students may be enrolled appropriately in high school credit-earning courses. Courses will adhere to high school grading policy which may be found in the high school program section of the Student Progression Plan. Middle grades students earning high school credit shall simultaneously be credited with meeting the requirements for the appropriate corresponding pre-grade 9 courses. High school courses taken below grade 9 are included in student's cumulative GPA and may be used to satisfy high school graduation requirements and Bright Futures award requirements.

### **B. GRADE FORGIVENESS**

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



### **C. AWARDING OF CREDIT**

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

### **X. TRANSFERS FROM OTHER SCHOOLS**

#### **A. FOREIGN STUDENTS**

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

#### **B. MILITARY CHILDREN**

See **Appendix A** for Military Children

#### **C. HOME EDUCATION**

Home Education [F.S. 1002.41]

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

#### **D. VIRTUAL EDUCATION PROGRAMS**

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

#### **E. FUEL EDUCATION, FLORIDA VIRTUAL, & EDGENUITY**

The aforementioned are **full-time** online district schools for students in grades K-12. A parent must request from the District School Board of Gadsden County Office of Virtual Learning a reassignment from the districted school and meet eligibility requirements in order for the student to be admitted. Enrollment is typically allowed during open enrollment periods prior to the beginning of the academic year and at midyear. These programs are completely Internet-based and serve students in grades K-12. Students with access to the Internet can complete their course work from any place, at any hour, and for as long as they choose. Students are responsible for completing their course assignments and submitting them via email to the teacher for feedback and grading. The chart below will provide a description of the district's full time virtual program and the eligibility criteria for entering a virtual learning program.



PROGRAM NAME	K12 Virtual School and PAEC Virtual School Grades 6-8
PROGRAM DESCRIPTION	<ul style="list-style-type: none"> <li>• <b>Fuel Education, Edgenuity, and Florida Virtual School</b> are <u>Full Time</u> district schools.</li> <li>• <b>Fuel Education, Edgenuity, and Florida Virtual School</b> deliver online instruction through contracted Virtual Instruction Providers.</li> <li>• <b>Fuel Education, Edgenuity, and Florida Virtual School</b> operate by <u>all</u> District guidelines, policies, and procedures.</li> <li>• <b>Fuel Education, Edgenuity, and Florida Virtual School</b> follow the District's Student Progression Plan.</li> <li>• <b>Fuel Education, Edgenuity, and Florida Virtual School</b> students are <u>required</u> to follow the District Attendance Policy.</li> <li>• <b>Fuel Education, Edgenuity, and Florida Virtual School</b> follow the District school calendar.</li> <li>• Parents must commit to spending at least 2-4 hours per day as a learning coach for their student(s).</li> <li>• Parents and students must attend an orientation session and/or personal interview with the <b>Fuel Education, Edgenuity, and Florida Virtual School</b> Supervisor or designee prior to enrollment.</li> <li>• Traditional middle school activities such as, but not limited to, a promotion ceremony, are not available for <b>Fuel Education, Edgenuity, and Florida Virtual School</b> students.</li> <li>• Students are provided all required text books and necessary resources from the contracted Virtual Instruction Providers; all materials are shipped directly to the students' home from the provider.</li> <li>• 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.</li> </ul>
ELIGIBILITY CRITERIA	<ul style="list-style-type: none"> <li>• According to section 1002.455, Florida Statutes, students who want to enroll in <b>Fuel Education, Edgenuity, and Florida Virtual School</b> must meet at least <b>one</b> of the following criteria specified:</li> <li>• 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 <b>preceding</b> October and February for purposes of the Florida Education Finance Program (FEFP) surveys.</li> <li>• 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.</li> <li>• 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?</li> </ul>

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

## XI. STUDENTS RIGHTS FOR INSTRUCTION

### A. EQUAL ACCESS

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

### B. ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

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

### C. APPROPRIATE USE OF PRIMARY LANGUAGE

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

### D. TEEN PARENT PROGRAM

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



teens may participate in a teenage parent program.

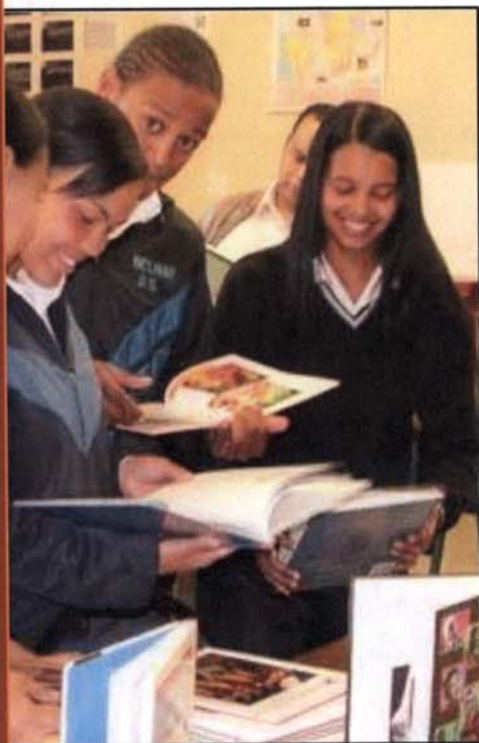
#### **E. DISCRIMINATION**

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

#### **F. GRIEVANCE PROCEDURES**

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

# HIGH SCHOOL STUDENT PROGRESSION





## **HIGH SCHOOL (NINTH GRADE THROUGH TWELFTH GRADE)**

### **I. GRADUATION REQUIREMENTS**

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

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

## **II. GRADUATION PLANS AND TIMELINES**

### **A. STUDENTS ENTERING GRADE NINE IN THE 2013-2014 SCHOOL YEAR**

#### **4 Credits English Language Arts (ELA)**

- ELA I, II, III, IV
- ELA honors, AP, AICE, IB and dual enrollment courses may satisfy this requirement.

#### **4 Credits Mathematics**

- One of which must be Algebra I and one of which must be Geometry.
- Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and geometry).

#### **3 Credits Science**

- One of which must be Biology I.
- Two of which must have a laboratory component.
- An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I).
- An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I).

#### **3 Credits Social Studies**

- 1 credit in World History
- 1 credit in U.S. History
- .5 credit in U.S. Government
- .5 credit in Economics

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

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

#### **1 Credit Physical Education**

- To include the integration of health

#### **8 Elective Credits**

#### **1 Online Course**

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

### **B. STUDENTS ENTERING GRADE NINE IN THE 2014-2015 SCHOOL YEAR**

#### **4 Credits English Language Arts (ELA I, II, III, IV)**

- ELA I, II, III, IV
- ELA honors, AP, AICE, IB and dual enrollment courses may satisfy this requirement.

#### **4 Credits Mathematics**

- One of which must be Algebra I and one of which must be Geometry.
- Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and geometry).

### **3 Credits Science**

- One of which must be Biology I.
- Two of which must have a laboratory component.
- An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I).
- An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I).

### **3 Credits Social Studies**

- 1 credit in World History
- 1 credit in U.S. History
- .5 credit in U.S. Government
- .5 credit in Economics

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

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

### **1 Credit Physical Education**

- To include the integration of health

### **8 Elective Credits**

#### **1 Online Course**

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

## **C. STUDENTS ENTERING GRADE NINE IN THE 2015-2016 SCHOOL YEAR**

### **4 Credits English Language Arts (ELA I, II, III, IV)**

- ELA I, II, III, IV
- ELA honors, AP, AICE, IB and dual enrollment courses may satisfy this requirement.

### **4 Credits Mathematics**

- One of which must be Algebra I and one of which must be Geometry.
- Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and geometry).

### **3 Credits Science**

- One of which must be Biology I.
- Two of which must have a laboratory component.
- An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I).



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

### **3 Credits Social Studies**

- 1 credit in World History
- 1 credit in U.S. History
- .5 credit in U.S. Government
- .5 credit in Economics

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

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

### **1 Credit Physical Education**

- To include the integration of health

### **8 Elective Credits**

#### **1 Online Course**

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

## **D. STUDENTS ENTERING GRADE NINE IN THE 2016-2017 SCHOOL YEAR**

### **4 Credits English Language Arts (ELA I, II, III, IV)**

- ELA I, II, III, IV
- ELA honors, AP, AICE, IB and dual enrollment courses may satisfy this requirement.

### **4 Credits Mathematics**

- One of which must be Algebra I and one of which must be Geometry.
- Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and geometry).

### **3 Credits Science**

- One of which must be Biology I.
- Two of which must have a laboratory component.
- An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I).
- An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I).

### **3 Credits Social Studies**

- 1 credit in World History
- 1 credit in U.S. History
- .5 credit in U.S. Government
- .5 credit in Economics



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

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

### **1 Credit Physical Education**

- To include the integration of health

### **8 Elective Credits**

#### **1 Online Course**

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

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

Each high school offers Academically Challenging Curriculum to Enhance Learning (ACCEL) options: whole- grade and mid-year promotion, subject matter acceleration, virtual instruction in higher grade-level subjects, and the Credit Acceleration Program (CAP). Program specifics are available through the student's school counselor. Such placement shall be made after review and approval by the school principal (or designee) and school counselor. (F.S. 1002.3105)

- **Whole-Grade Promotion:** Acceleration by whole grade promotion is the skipping of a grade level when the student has successfully earned **all** of the credits required to be promoted to the specific grade level. Credits required for specific grade promotions are listed in the Student Progression Plan.
- **Mid-Year Promotion:** Students who successfully complete all credits required by the beginning of semester 2 may be promoted to the next grade level. The credits and assessments required for specific grade promotion are listed in the Student Progression Plan.
- **High-School Credit in Middle School:** In accordance with Florida statutes F.S. 1003.4156, 1008.22 (3)(c)(2)(a), eligible middle school students may be enrolled in high school credit-earning courses. Students must meet all specified eligibility criteria for the high school course requested. Courses will adhere to high school grading policy which may be found in the Student Progression Plan. High School credits earned in grades 6-8 will become part of the student's permanent high school academic history and will be counted toward specific grade promotion in high school.
- **Subject-Matter Acceleration (Credit Acceleration Program – F.S. 1003.4295):** The Credit Acceleration Program (CAP) authorizes secondary students to earn high school credit in a course that requires a statewide, standardized end-of-course (EOC) assessment if the student attains a specified passing score on the EOC. These courses include Algebra 1, Geometry, Biology, and U.S. History and all other courses identified in state statutes.

The district shall award course credit to a student who is not enrolled in the course, or who has

not completed the course, if the student attains a passing score as defined in F.S.1008.22(3)(c)(5) on the corresponding EOC. Students and parents interested in this option should contact the school counselor.

- The EOC will be administered only at the times established by the state assessment calendar.
- The score necessary to earn credit will be determined by the state and applied in all situations.
- Only credit (no grade) will be earned by meeting the passing score on the EOC.
- For the April testing date, the *Mastery Exam Request Form (Appendix H)* must be completed and received by school counselor no later than **February 1**.
- For the July testing date, the *Mastery Exam Request Form (Appendix H)* must be completed and received by school counselor no later than **May 1**.
- For the September testing date, the *Mastery Exam Request Form (Appendix H)* must be completed and received by the school counselor no later than **July 1**.
- For the December/January testing date, the *Mastery Exam Request Form (Appendix H)* must be completed and received by the school counselor no later than **October 1**.
- As part of the Mastery Exam Request, students will be required to supply evidence that they are prepared to sit for the EOC or that there is reasonable justification for the request. This evidence includes but is not limited to previous FCAT/FSA scores and grade in the most recent math or science course taken.
- If a student takes the EOC and does not earn credit, the student will not be eligible to apply for further CAP testing for the same course until additional preparation has been documented and evaluated.

### **III. COURSE CREDIT (F.S. 1003.436)**

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

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

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

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

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



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

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

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

### **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 a district-approved course when through teacher observations, classroom assignments, and examinations, it has been determined that a student has attained a passing score for the course. This score and the procedures to be used to determine semester and yearly averages will be in accordance with the procedures as outlined in this Student Progression Plan and End of Course Examinations as mandated by the state. Although course preparation is recommended, students are not required to take the course prior to taking an EOC examination. In the determination of mastery of student performance standards for high school credit, it is the intent of the District School Board of Gadsden County to utilize student performance standards which are clear and precise statements of what the learner is expected to do by the end of a prescribed learning period; reflective of the essential knowledge, skills, concepts, or behaviors contained in the state-approved course descriptions; and clearly communicated to all learners at the beginning of a course or unit of instruction.

### **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 assessment have not been modified in order to meet their instructional needs. In addition, these modifications and strategies must be documented in teacher lesson plans. School administrators in charge of teacher evaluation are responsible for ensuring that teachers are modifying instruction and assessment in order to provide comprehensive instruction to ELL/LEP students.



The grade placement shall be age appropriate for students identified as ELL/LEP students who were born in a foreign country and are registering for the first time in Gadsden County Schools. Each school will offer instruction for ELL/LEP that complies with the 1990 LULAC/META Consent Decree and the District ELL/LEP Plan (approved by the District School Board of Gadsden County and the Florida Department of Education).

**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.

#### **IV. TRANSFER OF CREDITS**

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

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

##### **B. PROCEDURES FOR TRANSFER**

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

##### **C. INSTITUTIONS WITH AUTOMATIC CREDIT APPROVAL FOR TRANSFER**

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

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



19. Christian Schools International
20. Christian Schools of Florida
21. Florida Catholic Conference
22. Florida Association of Christian Colleges and Schools
23. International Christian Accrediting Association
24. Kentucky Nonpublic School Commission
25. Montessori School Accreditation Commission
26. National Independent Private School Association
27. Florida Council on Independent Schools (FCIS)
28. Florida Association of Christian Colleges and Schools (FACCS)

#### **D. TRANSFER FROM NON-ACCREDITED AND FOREIGN SCHOOLS**

Credits from non-accredited schools, as well as foreign schools, will be evaluated on the basis of comparability to local courses in terms of course length and content in some cases, communications with the previous school will be necessary and a translation of transcripts required. Students transferring from another country shall receive English credit (Language Arts) for primary language study. English or a language other than student's native language as it appears on a foreign transcript will be reflected as foreign language credit. Students transferring into a public school from a non-accredited school or a foreign school must be placed at the appropriate sequential course level. For example, an 11th grade transfer student may validate his English I and II credits taken at the sending school with a 2.0 GPA in English III at the receiving school. Students who do not meet a 2.0 GPA, or choose not to continue to the next sequential level in a particular subject area (i.e., foreign languages), must have their credits validated using an approved alternative validation procedure (described below).

#### **E. TRANSFER FOR HOME SCHOOLS**

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

#### **F. VALIDATION OF CREDIT**

Work or credits from home schools, private schools, other than those accredited by agencies in (c) above, as well as tutorial agencies, and correspondence school programs, shall be validated by performance assessments conducted during the first grading period. If requested, home education students shall be provided up to ninety days to prepare for the required assessment(s). A transferring student shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. For

students who do not meet this requirement, any of the following alternatives may be used by the District to validate credits:

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

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

#### **G. TRANSFER FOR FOREIGN EXCHANGE STUDENTS**

Foreign Exchange students who wish to enroll in a Gadsden County school must show proof of English Language proficiency in listening, speaking, reading, and writing prior to enrolling. Students who wish to enroll in a Gadsden County school and who have been foreign exchange students (i.e., U.S. citizens who left the U.S.A. through a recognized program for one or more years) must present a valid transcript or original report card upon their registration in a Gadsden County school. All grades for these high school students will have the option to be converted to pass/fail. Special note: Acceptance of pass/fail would prohibit student eligibility for all interscholastic competition due to the inability to calculate and meet the minimum 2.0 grade point average requirement. Foreign exchange students (non U.S. citizens) shall be given the option of accepting the grades earned in course work or accepting a pass/fail designation. [Special note: Acceptance of pass/fail would prohibit student eligibility for all interscholastic competition due to the inability to calculate and meet the minimum 2.0 grade point average requirement.] Foreign exchange students from other countries (in an approved exchange program listed in the most current Council on Standards for International Education Travel [CSIET] Advisory List) upon leaving a Gadsden County school shall receive a valid transcript of their work while in the district. Students in their fourth year of high school, and who provide a valid transcript of their three previous year's work, shall be eligible for a Gadsden County diploma if they meet all requirements for graduation. In addition, the student must earn the required grade point average and pass the appropriate state test(s) required for graduation and have met the minimum state of Florida graduation credits.

#### **H. TRANSFER OF CREDIT: EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN**

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

#### **V. DROP/ADD TIMELINES, PROCEDURES, AND GRADING FOR CONTINUING STUDENTS**



### **A. TIMELINE FOR DROPPING DUAL ENROLLMENT COURSES**

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

### **B. TIMELINE FOR DROPPING VIRTUAL SCHOOL COURSES**

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

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

### **C. GRADE ASSIGNMENT FOR DROPPED COURSES**

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

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

**D. ESE CONSIDERATIONS**

A student may transfer from a regular education course into a one-credit ESE fundamental course prior to the beginning of the second semester to earn credit toward a special diploma. The grade in a regular education course may not equate to the sample grade in an ESE fundamental course (special diploma) due to the differences in course expectations and performance standards. Consequently, it is the responsibility of the ESE teacher to assign a grade based on demonstrated mastery of fundamental standards for work completed before and after the course change. Exceptions to the above mentioned timeline can be made based on the individual student needs as determined by the IEP team.

**VI. GRADE LEVEL CLASSIFICATION (F.S. 1008.25)**

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

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

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

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



## **VII. READING REMEDIATION (F.S. 1003.428(2)(C))**

Each year a student scores Level 1 OR Level 2 on 9th grade/10th grade state-level reading exam, the student must be enrolled in and complete an intensive remedial course the following year or be placed in a content area course that includes remediation skills not acquired by the student. Students identified as having a deficiency in reading will undergo a series of diagnostic testing to determine the specific areas of deficiency in phonemic awareness, phonics, fluency, comprehension, and vocabulary. Students will be placed according to the district K-12 Comprehensive Reading Plan. Schools shall also provide for the frequent progress monitoring of all Level 1 and 2 FCAT 2.0/FSA reading students' progress in meeting the desired levels of performance.

## **VIII. REMEDIATION**

Schools are expected to provide, with school district assistance, a variety of strategies to meet the individual needs of students. These strategies may include but are not limited to extended school year, dropout prevention services, tutorial programs, exceptional student education, modified curriculum, reading instruction, after-school instruction and other extended day services, tutoring, mentoring, class size reduction, and intensive skills development programs. For each year in which a student scores a Level 1 on the state-level Mathematics exam, the student must complete an intensive mathematics course the following year, which may be taught through applied, integrated, or combined courses. Each year a student scores Level 1 or Level 2 on the Algebra 1 EOC assessment, the student must be enrolled in and complete an intensive remedial course the following year or be placed in a content area course that includes remediation of skills not acquired by the student.

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

## **IX. PROMOTION, RETENTION, AND PROMOTION WITH INSTRUCTIONAL SUPPORT**

### **A. PROMOTION NOTIFICATION OF PROGRESS**

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



## **B. PARENT NOTIFICATION OF POTENTIAL FAILURE**

Parents or guardians of each student will be notified in writing annually of the progress of the student toward achieving the district's identified minimum levels of performance in reading and mathematics and the student's results on each statewide assessment test to include those needed as graduation requirements. Evaluation of each student's progress will be based upon the student's classwork, observations, tests, district and state assessment and other relevant information. Teachers must contact parent(s) by phone call, email or letter any time during a grading period when it is apparent that the student may fail. Formal notification must include progress reports as well as letters, documented phone calls, report cards and parent conferences. Every effort will be made to provide communication in the child's/parent's home language, if feasible. The opportunity for a conference with the teacher or principal must be provided to the parent of any student who may be retained. At the end of each semester, the parent or guardian of each student in grades 9, 10, 11, 12 who has an unweighted cumulative grade point average of less than 2.5 must be notified that the student is at risk of not meeting the requirements for graduation. School personnel should attempt to identify those students at each grade level in grades 9 through 12 who have attained a cumulative grade point average at or below the minimum grade point average required for graduation pursuant to F.S. 1003.43(5)(e)2. School must further inform parents of provisions for assisting such students to achieve the required cumulative grade point average F.S. 1003.43(5)(e)2. Provisions may include but not be limited to:

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

## **C. RETENTION FOR ELL/LEP**

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

## **D. HIGH SCHOOL CREDIT FOR MIDDLE SCHOOL STUDENTS**

Middle grade students are expected to meet the same course and grade requirements for such courses as their counterparts enrolled in the same courses in the district's high schools. These courses may be used to satisfy high school graduation requirements and/or Florida Bright Futures Scholarship Program. Grade replacement and/or forgiveness policies may be found in this document. Based on [FS 1003.428], middle school students who attempt Algebra I, Algebra I Honors, Geometry, Geometry Honors, Spanish I, French I, Chinese I, or Speech I or other approved courses through ACCEL for high school credit may repeat the same or a comparable course to replace a grade of "C", "D", or "F" through grade forgiveness. Any grade for a repeated course for credit will replace the former grade in GPA calculation' however, all course grades will be documented on high school official academic transcripts, cumulative student records, and an automated system. In addition, grades from all courses taken must be included in the GPA calculation unless the grade has been forgiven by retaking the same or comparable course. Under local district policy, if retaking a course improves an "F" to a "D", only the "D" will be calculated in the GPA. If a student earns the same letter grade twice for the same course, only



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

## **X. 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.

## **XI. COMMUNITY SERVICE**

### **A. REQUIREMENTS FOR CREDIT AND REPORTING**

Students who enroll in and successfully complete 75 hours of non-paid voluntary community or school service work may earn one-half elective credit in Voluntary School/Community Service (course number 2104330) or one-half elective credit in Voluntary Public Service (course number 0500370). A total of one credit may be earned through community service. The grade awarded is "pass" (P). Students must complete a minimum of 75 hours of service in order to earn the one-half credit for either course. Credit may not be earned for service provided as a result of court action. The school principal or designee is responsible for pre-approving specific volunteer

activities before the student begins any community service project for high school elective credit. Community service begins on the first day of school. For high school credit and Bright Futures eligibility, volunteer/community service hours must be completed prior to graduation. Note: Please see Bright Futures website for most updated information.

## **XII. STUDENT RIGHTS FOR INSTRUCTION**

### **A. STATEMENT OF NON-DISCRIMINATION**

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

### **B. PROVISIONS FOR ENGLISH LANGUAGE LEARNERS (ELL)**

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

### **C. EQUITY AND NON-DISCRIMINATION/HARASSMENT POLICY**

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

### **D. PARTICIPATION IN RIGOROUS COURSEWORK**

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

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

### **E. BOARD POLICY ON NON-DISCRIMINATION**

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



in School Board policy.

#### **F. GRIEVANCE PROCEDURES**

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

### **XIII. GRADING AND GRADE POINT AVERAGE (GPA)**

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

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

A= 4.0

B= 3.0

C= 2.0

D= 1.0

F=0

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

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

A = 5.0

B = 4.0

C = 3.0

D = 2.0

F =0

#### **C. COMPUTATION OF GRADE POINT AVERAGE (GPA)**

Grade Point Averages are computed as both weighted and unweighted for specific purposes related to athletic eligibility, graduation, class ranking, scholarship opportunities, etc. The school

counselors will share calculations with students as defined in the district's Guidance Department Handbook.

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

Interscholastic extracurricular activities are those organized student activities between, among or within schools which are carried on outside the curriculum or regular course of study in school. These activities may involve displays of talent which include, but are not limited to, sports, speech debate, and fine arts interscholastic competitions or festivals and career and technical student organization activities. In order to comply with the District School Board of Gadsden County and the Florida High School Athletic Association policies to be eligible to participate in interscholastic extracurricular student activities, a student must maintain an unweighted cumulative grade point average of 2.0 or above on a 4.0 scale, or its equivalent, in the courses required by F.S. 1006.43(1) at the conclusion of each semester in order to be eligible during the following semester. A student shall be eligible for the first semester of the ninth-grade year provided it is the student's first entry into the ninth grade, and he or she was regularly promoted from the eighth grade the immediate preceding year. A student who is ineligible during the second semester of his or her ninth grade year or during the first semester of his or her tenth grade year as a result of earning a GPA of less than 2.0 may regain eligibility for the following semester provided: The student signs an academic performance contract that states, at a minimum, the student will attend summer school or its equivalent, and the student earns a GPA of 2.0 or above in all courses taken during the semester of ineligibility. Once a student enters grade 11, he or she must have an unweighted cumulative GPA of 2.0 or greater on a 4.0 scale in all courses required for graduation at the conclusion of each semester in order to maintain eligibility for the following semester. Additionally, a student must maintain satisfactory conduct. If a student is arrested and charged or is found to have committed a felony or a delinquent act which would have been a felony if committed by an adult, regardless of whether adjudication is withheld, the student's participation in the interscholastic extracurricular activities is contingent upon established and published school board policy.

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

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

#### **F. LEVEL 1 COURSES AND GRADUATION CREDIT**

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

### **XIV. 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:

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

### C. QUARTERLY GRADES

Quarterly grades shall be computed as follows:

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

### D. DETERMINATION OF FINAL COURSE GRADES

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

### E. SEMESTER EXAMS FOR WEIGHTED COURSES

The purposes of giving the mid-term exams are to provide instruction and experience in preparing

for and taking comprehensive, cumulative assessments; to prepare students for post-secondary college course work; and to serve as a validation of mastery of the course content. The design of mid-term exams should provide an overview of the major course content and facilitate connections within and among key concepts and processes of the course work and is not limited to any one method. All teachers are expected to give a mid-term exam.

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

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

#### **G. REPORTING OF GRADES AND ATTENDANCE**

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

#### **H. GRADE CHALLENGE**

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

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

#### **I. INCOMPLETE GRADE**

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

#### **J. GRADE REPLACEMENT/FORGIVENESS**

In all cases of grade forgiveness only the new grade shall be used in the calculation of the student's grade point average. Any grade for a completed course repeated for credit (regular school or adult education) will replace the former grade in GPA calculation' however, all course outcomes will still be documented in the cumulative record and automated system. Grade forgiveness for all required courses will be limited to replacing a final grade of "D" or "F" with a



final grade of “C” or higher earned subsequently in the same or comparable course. An exception to this will be made for grade 9 students who are retaking Algebra 1, Algebra 1 Honors, Geometry, Geometry Honors, Spanish 1, or Spanish 2, for the purpose of replacing a grade of “C”, “D” or “F” earned in the high school course attempted at the middle grades level. Grade forgiveness for elective courses shall be limited to replacing a final grade of “D”, or “F” with a final grade of “C” or higher earned subsequently by retaking the same or comparable course or another course. In addition, all courses taken must be included in the GPA calculation unless grade had been forgiven by retake [F.S. 1003.43(5)(e). Under local district policy, if upon retaking a course, improves an “F” with a “D”, only the “D” will be calculated in the GPA. If, upon retaking a course, a student earns a second “D”, only ONE “D” will be counted in the student’s GPA.

**K. END-OF-COURSE EXAMINATION RETAKES**

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

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

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

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

**L. REQUIRED INFORMATION FOR REPORT CARDS**

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

**M. RECOGNITION OF GRADUATES**

Graduates are recognized for high achievement as follows:

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

## **N. REPORT CARD REQUIREMENTS AND DISTRIBUTIONS**

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

## **O. INSTRUCTION AND ATTENDANCE REQUIREMENTS FOR CREDIT EARNING**

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

## **P. EXCUSED ABSENCES**

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

## **Q. MAKE-UP WORK FOLLOWING AN EXCUSED ABSENCE**

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



also be considered excused if that absence is part of an approved school program such as those services provided by exceptional student education or student services personnel.

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

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

#### **S. UNEXCUSED ABSENCES**

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

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

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

#### **U. FULL-TIME STUDENTS**

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

#### **V. ACCOMMODATIONS FOR ELIGIBLE STUDENTS**

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

#### **W. STUDENT RE-ENROLLMENT**

A student eighteen years of age or older who has interrupted his or her education and who subsequently desires to enter the District School Board of Gadsden County shall physically enroll either in the adult day school or an adult evening school. The student may not enroll in a regular high school. In extenuating circumstances, a principal may recommend an exception to this policy to the Superintendent/Designee. Students may not be enrolled in a regular high school for more than 10 semesters, unless the principal approves the enrollment beyond 10 semesters. The principal will consider the reason the student wants to continue high school, the educational

progress to date, and the commitment to education. Semesters begin when the student first enrolls in ninth grade in any public or private school. Students may not enroll in a regular high school if they cannot earn the number of required credits to graduate by their 20th birthday, unless enrollment is approved by the principal. For students with disabilities who have not graduated with a standard diploma, the district will provide services until the end of the school year in which the student turns 22 years old. The Superintendent or designee is authorized to assign a student to any program or school as deemed to be in the best interest of the student or school district.

## **XV. DIPLOMAS AND CERTIFICATE OF COMPLETION OPTIONS**

### **A. STANDARD DIPLOMA**

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

### **B. CERTIFICATE OF COMPLETION**

#### **Option 1:**

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

#### **Option 2:**

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

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

### **C. SPECIAL DIPLOMA/SPECIAL CERTIFICATE OF COMPLETION**

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

### **D. MERIT HIGH SCHOOL DIPLOMA DESIGNATION**

In addition to meeting the standard high school diploma requirements based on grade 9 cohort year, in order to earn a merit diploma designation a student must attain of one or more industry



certifications from the list established under F.S. 1003.4285.

### **E. SCHOLAR HIGH SCHOOL DIPLOMA DESIGNATIONS**

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

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

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

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

### **F. SCHOLAR DIPLOMA DESIGNATION EXEMPTIONS**

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

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

### **G. GRADUATION PLAN**

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

### **H. CERTIFICATE OF COMPLETION AND COMMENCEMENT**

Students who earn a certificate of completion may participate in commencement.

## **XVI. SECONDARY CREDIT-EARNING OPTIONS**

### **A. DROPOUT PREVENTION PROGRAMS**

Graduation requirements for students enrolled in dropout prevention programs are identical to the requirements for other students in grades 9-12. The exceptions are described below (see Performance-Based Diploma and Performance-Based Exit Option). Modifications in courses may take one or more of the following forms: the amount of in-class instruction required to earn a credit may be lengthened or shortened; alternative methods of assessing mastery of performance standards may be utilized in addition to meeting state required assessments.

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

### **B. PERFORMANCE-BASED DIPLOMA PROGRAM**

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

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

### **C. PERFORMANCE-BASED EXIT OPTION PROGRAM**

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

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

Students participating in the Performance-Based Exit Option Program will be awarded a State of Florida High School Performance-Based Diploma issued by the district high school. Students participating in the Performance-Based Exit Option Program who are over-age for grade and classified as a ninth grader may be promoted to the 10th grade for the purpose of taking the grade 10 FCAT/FSA or EOC exams.

### **D. HOME EDUCATION**

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

1. Parents must register home education students with the District School Board of Gadsden County within 30 days of the establishment of the home education program.
2. Parents must provide written notice of termination to the District School Board of



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

#### **E. HOME EDUCATION STUDENTS AND HIGH SCHOOL GRADUATION**

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

#### **F. VIRTUAL EDUCATION PROGRAMS**

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

1. Students enrolled in virtual school must meet all standards and graduation requirements of the state and district.
2. Students enrolled in virtual education are entitled to participate in extracurricular activities at their districted school.
3. Virtual education students must take state required assessments (FCAT 2.0,

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

### **G. VIRTUAL SCHOOLS**

1. Students, including Home School students, may earn credits offered through Fuel Education, Florida Virtual School, and Edgenuity each year.
2. School, and Edgenuity each year.
3. 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.
4. 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.
5. Schools must accept all academic grades and credits attempted and/or earned at through Fuel Education, Florida Virtual School, and Edgenuity full time and through Fuel Education, Florida Virtual School and Edgenuity's part time program.
6. *"W/F" codes will be treated as a grade of "F" on a student's transcript.*
7. Part-time virtual school enrollment does not grant a high school diploma.

## **XVII ADDITIONAL SECONDARY AND POSTSECONDARY CREDIT-EARNING OPTIONS**

### **A. ADVANCED PLACEMENT (F.S. 1007.27)**

Advanced Placement (AP) is the enrollment of an eligible secondary student in an Advanced Placement course as described by the College Board. State of Florida community colleges or universities may award credit for an AP course to students who score a minimum of 3 on a 5 point scale on the corresponding AP exam. Colleges and universities accept an award AP credit based on the policies of the post-secondary school; graduates are responsible for confirming



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

## **B. DUAL ENROLLMENT**

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

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

## **C. THE CREDIT ACCELERATION PROGRAM (CAP)**

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

## **D. EARLY ADMISSION TO COLLEGES AND UNIVERSITIES**

Early Admission is a form of dual enrollment through which eligible secondary students enroll full-time in a post-secondary institution in courses that are creditable toward the high school diploma and the associate or baccalaureate degree. Students on Early Admission are registered with the college schedule at the high school. Early Admission to colleges and universities allows the student to enroll full time in a college or university following the completion of grade 11 provided the student has a weighted grade point average of 3.0 or above, is socially mature, has the joint approval of the high school principal and the college registrar, has the approval of his/her parents, and has the approval of the Superintendent and the District School Board of Gadsden County.

- a) Early Admissions students are advised to not enroll for more than 15 credit hours per semester.

- b) Early Admission students are eligible to receive the appropriate honors designation.
- c) Full-time status is determined by the college or university. Dual Enrollment and Early Admission students must meet all state and district course and graduation requirements in order to be awarded a high school diploma from the District School Board of Gadsden County.

#### **E. NATIONALLY RECOGNIZED INDUSTRY CERTIFICATION**

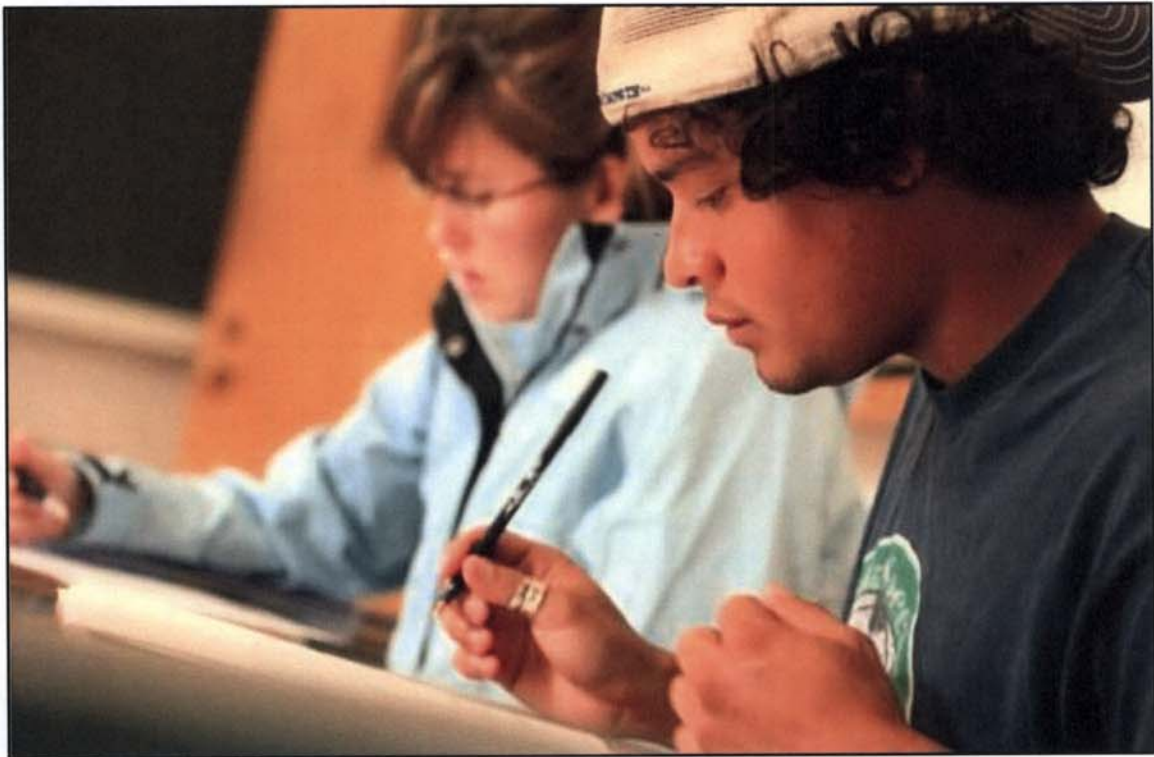
The State Board of Education has approved the listed Statewide Career and Technical Education Articulation Agreements which are based on industry certification. These agreements are intended to be a minimum guarantee of articulated credit into related A.S. and A.A.S. programs and do not preclude institutions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

#### **F. CAREER AND TECHNICAL EDUCATION PROGRAM ARTICULATION**

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



# K-12 EXCEPTIONAL STUDENTS



## **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:

- A. Autism Spectrum Disorder
- B. Deaf/Hard of Hearing
- C. Developmentally Delayed
- D. Dual Sensory Impaired
- E. Emotional/Behavioral Disability
- F. Hospital/Homebound
- G. Intellectual Disability
- H. Language Impaired
- I. Occupational Therapy
- J. Orthopedically Impaired
- K. Other Health Impaired
- L. Physical Therapy
- M. Specific Learning Disabled
- N. Speech Impaired
- O. Traumatic Brain Injured
- P. Visually Impaired

Although in Florida, 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.

## **SECTION 504 OF THE REHABILITATION ACT OF 1973 AND THE AMERICANS WITH DISABILITIES ACT AMENDMENT 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 insure that all students with disabilities are afforded the opportunity to participate in academic courses, career/technical courses/experiences as well as social and extracurricular activities, as appropriate. 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. It is also the expectation in accordance with federal and state legislation that each student with disabilities will participate in educational activities in the Least Restrictive Environment (LRE), with appropriate supports and accommodations as prescribed by the IEP Team. It is also the expectation of the



District that students with disabilities will be progress monitored regarding progress toward state standards as well as IEP goals, and the strategies and services will be adjusted as needed.

## **INSTRUCTIONAL ACCOMMODATIONS**

Each Individual Education Plan (IEP) lists accommodations that the student must have in order 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 a part of the student's daily instruction.

The Section 504 Plan lists accommodations that the student needs in order to access the curriculum or learning environment.

It is the responsibility of each teacher to be knowledgeable about each student in the class and provide the accommodations specified in the IEP or Section 504 Plan as a part of daily instruction. If accommodations are no longer needed or additional ones are recommended, it is the responsibility of the IEP or Section 504 Team of which the parent is a part) to convene and amend the document. Each school has a principal designee responsible for oversight of IDEA and Section 504 of the ADA. The designee at the school site should be contacted by teachers to schedule meetings and notify participants of the meeting time, date and purpose.

## **ACCESS POINTS COURSES**

Students entering 9th grade must be enrolled in 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. The Access Points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities. Access courses are setting neutral. 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.

Access courses are based on Access Points, are 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 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 s.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:

- Even with appropriate and allowable instructional accommodations, assistive technology or accessible instructional materials, the student requires modification to the grade-level general state content standards.
- The student requires direct instruction in academic areas of English/language arts, math, social studies and science based on access points.



All students with disabilities will participate in the statewide standardized assessment program based on state standards, without accommodations unless the IEP team, or the Section 504 team determines and documents that the student requires allowable accommodations during instruction and for participation in a statewide standardized assessment.

## **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.**

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.*

## **UNIQUE ACCOMMODATIONS**

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. In order to be approved, a unique accommodation must be:

- allowable for use on a statewide standardized assessment
- used by the student during classroom instructions and for assessments
- described in the student's IEP or Section 504 Plan

## **WAIVERS**

**WAIVER OF STATEWIDE STANDARDIZED ASSESSMENT RESULTS (End of Course Exams (EOC), Florida Standards Alternate Assessment (FAA), Florida Comprehensive Assessment (FCAT), Florida Standards Assessment (FSA)**

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 for the purpose of receiving 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 at least once.
- The IEP team (with the parent as a participating member for students under the age of 18) must make a determination of 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.
- **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, 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 assessments
- Intensive remediation activities on the required course standards
- Higher-level, related coursework (honors, dual enrollment, Advanced Placement, etc.)
- 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.

References: *Technical Assistance Paper Waiver of Statewide, Standardized Assessment Results for Students with Disabilities BEESS, April 2015; Section 1008.22 FS*

**WAIVER OF THE ON-LINE 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 provide an indication of 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 IEP team may meet 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 still be afforded the opportunity to learn grade level vocabulary and 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 insure that the student is making progress. If the student is not making progress, the IEP 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 go through the 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.
- 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 and parents.
- 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**

Parent/guardian 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.

## **PROMOTION**

Students with disabilities who are receiving instruction based on Florida Standards-based curriculum are promoted based upon the same promotion criteria as that for non-disabled students. Allowable accommodations as determined by the IEP team must be implemented. Criteria for students with disabilities is 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 regular 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 the student with disabilities with his/her chronologically age appropriate peers throughout their school experience. Changing placement of a student to a self-contained classroom should not be considered to avoid retention.

## **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 measureable 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.

Students entering ninth grade prior to the 2014 school year may still earn a special diploma using the standards outlined in the Gadsden County Student Progression Plan in place at the time of their entry as a ninth grader. Students receiving or who have received a special diploma may return to Gadsden County High School through the semester in which he/she becomes 22 to work toward



meeting current graduation criteria for a standard diploma.

### **SUMMARY OF PERFORMANCE (SOP)**

When a student with an IEP graduates from high school with a standard diploma or “ages out” of ESE, 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 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.

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.

### **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 (and 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 and can be determined
  - b. To have 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. 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 transitioning into the adult world.
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.

### **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.

# 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 through six (6) months after return to their home station.
- G. “Education(al) records” means: those official records, files, and data directly related to a student and maintained by the school or local education agency (LEA), including but not limited to records encompassing all the material kept in the student’s cumulative folder such as general identifying data, records of attendance and of academic work completed, records of achievement and results of evaluative tests, health data, disciplinary status, test protocols, and individualized education programs.
- H. “Extracurricular activities” means: a voluntary activity sponsored by the school or LEA or an organization sanctioned by the LEA. Extracurricular activities include, but are not limited to, preparation for and involvement in public performances, contests, athletic competitions, demonstrations, displays, and club activities.
- I. “Interstate Commission on Educational Opportunity for Military Children” means: the commission that is created under Article IX of this compact, which is generally referred to as Interstate Commission.
- J. “Local education agency” means: a public authority legally constituted by the state as an administrative agency to provide control of and direction for kindergarten through twelfth



- (12th) grade public educational institutions.
- K. "Member state" means: a state that has enacted this compact.
  - L. "Military installation" means: a base, camp, post, station, yard, center, homeport facility for any ship, or other activity under the jurisdiction of the Department of Defense, including any leased facility, which is located within any of the several States, the District of Columbia, the Commonwealth of Puerto Rico, the U.S. Virgin Islands, Guam, American Samoa, the Northern Marianas Islands and any other U.S. territory. Such term does not include any facility used primarily for civil works, rivers and harbors projects, or flood control projects.
  - M. "Non-member state" means: a state that has not enacted this compact.
  - N. "Receiving state" means: the state to which a child of a military family is sent, brought, or caused to be sent or brought.
  - O. "Rule" means: a written statement by the Interstate Commission promulgated pursuant to Article XII of this compact that is of general applicability, implements, interprets or prescribes a policy or provision of the compact, or an organizational, procedural, or practice requirement of the Interstate Commission, and has the force and effect of statutory law in a member state, and includes the amendment, repeal, or suspension of an existing rule.
  - P. "Sending state" means: the state from which a child of a military family is sent, brought, or caused to be sent or brought.
  - Q. "State" means: a state of the United States, the District of Columbia, the Commonwealth of Puerto Rico, the U.S. Virgin Islands, Guam, American Samoa, the Northern Marianas Islands and any other U.S. territory.
  - R. "Student" means: the child of a military family for whom the LEA receives public funding and who is formally enrolled in kindergarten through twelfth (12th) grade.
  - S. "Transition" means: 1) the formal and physical process of transferring from school to school or 2) the period of time in which a student moves from one school in the sending state to another school in the receiving state.
  - T. "Uniformed service(s)" means: the Army, Navy, Air Force, Marine Corps, Coast Guard as well as the Commissioned Corps of the National Oceanic and Atmospheric Administration, and Public Health Services.
  - U. "Veteran" means: a person who served in the uniformed services and who was discharged or released under conditions other than dishonorable.

## **Chapter 200 – GENERAL PROVISIONS**

### **SEC 2.101 Adoption of rules; Amendment**

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

- (a) Proposed new rules and amendments to existing rules shall be submitted to the Interstate Commission office for referral to the Rules Committee as follows:
  - (1) Any Commissioner may submit a proposed rule or rule amendment for referral to the Rules Committee during the annual Commission meeting. This proposal must be made in the form of a motion and approved by a majority vote of a quorum of the Commission members present at the meeting;
  - (2) Standing Committees of the Commission may propose rules or rule amendments by

- majority vote of that Committee;
- (3) Any regional group of states as may be subsequently recognized by the Commission may propose rules or rules amendments by a majority vote of members of that region;
- (b) The Rules Committee shall prepare a draft of all proposed rules and provide the draft to all Commissioners for review and comments. All written comments received by the Rules Committee on proposed rules shall be posted on the Commission's website upon receipt. Based upon the comments made by the Commissioners, the Rules Committee shall prepare a final draft of the proposed rule(s) or amendments for consideration by the Commission no later than the next annual meeting falling in an odd-numbered year.
- (c) Prior to promulgation and adoption of a final rule by the Interstate Commission, the text of the proposed rule or amendment shall be published by the Rules Committee no later than thirty (30) days prior to the meeting at which the vote is scheduled, on the official web site of the Interstate Commission and in any other official publication that may be designated by the Interstate Commission for the publication of its rules. In addition to the text of the proposed rule or amendment, the reason for the proposed rule shall be provided.
- (d) Each administrative rule or amendment shall state—
- (1) The place, time, and date of the scheduled public hearing;
  - (2) The manner in which interested persons may submit notice to the Interstate Commission of their intention to attend the public hearing and any written comments; and
  - (3) The name, position, physical and electronic mail address, telephone, and telefax number of the person to whom interested persons may respond with notice of their attendance and written comments.
- (e) Every public hearing shall be conducted in a manner guaranteeing each person who wishes to comment a fair and reasonable opportunity to comment. No transcript of the public hearing is required, unless a written request for a transcript is made, which case the person or entity making the request shall pay for the transcript. A recording may be made in lieu of a transcript under the same terms and conditions as a transcript. This subsection shall not preclude the Commission from making a transcript or recording of the public hearing if it chooses to do so.
- (f) Nothing in this section shall be construed as requiring a separate hearing on each rule. Rules may be grouped for the convenience of the Interstate Commission at hearings required by this section.
- (g) Following the scheduled hearing date, or by the close of business on the scheduled hearing date if the hearing was not held, the Interstate Commission shall consider all written and oral comments received.
- (h) The Interstate Commission shall, by majority vote of a quorum of the commissioners, take final action on the proposed rule and shall determine the effective date of the rule, if any, based on the rulemaking record and the full text of the rule.
- (i) Not later than sixty (60) days after a rule is adopted, any interested person may file a petition for judicial review of the rule in the United States district court of the District of Columbia or in the federal district court where the Interstate Commission's principal office is located. If the court finds that the Interstate Commission's action is not supported by substantial evidence, as defined in the federal Administrative Procedures Act, in the rulemaking record,



the court shall hold the rule unlawful and set it aside.

- (j) Upon determination that an emergency exists, the Interstate Commission may promulgate an emergency rule that shall become effective immediately upon adoption, provided that the usual rulemaking procedures provided in the compact and in this section shall be retroactively applied to the rule as soon as reasonably possible, in no event later than ninety (90) days after the effective date of the rule. An emergency rule is one that must be made effective immediately in order to—
- (1) Meet an imminent threat to public health, safety, or welfare;
  - (2) Prevent a loss of federal or state funds;
  - (3) Meet a deadline for the promulgation of an administrative rule that is established by federal law or rule; or
  - (4) Protect human health and the environment.

### **SEC. 2.102 Dues formula**

- a) The commission shall determine the formula to be used in calculating the annual assessments to be paid by states. Public notice of any proposed revision to the approved dues formula shall be given at least 30 days prior to the Commission meeting at which the proposed revision will be considered.
- b) The Commission may consider the population of the states, the number of students subject to the compact within each state, and the volume of student transfers between states in determining and adjusting the assessment formula.
- c) The approved formula and resulting assessments for all member states shall be distributed by the commission to each member state annually.
- d) The dues formula shall be based on the figure of one dollar per child of military families eligible for transfer under this compact.

## **Chapter 300 – TRANSFER OF EDUCATION RECORDS AND ENROLLMENT**

### **SEC. 3.101 Eligibility for transfer and enrollment**

- a) Unofficial or “hand-carried” education records –In the event that official education records cannot be released to the parents for the purpose of transfer, the custodian of the records in the sending state shall prepare and furnish to the parent a complete set of unofficial educational records containing uniform information as determined by the Interstate Commission. Upon receipt of the unofficial education records by a school in the receiving state, the school shall enroll and appropriately place the student based on the information provided in the unofficial records pending validation by the official records, as quickly as possible. In the event a state or LEA charges a fee for copies of educational records, such a fee shall not exceed the reasonable cost of reproduction.
- b) Official education records/transcripts-- Simultaneous with the enrollment and conditional placement of the student, the school in the receiving state shall request the student’s official education record from the school in the sending state. Upon receipt of this request, the school in the sending state will process and furnish the official education records to the school in the receiving state within ten (10) business days except for a designated school staff break including, but not limited to, spring, summer, or holiday. Records should be furnished as soon as possible following the return of staff from a school staff break; however, the time shall not exceed ten (10) days after the return of staff.

### **SEC. 3.102 Application for transfer of student records and enrollment**

An application for transfer of educational records of students subject to this compact shall contain the following:

- a) Immunizations – Compacting states shall give thirty (30) calendar days from the date of enrollment. For a series of immunizations, initial vaccinations must be obtained within thirty (30) calendar days.
- b) Kindergarten and First grade entrance age – Students shall be allowed to continue their enrollment at grade level in the receiving state commensurate with their grade level (including Kindergarten) from a LEA in the sending state at the time of transition, regardless of age. A student that has satisfactorily completed the prerequisite grade level in the local education agency in the sending state shall be eligible for enrollment in the next highest grade level in the receiving state, regardless of age. A student transferring after the start of the school year in the receiving state shall enter the school in the receiving state on their validated level from an accredited school in the sending state.
  - 1) Any student who transfers from an out-of-state public school and who does not meet regular age requirements for admission to the school of the state being transferred into shall be admitted upon presentation of the data required in subsection (3).
  - 2) Any student who transfers from an out-of-state nonpublic school and who does not meet regular age requirements for admission to a public school in the state being transferred, shall be admitted if the student meets age requirements for public schools within the state from which he or she is transferring, and if the transfer of the student’s academic credit is acceptable under rules of the school board. Prior to admission, the parent or guardian must also provide the data required in subsection (3).
  - 3) In order to be admitted into a school in the receiving state, such a student transferring from the sending state must provide the following data:
    - i. Official military orders showing that the military member was assigned to the state (or commuting area) of the state in which the child was previously duly enrolled and attended school. If a child of a military member was residing with a legal guardian during the previous enrollment and not the military member, a copy of the family care plan, or proof of guardianship, as specified in the Interstate Compact, or any information sufficient for the receiving district to establish eligibility under this compact shall be provided;
    - ii. An official letter or transcript from the proper school authority which shows record of attendance, academic information, and grade placement of the student;
    - iii. Documented evidence of immunization against communicable diseases; and
    - iv. Evidence of date of birth. Chapter 400 – GRADUATION

### **SEC 4.101 Graduation**

- a) Waiver requirements - LEA administrative officials shall waive specific courses required for graduation if similar course work has been satisfactorily completed in another LEA or shall provide reasonable justification for denial. Should a waiver not be granted to a student who would qualify to graduate from the sending school, the LEA shall provide an alternative means of acquiring required coursework so that graduation may occur on time. If the receiving LEA requires a graduation project, volunteer community service hours, or other state or LEA



specific requirements, the receiving LEA may waive those requirements.

- b) Exit exams – States shall accept: 1) exit or end-of-course exams required for graduation from the sending state; or 2) national norm-referenced achievement tests or 3) alternative testing, in lieu of testing requirements for graduation in the receiving state. In the event the above alternatives cannot be accommodated by the receiving state for a student transferring in his or her senior year, then the provisions of Article VII, Section C of the Compact shall apply.
- c) Transfers during senior year – There may be cases in which a military student transferring at the beginning or during his or her senior year is ineligible to graduate from the receiving LEA after all alternatives have been considered. In such cases the sending and receiving LEA's shall ensure the receipt of a diploma from the sending LEA, if the student meets the graduation requirements of the sending LEA. In the event that one of the states in question is not a member of this compact, the member state shall use best efforts to facilitate the on-time graduation of the student in accordance with Sections A and B of Article VII of the Compact.

## **Chapter 500 – PLACEMENT & ATTENDANCE SEC.**

### **5.101 Course placement**

The receiving school shall initially place a student who transfers before or during the school year in educational courses based on the student's enrollment in the sending state school and/or educational conducted at the school in the sending state to the extent the educational courses are provided by the receiving school. Course placement includes but is not limited to Honors, International Baccalaureate, Advanced Placement, vocational, technical and career pathways courses. The receiving school may perform subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the course(s). The receiving school may allow the student to attend similar educational courses in other schools within the LEA if the receiving school does not offer such educational courses.

### **SEC. 5.102 Educational program placement**

The receiving state school shall initially honor placement of the student in educational programs based on current educational assessments conducted at the school in the sending state or participation/placement in like programs in the sending state. Such programs include, but are not limited to: 1) gifted and talented programs; and 2) English as a second language (ESL). The receiving school may perform subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the course(s). The receiving school may allow the student to attend similar educational courses in other schools within the LEA if the receiving school does not offer such programs.

### **SEC. 5.103 Special education services**

(a) In compliance with the federal requirements of the Individuals with Disabilities Education Act (IDEA), 20 U.S.C.A. Section 1400 et. Seq., the receiving state shall initially provide comparable services to a student with disabilities based on his/her current Individualized Education Program (IEP); and

(b) In compliance with the requirements of Section 504 of the Rehabilitation Act, 29 U.S.C.A. Section 794, and with Title II of the Americans with Disabilities Act, 42 U.S.C.A. Sections 12131-12165, the receiving state shall make reasonable accommodations and modifications to address the needs of incoming students with disabilities, subject to an existing 504 or Title II Plan, to



provide the student with equal access to education.

(c) The receiving school may perform subsequent evaluations to ensure appropriate placement and appropriate services. The receiving school shall follow any current regulations the receiving state has in place in order to comply with federal or state law.

#### **SEC. 5.104 Placement flexibility**

LEA officials shall have flexibility in waiving course/program prerequisites, or other preconditions for placement in courses/programs offered under the jurisdiction of the LEA.

#### **SEC. 5.105 Absence as related to deployment activities**

A student whose parent or legal guardian is an active duty member of the uniformed services, as defined by the Compact, and has been called to duty for, is on leave from, or immediately returned from deployment to a combat zone or combat support posting, shall be granted additional excused absences at the discretion of the LEA superintendent or head of school to visit with his or her parent or legal guardian relative to such leave or deployment of the parent or guardian. Notwithstanding the above, the LEA superintendent or head of school may provide a maximum number of additional excused absences.

### **Chapter 600 -- ELIGIBILITY**

#### **SEC. 6.101 Eligibility for Enrollment**

- (a) A custody order, special power of attorney, or other applicable document relative to the guardianship of a child of a military family and executed under the applicable law of each member state shall be sufficient for the purposes of enrollment and all other actions requiring parental participation and consent. A special power of attorney form, which is acceptable in some jurisdictions, can be obtained through the JAG offices pursuant to Military Family Care Plan regulations.
- (1) A local education agency shall be prohibited from charging local tuition to a transitioning military child placed in the care of a non-custodial parent or other person standing in loco parentis who lives in a jurisdiction other than that of the custodial parent. Tuition may be charged for optional programs offered by the LEA.
- (2) A transitioning military child, placed in the care of a non-custodial parent or other person standing in loco parentis who lives in a jurisdiction other than that of the custodial parent, may continue to attend the school in which he/she was enrolled while residing with the custodial parent. The local education agency shall not charge tuition. In addition, transportation to and from school is the responsibility of the non-custodial parent or other persons standing in loco parentis.
- (b) Eligibility for extracurricular participation – State and local education agencies shall facilitate the opportunity for transitioning military children's inclusion in extracurricular activities, regardless of application deadlines, with consultation with the state high school athletic association, to the extent they are otherwise qualified. Application deadlines include tryouts, summer conditioning and other coach or district prerequisites.

### **Chapter 700 – OVERSIGHT, ENFORCEMENT, AND DISPUTE RESOLUTION**

#### **SEC. 7.101 Informal communication to resolve disputes or controversies**

- (a) States shall attempt to resolve disputes or controversies by communicating with each other by

telephone, telefax, or electronic mail.

(b) Failure to resolve dispute or controversy—

- (1) Following an unsuccessful attempt to resolve controversies or disputes arising under this compact, its by-laws or its rules as required under sec.7.101 (a), states shall pursue one or more of the informal dispute resolution processes set forth in sec. 7.101 (b)(2) prior to resorting to formal dispute resolution alternatives.
- (2) Parties shall submit a written request to the executive director for assistance in resolving the controversy or dispute. The executive director shall provide a written response to the parties within ten (10) days and may, at the executive director's discretion, seek the assistance of legal counsel or the executive committee in resolving the dispute. The executive committee may authorize its standing committees or the executive director to assist in resolving the dispute or controversy.

**SEC. 7.102 Formal resolution of disputes and controversies**

- a) Alternative dispute resolution – Any controversy or dispute between or among compacting states that arises from or relates to this compact that is not resolved under sec. 7.101 may be resolved by alternative dispute resolution processes. These shall consist of mediation and arbitration.
- b) Mediation and arbitration
  - 1) Mediation
    - i. A state that is party to a dispute may request, or the executive committee may require, the submission of a matter in controversy to mediation.
    - ii. Mediation shall be conducted by a mediator appointed by the executive committee from a list of mediators approved by the national organization responsible for setting standards for mediators and pursuant to procedures customarily used in mediation proceedings.
  - 2) Arbitration
    - i. Arbitration may be recommended by the executive committee in any dispute regardless of the parties' previous submission of the dispute to mediation.
    - ii. Arbitration shall be administered by at least one neutral arbiters or a panel of arbiters not to exceed three members. These arbiters shall be selected from a list of arbiters maintained by the commission staff.
    - iii. The arbitration may be administered pursuant to procedures customarily used in arbitration proceedings and at the direction of the arbiter.
    - iv. Upon the demand of any party to a dispute arising under the compact, the dispute shall be referred to the American Arbitration Association and shall be administered pursuant to its commercial arbitration rules.
      - 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 20140-2015)**

<b>MS Algebra 1 EOC</b>	<b>MS Geometry and Biology 1 EOC</b>	<b>MS Civics</b>
<p>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.</p>	<p>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.</p>	<p>Each student's performance on the statewide standardized EOC assessment in Civics Education constitutes 30% of the student's final course grade.</p>

**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:**

FCAT/FSA Assessment in Math: \_\_\_\_\_ Date of Assessment: \_\_\_\_\_

Most recent math or science course: \_\_\_\_\_ Grades Earned: \_\_\_\_\_

Other justification: \_\_\_\_\_

Guidance Counselor's Communication with Parent \_\_\_\_\_ Date: \_\_\_\_\_

Parent in agreement that grade will appear in student records and transcript.

Requested State EOC in \_\_\_\_\_ administration date, \_\_\_\_\_, aligns with required dates (CAP section SPP, page 73)

Has the student attempted the EOC in Algebra 1, Geometry or Biology 1 previously?

Yes  No  If so, which one? \_\_\_\_\_

If yes, please provide date, score and evidence of additional preapproved preparation.

Date: \_\_\_\_\_ Score: \_\_\_\_\_

Additional preapproved preparation: \_\_\_\_\_

**Recommendation of Principal:**

- 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 ASSESSMENTS (July 2018 FLDOE Updates)**

### **Overview**

According to Florida law, students must meet certain academic requirements to earn a standard high school diploma from a public school. This means that students must pass required courses, earn a minimum number of credits, earn a minimum grade point average and pass the required statewide assessments. Students who meet these requirements but do not pass the required assessments will receive a certificate of completion, which is not equivalent to a standard high school diploma. Passing scores for the statewide assessments are determined by the State Board of Education.

### **Graduation Requirements**

#### **Grade 10 Florida Standards Assessments English Language Arts**

The reading/English Language Arts (ELA) assessment students must pass to graduate with a standard high school diploma is determined by each student’s year of enrollment in grade 9. The Florida Standards Assessments (FSA), aligned to the Florida Standards, were introduced in 2014–15, and the Grade 10 FSA ELA Assessment was administered for the first time in spring 2015. Table 1 below lists the required passing score for the Grade 10 FSA ELA (Reading and Writing) based on grade 9 cohort.

**Table 1: FSA ELA Assessment Requirement and Passing Score by School Year**

School Year When Students Entered Grade 9	Passing Score
2014–15 to current	350
2013–14	349*

\*Students who took the assessment prior to the adoption of the passing score on the new scale adopted by the State Board are eligible to use the alternate passing score for graduation, which is linked to the passing score for the previous assessment requirement.

For more information on the Grade 10 FSA ELA Assessment, please see the 2018–19 FSA English



### Grade 10 FCAT 2.0 Reading

Students who entered grade 9 in the 2010–11 school year through the 2012–13 school year were required to earn a passing score of **245** on the Grade 10 FCAT 2.0 Reading Assessment. The last administration of the FCAT 2.0 Reading Retake was in spring 2018. Students whose graduation requirement is Grade 10 FCAT 2.0 Reading may satisfy this requirement by earning the alternate passing score of **349** on the FSA ELA Retake or a concordant score on the SAT or ACT as described in Table 3 on page 3.

### FSA Algebra 1 End-of-Course Assessment

The Algebra 1 End-of-Course (EOC) assessment students must pass to graduate with a standard high school diploma is determined by when students completed the Algebra 1 or equivalent course. Students who completed a course in the 2014–15 school year and beyond are required to pass the FSA Algebra 1 EOC Assessment, and the required passing score is determined by when students first participated in an FSA Algebra 1 EOC Assessment administration. The FSA Algebra 1 EOC Assessment was first administered in spring 2015. Table 2 on the following page lists the required passing score for the FSA Algebra 1 EOC Assessment based on when the student first participated in the FSA Algebra 1 EOC Assessment administration.

**Table 2: FSA Algebra 1 EOC Assessment Requirement and Passing Score by First Participation**

First Participation in FSA Algebra 1 EOC	Passing Score
Spring 2016 and beyond	497
Spring, Summer, Fall or Winter 2015	489

For more information on the FSA Algebra 1 EOC Assessment, please see the 2018–19 FSA End-of-Course Assessments Fact Sheet.

## **NGSSS Algebra 1 EOC Assessment**

Students who completed Algebra 1 or an equivalent course in the 2011–12 school year through the 2013–14 school year were required to earn a passing score of 399 on the Next Generation Sunshine State Standards (NGSSS) Algebra 1 EOC Assessment. The last administration of the NGSSS Algebra 1 EOC Assessment was in summer 2017. Students whose graduation requirement is the NGSSS Algebra 1 EOC Assessment may satisfy this requirement by earning the alternate passing score of 489 on the FSA Algebra 1 EOC Assessment or a comparative score as described in Table 3 on the following page.

Students who entered grade 9 in the 2010–11 school year were required to earn course credit in Algebra 1 or an equivalent course and participate in the NGSSS Algebra 1 EOC Assessment. The results of the NGSSS Algebra 1 EOC Assessment must constitute 30% of these students' final course grade, but there is not a passing requirement for this cohort of students.

### **Graduation Options**

- **Statewide Assessment Retakes**—Students can retake the Grade 10 FSA ELA Assessment or FSA 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. Students currently have up to five opportunities to pass the grade 10 ELA assessment before their scheduled graduation. Students who do not pass the grade 10 ELA assessment in the spring of their tenth-grade year may retest in fall and spring of their eleventh- and twelfth-grade years. The number of opportunities to retake the Algebra 1 EOC assessment will depend on the grade students are in when they first take the test, since it is taken at the conclusion of the course. The FSA Algebra 1 EOC Assessment is currently administered four times each year, in the fall, winter, spring, and summer.
- **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, Florida Administrative Code (F.A.C.). Table 3 on the following page shows the concordant and comparative scores students may use to satisfy assessment graduation requirements.

**Table 3: Concordant and Comparative Scores**

<b>Grade 10 FSA ELA or Grade 10 FCAT 2.0 Reading</b>	
<b>Available for all students who entered grade 9 in 2010–11 and beyond:</b>	
SAT Evidence-Based Reading and Writing (EBRW)*	480
ACT English and Reading subtests**	18
<b>Available only for students who entered grade 9 prior to 2018–19:</b>	
SAT EBRW*	430
SAT Reading Subtest*	24
ACT Reading	19
<b>Algebra 1 EOC (FSA or NGSSS)</b>	
<b>Available for all students who entered grade 9 in 2010–11 and beyond:</b>	
PSAT/NMSQT Math***	430
SAT Math****	420
ACT Math	16
<b>Available only for students who entered grade 9 prior to 2018–19:</b>	
PERT Mathematics	97

\*Administered in March 2016 or beyond. Students who entered grade 9 prior to 2018–19 may also use a concordant score of 430 on SAT Critical Reading if it was earned prior to March 2016.

\*\*The average of the English and Reading subtests. If the average of the two subject test scores results in a decimal (0.5), the score shall be rounded up to the next whole number. The scores for the English and Reading subject tests are not required to come from the same test administration.

\*\*\*Administered in 2015 or beyond. Students who entered grade 9 in 2010–11 and beyond may also use a comparative score of 39 on PSAT/NMSQT Math if it was earned prior to 2015.

\*\*\*\*Administered in March 2016 or beyond. Students who entered grade 9 in 2010–11 and beyond may also use a comparative score of 380 on SAT Math if it was earned prior to March 2016.

In accordance with section (s.) 1008.22, Florida Statutes (F.S.), all students enrolled in grade 10 are required to participate in the grade 10 ELA assessment and all 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 concordant or comparative score on file.



- **Scholar Diploma Designation**—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 assessments shown in Table 4.

**Table 4: Passing Scores Required for a Scholar Diploma Designation**

Student Entered Ninth Grade	EOC Assessment		
	Geometry	Biology 1*	U.S. History*
2010–11 through 2013–14		X	X
2014–15 and beyond	X	X	X

\* 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 (see the Assessment Results section on the End-of-Course Assessments page on the Florida Department of Education [FDOE] website).

The passing score for the FSA Geometry EOC Assessment was adopted in State Board of Education rule in January 2016. For students who took the FSA Geometry EOC Assessment (2014–15) prior to the adoption of passing scores, the alternate passing score is 492, which corresponds to the passing score of 396 for the NGSSS Geometry EOC Assessment (2010–11), last administered in December 2014.

- **Waivers for Students with Disabilities**—Students with disabilities who entered grade 9 in 2014–15 and beyond are required to work toward a standard high school diploma and are expected to participate in statewide, standardized assessments. (Students with disabilities who entered grade 9 in 2013–14 or earlier and are working toward a standard high school diploma are also expected to participate in statewide, standardized assessments.) State law, however, provides for a waiver of statewide, standardized assessment graduation requirements for students with disabilities whose abilities cannot be accurately measured by the assessments. Pursuant to s. 1008.22(3)(c)2., F.S., “A student with a disability, as defined in s. 1007.02(2),

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.

- 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. The FDOE website has additional information and resources regarding the GED® test and the high school equivalency program.

#### Previous Scores Required for Graduation

Assessment requirements for students originally scheduled to graduate between 2004 and 2013 are as follows:

- Students who entered grade 9 in the 2000–01 school year through the 2008–09 school year and were originally scheduled to graduate between 2004 and 2013 were required to earn passing scores on grade 10 FCAT Reading and Mathematics assessments, or their equivalents.
- Students who entered grade 9 in the 2009–10 school year were required to earn an alternate passing score (comparable to the passing score for Grade 10 FCAT Reading) on Grade 10 FCAT 2.0 Reading and a passing score on Grade 10 FCAT Mathematics, or their equivalents.

Students with these requirements currently have the following opportunities to meet them:

- The FCAT Reading Retake and FCAT 2.0 Reading Retake are no longer administered. Students who still need to satisfy this requirement must earn an alternate passing score on the FSA ELA Retake or a concordant score on the SAT or ACT.
- The FCAT Mathematics Retake is no longer administered. Students who still need to satisfy this requirement must earn a concordant score on the SAT or ACT. Students may also meet the FCAT Mathematics requirement by passing the FSA Algebra 1 EOC Assessment.



The required passing and concordant scores for students who entered grade 9 from 2000–01 to 2009–10 are provided in Table 5 on the following page.

**Table 5: Passing Scores for Students Entering Grade 9 from 2000–01 to 2009–10**

Assessment	Reading	Mathematics
FCAT	1926 (scale score of 300)	1889 (scale score of 300)
FCAT 2.0	241	N/A
SAT Concordant Score	<p>SAT administered prior to March 2016 For students who entered grade 9 in 2006–07 or earlier: 410 – Critical Reading For students who entered grade 9 in 2007–08, 2008–09, or 2009–10: 420 – Critical Reading</p> <p>SAT administered after March 2016 For students who entered grade 9 in 2006–07 or earlier: 410 – Evidence-Based Reading and Writing (EBRW) OR 22 – Reading Subtest</p> <p>For students who entered grade 9 in 2007–08, 2008–09, or 2009–10: 420 – EBRW OR 23 –Reading Subtest</p>	340**
ACT Concordant Score	15 (for students who entered grade 9 in 2006–07 or earlier) 18 (for students who entered grade 9 in 2007–08, 2008–09, or 2009–10)	15

\*Students who participated in the spring 2011 Grade 10 FCAT 2.0 Reading Assessment received scores called FCAT Equivalent Scores that were reported on the FCAT score scale, and the passing score was 1926 (scale score of 300). This is comparable to a score of 241 on the FCAT 2.0.

\*\*A concordant score of 370 on SAT Mathematics was previously established in 2003 as an alternative for the Grade 10 FCAT Mathematics requirement. This alternative passing score was lowered to a score of 340 after a concordance study was conducted in November 2009 on a revised, more challenging version of the SAT. Students required to pass FCAT Mathematics for graduation may submit a score of 340 or higher regardless of



their year of enrollment in grade 9 if the score is dated March 2005 and beyond.

**Class of 2003**—Students who were originally scheduled to graduate in 2003 may satisfy their graduation requirements by earning a score of 339 on the Grade 10 FSA ELA Assessment, which is equivalent to a score of 236 on Grade 10 FCAT 2.0 Reading Assessment.

**High School Competency Test (HSCT) Requirement**—The HSCT State Board Rule (6A-1.09421, F.A.C.) was repealed in fall 2015. Students who were scheduled to graduate in 2002 or earlier and have not passed the HSCT as part of their graduation requirements will need to enroll in an adult education program to earn a standard high school diploma. In accordance with Rule 6A-6.020, F.A.C., those who enter adult high school after their ninth-grade cohort has graduated or who are not part of a ninth-grade cohort must meet the current grade 12 cohort's graduation requirements that are in effect the year they enter adult high school.

### **Helpful Resources**

- An academic advisement flyer for students related to graduation requirements is available on the Graduation Requirements page.
- The FSA Portal and the following pages on the FDOE website provide information about the assessments currently administered and serve as valuable resources to students, parents/guardians, and educators: FSA, Statewide Science Assessment, and EOC Assessments. For previous assessments, please visit the FCAT Historical page and the FCAT 2.0 Historical page on the FDOE website.
- Schedules for FSA, Statewide Science Assessment, and EOC assessment administrations are accessible from the Assessment Schedules page on the FDOE website.
- FloridaStudents.org provides student tutorials and resources for the Florida Standards.
- 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 FCAT/FSA or Level 2, 3, or 4 on the Algebra 1 EOC. High schools shall perform this evaluation using results from the corresponding component of the Postsecondary Education Readiness Test (PERT) or an equivalent test identified by the State Board of Education. The State Board of Education shall establish by rule the minimum test scores a student must achieve to demonstrate readiness.

Students who demonstrate readiness by achieving the minimum test scores established by the state board and enroll in a community college within two years of achieving such scores shall not be required to enroll in remediation course as a condition of acceptance to any community college. The high school shall use the results of the test to advise the students of any identified deficiencies and to the maximum extent practicable provide grade 12 students access to appropriate remedial instruction prior to high school graduation. The college ready instruction provided under this subsection shall be a collaborative effort between secondary and postsecondary educational institutions. To the extent courses are available; the Gadsden County Virtual School may be used to provide the college-ready instruction required by the subsection.

**College Readiness Course Placement Score Recommendations\***

<b>Subject</b>	<b>Course Title</b>	<b>PERT</b>	<b>SAT</b>	<b>ACT</b>
Reading	English 4: FL College Prep	50-105	< 440	< 19
	English 4		≥ 440	≥ 19
Writing	English 4: FL College Prep	50-102	< 440	< 17
	English 4		≥ 440	≥ 17
Mathematics	Math for College Readiness	50-113	≥ 440	≥ 19

The College Readiness Course Placement Score Recommendations apply to students who will be seniors in 2014-2015. The PERT is administered to grade 11 students who have not previously met college readiness standards.

Statewide college – ready cut scores for PERT Reading, 106  
 Writing, 103  
 Mathematics, 114

College Readiness Courses Offered in Gadsden County English IV:

- Florida College Prep (Course Code: 1001405)
- Mathematics for College Readiness (Course Code: 1200700)



## **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 in order to be eligible to participate in the Foreign Exchange Visitor Program.

### **1. ELIGIBILITY REQUIREMENTS**

A. Sponsors: Applications may be made by CSIET approved organizations desiring to sponsor foreign students in Gadsden County School District. Any organizations sponsoring a student must supply the name, address, and telephone number of the local representative who is a resident of Gadsden County and can be contacted at any time in case of emergency or other problem.

B. Students: Students must meet the following eligibility requirements prior to acceptance:

- agree to be in attendance for one academic school year
- be at least 15 but not more than 18 ½ years of age on the date of enrollment in the program and have not completed more than 11 years of primary and secondary education (exclusive of kindergarten) [ NOTE: students who have already graduated will not be allowed to enroll in a Gadsden County high school ]
- have sufficient knowledge of the English language to participate in high school classes
- be accepted by a suitable host family, not to be hosted by the area representative of the sponsoring organization
- provide an English translation of the student's official academic transcript for at least 2
- years prior to entry into the program, including a description of each course

### **2. PROCEDURES FOR ADMISSION OF ELIGIBLE STUDENTS**

The sponsoring organization must apply for and obtain the approval for admission of the student through the local representative by Academic Services at least fifteen (15) working days prior to enrollment in school.

A. Notification: A copy of the District School Board of Gadsden County Foreign Exchange Program procedures shall be sent to local coordinators when requesting placement. Written approval or denial for admission shall be given to the local coordinator of the sponsoring organization by the Academic Services. The exchange student must be accompanied by the



sponsoring organization coordinator and a member of the host family when enrolling at the approved school. Formal entrance to school shall be at the beginning of the school year. An orientation designed to acquaint the student with the American school and with the rules governing the behavior of all students shall be provided by the school staff. The student shall follow school rules and shall participate fully in the educational program provided.

- B. Supervision: It is the sponsor's responsibility to make all travel and accommodation arrangements, including securing the host family. It is the sponsor's responsibility to resolve problems that arise between the student, the host family, and /or the school including, if necessary, the changing of host families or the early return home of the exchange student due to unresolved or personal difficulties .It is the responsibility of the sponsor to notify Academic Services of all changes of host family or address.
- C. Financial Support: All expenses, including school and school-related expenses are the responsibility of the student, the sponsoring organization, and the host family. Foreign Exchange students are not eligible for lunch subsidy.
- D. Employment: Exchange students are not permitted to take regular or part-time jobs during their stay in the United States.
- E. Athletic Eligibility: Students shall be governed by the Florida High School Athletics Association rules and regulations regarding participation in inter- scholastic athletic competition.
- F. Completion: Upon completion of the stay in Gadsden County, the student shall be issued an official transcript of all work completed. A certificate of participation shall also be awarded. Schools are encouraged to honor the foreign exchange student's program completion and award the certificate at an award ceremony.
- G. Monitoring: CSIET approved programs are monitored by Academic Services for
  - quality of foreign exchange student recruited (e.g., English proficiency, attitude, behavior) and
  - appropriateness of host family placement (e.g., high school age student in host family home, family stability)

Sponsoring organizations that have violated requirements of student eligibility shall not be eligible to submit applications for students to attend Gadsden County High School for a period of two years. Programs with a second violation shall be permanently removed as approved programs for placement in Gadsden County.

## **APPENDIX L: THIRD GRADE STUDENT PROGRESSION – TECHNICAL ASSISTANCE**

### **A-1. For the 2014-15 school year, what statewide Florida Standards Assessments-English Language Arts (FSA-ELA) score would mandate the retention of a third-grade student?**

Section 1008.25, Florida Statutes (F.S.), requires any third-grade student scoring Level 1 on the grade 3 statewide FSA-ELA to be retained. Some students may qualify for a good cause exemption and be promoted to fourth grade (see A-2.).

### **A-2. What promotion options are available to grade 3 students who have not achieved a Level 2 or above on the statewide FSA-ELA?**

Students in grade 3 who score Level 1 on the statewide FSA-ELA may be exempted from the retention requirement and be promoted to fourth grade [section 1008.25(6), F.S.]. This is called a good cause exemption. Good cause exemptions are limited to the following:

- Limited English Proficient (LEP) students who have had less than two years of instruction in an English for Speakers of Other Languages (ESOL) program;
- Students with disabilities whose Individual Educational Plan (IEP) indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule;
- Students who demonstrate an acceptable level of performance on a state-approved alternative standardized reading or English Language Arts assessment approved by the State Board of Education;
- Students who demonstrate, through a student portfolio, that he or she is performing at least at Level 2 on the statewide standardized assessment;
- Students with disabilities who participate in the statewide standardized assessment and whose IEP or 504 Plan reflects that the student has received intensive remediation in reading and English Language Arts for more than two years, but still demonstrates a deficiency and was previously retained in kindergarten, grade 1, grade 2 or grade 3;
- Students who have received intensive reading intervention for two or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2 or grade 3 for a total of two years. A student may not be retained more than once in grade 3.
- Students who have received intensive remediation in reading and English Language Arts for two or more years, but who still have a deficiency in reading and have already been retained in kindergarten, grade 1, grade 2 or grade 3 for a total of two year



**A-3. Will students scoring Level 1 on the grade 3 statewide FSA-ELA be retained in other grades or only in third grade?**

Third grade is the only grade at which there is state-mandated retention for public school students [section 1008.25(5)(b), F.S.]. School districts must establish a comprehensive program for student progression that includes specific levels of performance in reading, writing, science and mathematics for each grade level, including the levels of performance on statewide assessments, below which a student must receive remediation or be retained within an intensive program that is different from the previous year's program and takes into account the student's learning style. The promotion/retention policy for all grade levels must be specified in the district's Student Progression Plan.

**A-4. Can a student be promoted to fourth grade without a grade 3 statewide FSA-ELA score?**

Third-grade students must participate in the statewide standardized assessment program required by section 1008.22, F.S., and demonstrate proficiency in reading in order to be promoted to fourth grade. Students not achieving a Level 2 or higher on the statewide assessment may qualify for a good cause exemption (see A-2.).

**A-5. What services should a student receive if they were promoted to fourth grade based on a good cause exemption, but are still reading below grade level?**

A student promoted based on a good cause exemption and who is not reading on grade level should be provided intensive instruction which must include an altered instructional day. The altered instructional day must include specialized diagnostic information and specific reading strategies for each student. The district school board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low-performing readers. Section 1008.25(6)(b)4., F.S.

**A-6. What are the guidelines/requirements that districts must implement to meet the needs of third-grade students identified with a reading deficiency who have not been previously retained in third grade?**



<b>Teacher-Student Ratio</b>	<b>Same as other students.</b>
Reading Instructional Time	90-minute reading block in a smaller group size setting or one-on-one. Rule 6A-6.054, Florida Administrative Code (F.A.C.)
Materials	<p><b>Core/State Identified</b> Reading program that is research based and has proven success teaching the components of reading. Rule 6A-6.053 F.A.C.</p> <p><b>Differentiated Materials</b> Research-based materials that reinforce the initial instruction.</p> <p><b>Intervention Materials</b> Research-based materials that teach areas of deficits as determined by an assessment measure. This instruction must take place in addition to the 90-minute reading block. Rule 6A-6.054 &amp; 6A-6.053 F.A.C.</p>
Screening	Options may include, but are not limited to, program-based materials, teacher observation or a screening/progress monitoring tool such as the Florida Assessments for Instruction in Reading Florida Standards (FAIR-FS). Rule 6A-6.053 F.A.C.

Progress Monitoring	Students identified with a reading deficiency must be progress monitored. Schools must progress monitor students with a reading deficiency a minimum of three times per year. This includes a baseline, mid-year and an end-of-year assessment. Rule 6A-6.054 F.A.C. FAIR-FS and ongoing progress monitoring (OPM) components of FAIR-FS are tools that can be used for these students.
Diagnostic	A student who does not meet specific levels of performance on the required assessment as determined by the district school board or who scores below Level 3 on the statewide standardized assessment as applicable under section 1008.22, F.S., must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the area of academic need and strategies for appropriate intervention and instruction. Section 1008.25(4)(a), F.S.
Progress Monitoring Plan (PMP)	A PMP must be developed and implemented for any student who is not meeting the school district or state requirements for proficiency in reading. Section 1008.25(4)(b), F.S.
Data Reporting	In anticipation of a change to State Board Rule 6A-6.053 eliminating the requirement for school districts to report progress monitoring assessment scores, districts are no longer required to submit progress monitoring data to the Automated Student Database System. Progress monitoring is still required either at the district level or through the Progress Monitoring and Reporting Network (PMRN).

**A-7. What are the guidelines/requirements for meeting the needs of third-grade students who have been retained once in third grade?**

Teacher-Student Ratio	Reduced student-teacher ratio. Section 1008.25(7)(b)1.c., F.S.
Teacher Quality	Provide students with a highly effective teacher as determined by the teacher's performance evaluation under section 1012.34, F.S. Section 1008.25(7)(b)4., F.S.
Reading Instructional Time	Minimum of 90 minutes of daily uninterrupted reading instruction which includes small group instruction. Section 1008.25(7)(b)1., F.S. Intervention in addition to 90-minute reading block. Rule 6A-6.054 F.A.C.
Materials	<p><b>Core/State Identified</b> Reading program that is research based and has proven success teaching the components of reading. Rule 6A-6.053 F.A.C.</p> <p><b>Differentiated Materials</b> Research-based materials that reinforce the initial instruction.</p> <p><b>Intervention Materials</b> Research-based materials that teach areas of deficits as determined by an assessment measure. This instruction must take place in addition to the 90- minute reading block. Rule 6A-6.054 and Rule 6A-6.053 F.A.C.</p> <p><b>Differentiated Instruction</b> Should be treated as immediate intensive intervention with prescribed materials for the students' deficits. Immediate Intensive Intervention (iii) Materials should continue to be used during iii after the 90-minute reading block. Rule 6A-6.054 and Rule 6A-6.053 F.A.C.</p>
Screening	Options may include, but are not limited to, program-based materials, teacher observation or screening/progress monitoring tool such as the FAIRFS. Rule 6A-6.053 F.A.C.
Progress Monitoring	Progress monitoring should be more frequent for these students than for non-retained students and should be ongoing. This can be as simple as a Comprehensive Core Reading Program (CCRP) or Supplemental Reading Program (SRP) weekly test, timed readings or teacher observations. Schools must progress monitor students with a reading deficiency a minimum of three times per year. This includes a baseline, mid-year and an end-of-year assessment. Rule 6A-6.054 F.A.C. FAIR-FS and OPM components of FAIR-FS can be used for these students.
Diagnostic	A student who does not meet specific levels of performance on the required assessment as determined by the district school board or who scores below Level 3 on the statewide standardized assessment as applicable under section 1008.22, F.S., must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the area of academic need and strategies for appropriate intervention and instruction. Section 1008.25(4)(a), F.S

Progress Monitoring Plan (PMP)	A PMP must be developed and implemented for any student who is not meeting the school district or state requirements for proficiency in reading. Section 1008.25(4)(b), F.S.
Data Reporting	In anticipation of a change to State Board Rule 6A- 6.053 eliminating the requirement for school districts to report progress monitoring assessment scores, districts are no longer required to submit progress monitoring data to the Automated Student Database System. Progress monitoring is still required either at the district level or through the PMRN.
Summer Reading Camps	Districts will provide access to Summer Reading Camps for students scoring Level 1 on the FSA-ELA. Districts may extend summer reading camp services to other students. Section 1008.25(7)(b)1., F.S. School districts will provide written notification to the parent of any student who has not met the proficiency level required for promotion and therefore is retained. Section 1008.25(7)(b)2., F.S.
Strategies prescribed by school district which may include, but are not limited to:	
Tutoring and Mentoring	A trained volunteer or mentor may be assigned to each student and/or someone may be assigned to tutor each student on deficit areas. Section 1008.25(7)(b)1.e., F.S.
Transition Classes	The school district has the option of placing students who have been retained in grade 3 and have received intensive instructional services but are still not ready for promotion, as determined by the school district, in a transitional instructional setting. Section 1008.25(7)(b)1.f., F.S.
Extended School Day	Provide an after-school program with research-based materials and certified teachers to tutor and remediate students. Saturday school with research-based materials and certified teachers to tutor and remediate students. Extended year with research-based materials and certified teachers to tutor and remediate students. Section 1008.25(7)(b)1.g., F.S.

## STUDENT PORTFOLIOS FOR THIRD-GRADE STUDENTS

### B-1. Why would a teacher use a student portfolio?

Section 1008.25(6)(b)4., F.S., states that a student who scores a Level 1 on the grade 3 statewide FSAELA may be promoted to fourth grade if the student demonstrates through a student portfolio that the student is performing at least at Level 2 on the statewide standardized assessment.

### B-2. When should the teacher and students begin the third-grade student portfolio?



A parent of a student in grade 3 who is identified anytime during the school year as being at risk of retention may request that the school immediately begin collecting evidence for the portfolio.

**B-3. Are there guidelines provided by the state for the third-grade student portfolio?**

Yes. As provided in the updated Rule 6A-1.094221, F.A.C., to be accepted as meeting the portfolio option for demonstrating mastery of the required reading skills, the student portfolio must:

- Be selected by the student's teacher;
- Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;
- Include evidence that the standards assessed by the grade 3 statewide English Language Arts assessment have been met. Evidence is to include multiple choice items and passages that are approximately 60 percent literary text and 40 percent information text that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the district's/school's adopted core reading curriculum that are aligned with the Language Arts Florida Standards or teacher-prepared assessments;
- Be an organized collection of evidence of the student's mastery of the Language Arts Florida Standards that are assessed by the grade 3 statewide English Language Arts assessment. For each standard, there must be at least three examples of mastery as demonstrated by a grade of 70 percent or above on each example; and
- Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

Additionally, note that the Just Read, Florida! Office has begun creating an updated Third Grade State Portfolio.

**B-4. Do the same portfolio guidelines apply to ESE students?**

Yes. The state portfolio guidelines apply to all students, including ESE students.

**B-5. Is the student portfolio the only tool used for good cause exemption and/or promoting a third-grade student to fourth grade in the middle of the year?**

No. The student portfolio and an alternative assessment are the two state-approved options for good cause exemption and mid-year promotion. The student must be offered both options. However, the student must only demonstrate proficiency on one of the options in order to receive a good cause exemption or be promoted midyear.

**B-6. If a teacher is monitoring the progress of a student, is a portfolio needed?**

Yes. A portfolio provides ongoing information on how a student is performing on tested benchmarks. There are specific requirements of necessary elements that must be included in a portfolio used for promotion (please refer to question B-3 of this document for the requirements). If a teacher chooses to follow the rigor of the state portfolio requirements, a portfolio may be used for progress monitoring as well as promotion.

**B-7.Can parts of the FAIR-FS be used as part of the portfolio for good cause exemption or mid-year promotion?**

No. The FAIR-FS tasks are adaptive in nature and are designed to provide teachers screening, diagnostic and progress monitoring information for the purpose of informing instruction to meet student needs through differentiating instruction. The FAIR-FS tasks do not meet the state portfolio requirements as described in question B-3 of this document.

**B-8.Can grade 3 English Language Arts items from the Florida's Item Bank and Test Platform be used as part of a student's third-grade portfolio for good cause exemption or mid-year promotion?**

Yes. Items used in a student portfolio must meet the specifications stated in question B-3 Rule 6A-1.094221, F.A.C.

## 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 in order 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.shtml> 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 from 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](mailto: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.

## 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.***