

AGENDA

REGULAR SCHOOL BOARD MEETING

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

July 22, 2014

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. June 24, 2014, 4:30 p.m. – School Board Workshop
- b. June 24, 2014, 6:00 p.m. - Regular School Board Meeting
- c. July 1, 2014, 1:30 p.m. – School Board Workshop

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 2013 – 2014

ACTION REQUESTED: The Superintendent recommends approval.

- b. Personnel 2014 – 2015

ACTION REQUESTED: The Superintendent recommends approval.

- c. Payroll Schedule for the 2014 – 2015 Fiscal Year – **SEE PAGE #11**

Fund Source: Not Applicable (just approving schedule dates)

Amount: Not Applicable (just approving schedule dates)

ACTION REQUESTED: The Superintendent recommends approval.

7. BUDGET AND FINANCIAL TRANSACTIONS

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

Fund Source: 410 School Food Service
Amount: \$60,674.59 from fund balance

ACTION REQUESTED: The Superintendent recommends approval.

- b. Presentment of Tentative Budget and Request for Approval to Advertise the Tentative Budget – **SEE PAGE #24**

Fund Source: General Fund will pay for the advertisement
Amount: Minimal Exact Cost Not Currently Known

ACTION REQUESTED: The Superintendent recommends approval.

8. AGREEMENT/CONTRACT/PROJECT APPLICATIONS

- a. Approval of 2014 – 2015 fiscal year Debt Service Payments with SunTrust Bank – **SEE PAGE #28**

Fund Source: Capital Funds
Amount: Construction Loan – Two bi-annual payments of \$100,683.31 each which are due on July 1, 2014 and January 1, 2015 totaling \$201, 366.62

Bus Lease Purchase - One annual payment due January 20, 2015 totaling \$222,281.45

ACTION REQUESTED: The Superintendent recommends approval.

- b. Participation in the Small School District Council Consortium
SEE PAGE #31

Fund Source: General
Amount: \$2,850.00

ACTION REQUESTED: The Superintendent recommends approval.

- c. Federal Programs Purchase Orders – **SEE PAGE #33**

Fund Source: Federal
Amount: \$537,929.00

ACTION REQUESTED: The Superintendent recommends approval.

- d. Food Service Purchase Orders for Summer Feeding Program
SEE PAGE #48

Fund Source: Federal Funds
Amount: \$48,700 (using the POWER buying group contracts for other District's RFPs as noted on the PO) and \$4,500 respectively

ACTION REQUESTED: The Superintendent recommends approval.

- e. Contract Between The School Board of Gadsden County and Art Therapist, Beth Bostick-Cox – **SEE PAGE #51**
 Fund Source: IDEA
 Amount: \$15,500.00
 ACTION REQUESTED: The Superintendent recommends approval.
 - f. Agreement Between Erica Miller Counseling Group and The Gadsden County School Board – **SEE PAGE #56**
 Fund Source: N/A
 Amount: N/A
 ACTION REQUESTED: The Superintendent recommends approval.
 - g. Memorandum of Agreement Between Gadsden County Schools and Gadsden County Health Department 2014 – 2015 – **SEE PAGE #59**
 Fund Source: N/A
 Amount: \$100,100.00
 ACTION REQUESTED: The Superintendent recommends approval.
 - h. Agreement Amendment Between The Department of Corrections and Gadsden County School Board – **SEE PAGE #65**
 Fund Source: N/A
 Amount: N/A
 ACTION REQUESTED: The Superintendent recommends approval.
 - i. GTI Tuition Schedule – **SEE PAGE #69**
 Fund Source: N/A
 Amount: N/A
 - j. AmeriCorps Gadsden Reads – **SEE PAGE #71**
 Fund Source: Volunteer Florida and the School Board of Gadsden County
 Amount: \$305,041 from Volunteer Florida and \$91,484.00 from the School Board of Gadsden County
 ACTION REQUESTED: The Superintendent recommends approval.
9. **STUDENT MATTERS – SEE ATTACHMENTS**
- a. Student Transfers – See back-up material
 ACTION REQUESTED: The Superintendent recommends approval.
 - b. Student Expulsion – See back-up material
 Case #71-1314-0051
 ACTION REQUESTED: The Superintendent recommends approval.

10. EDUCATIONAL/MISCELLANEOUS

- a. Gadsden District K-12 Comprehensive Reading Plan – **SEE PAGE #102**

Fund Source: FEFP
Amount: \$333,883.00

ACTION REQUESTED: The Superintendent recommends approval.

- b. Medical Physicals 2014 – 2015 – **SEE PAGE #226**

Fund Source: 110 Fund
Amount: \$7,000.00

ACTION REQUESTED: The Superintendent recommends approval.

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

- a. Request to Advertise – Notice of Intent to Amend a Policy– **SEE PAGE #232**

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

ITEMS FOR DISCUSSION

12. EDUCATIONAL ITEMS BY THE SUPERINTENDENT

13. SCHOOL BOARD REQUESTS AND CONCERNS

14. ADJOURNMENT

The School Board of Gadsden County

Reginald C. James

SUPERINTENDENT
OF SCHOOLS



"Building A Brighter Future"

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

July 22, 2014

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 2013-2014

Item 6B Instructional and Non-Instructional Personnel 2014-2015

The following reflects the total number of full-time employees in this school district for the 2013-2014 school term, as of July 22, 2014.

<u>Description Per DOE Classification</u>	<u>DOE Object#</u>	<u>#Employees July 2014</u>
Classroom Teachers and Other Certified	120 & 130	401.00
Administrators	110	42.00
Non-Instructional	150, 160, & 170	377.00
		820.00

Sincerely,

Reginald C. James
Superintendent of Schools

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

Judge B. Helms, Jr.
DISTRICT NO. 2
Quincy, FL 32351
Havana, FL 32333

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

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

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

AGENDA ITEM 6A, INSTRUCTIONAL AND NON INSTRUCTIONAL 2013/2014**RESIGNATION**

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
White-Carroll, Tonja	CES	Guidance Counselor	09/20/2013

AGENDA ITEM 6B, INSTRUCTIONAL AND NON INSTRUCTIONAL 2014/2015**REQUESTS FOR LEAVE, RESIGNATION, TRANSFERS, RETIREMENTS, TERMINATIONS OF EMPLOYMENT:****LEAVE**

<u>Name</u>	<u>Location/Position</u>	<u>Beginning</u>	<u>Ending</u>
Fischer-Lindsey, Kacie	GEMS/Teacher	08/11/2014	10/20/2014

RESIGNATION

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Brown, Keidra	WGHS	Teacher	07/08/2014
Bush, Qunta*	PreK	Ed. Paraprofessional	07/08/2014
Chavers, Porche	CES	Teacher	07/01/2014
Dantzler, Melissa	SSES	Teacher	06/23/2014
Davis, Reshaude	EGHS	Custodial Asst.	02/14/2014
Francis, Carolyn*	ETO	ETO Program Spec	07/01/2014
Gossett, Amanda	GWM	Teacher	07/21/2014
Hill, Baleasa	GBES	Teacher	07/08/2014
Jones, Pamela*	EGHS	Reading Coach	07/01/2014
Norman, Leiann	HES	Teacher	07/02/2014
Sarpong, Akua	GRES	Teacher	06/24/2014
Starling, Erica	GRES	Asst. Principal	07/01/2014
Walker, Ida	WGHS	Principal	07/03/2014
Williams, Byron	JASMS	Teacher	06/25/2014

*Resigned to accept another position within the district.

TRANSFERS

<u>Name</u>	<u>Location/Position</u> <u>Transferring From</u>	<u>Location/Position</u> <u>Transferring To</u>	<u>Effective Date</u>
Carroll, April	SJES/SFS Worker	SSES/SFS Worker	08/15/2014
Forehand, Reginald	CPA/Teacher	WGHS/Teacher	08/11/2014
Grant, Myra	HES/Asst. Principal	CPA/Asst. Principal	08/05/2014
Harris, Abria	JASMS/Teacher	HMS/Teacher	08/11/2014
McClurkin, Willie*	EGHS/Guidance Counselor	GRES/Guidance Counselor	08/11/2014
Rutten, Mary	Office Manager, Transportation	Parts Emp./Maintenance	07/23/2014
West, Pauline	CPA/Principal	WGHS/Principal	07/21/2014
Williams, Pamela	SSES/SFS Worker	SJES/SFS Worker	08/15/2014
Wilson-Montgomery, Latima	WGHS/Guidance Counselor	GWM/Guidance Counselor	08/11/2014
Wynn, Vira	CES/Ed Paraprofessional	Head Start/Paraprofessional	08/11/2014

*Correction from June 24, 2014 Board Letter

INSTRUCTIONAL

<u>Annual</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Bush, Quanta	SSES	Teacher	08/11/2014
Burch, Orlando	EGHS	Teacher	08/11/2014
Davis, Terrance	EGHS	Teacher	08/11/2014
Forde, Angel	EGHS	Teacher	08/11/2014
Hayes, Chandra	EGHS	Guidance Counselor	08/11/2014
Henderson, Stacy	CPA	Teacher	08/11/2014
Love Samantha	EGHS	Guidance Counselor	08/11/2014
Peoples, Latonja	EGHS	Teacher	08/11/2014
Robinson, Dominga	EGHS	Teacher	08/11/2014
Reynolds, Erica	SSES	Teacher	08/11/2014
West-White, Clarissa	GEMS	Lib./Media Spec	08/11/2014

NON-INSTRUCTIONAL

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Akins, Zola	HES	Asst. Principal, Interim	08/04/2014
Brown, Germaine	GWM	Asst. Principal	08/04/2014
Butler, Angela	Maintenance	Secretary	07/28/2014
Francis, Carolyn	EGHS	Asst. Principal	08/04/2014
Jackson, Willie	WGHS	Asst. Principal	08/04/2014
Jones, Pamela	EGHS	Asst. Principal	08/04/2014
Pete-Brown, Shannon	Pre-K	Program Asst.	08/04/2014
Pugh, Chrishonda	GRES	SFS Manager	08/14/2014
Smith, Machel	GWM	SFS Manager	08/14/2014
Williams, Mary	PreK	Family Service Coord.	08/04/2014
York, Jocelin	PreK	Ed. Paraprofessional	08/04/2014

AGENDA ITEM 6B, INSTRUCTIONAL AND NON INSTRUCTIONAL PERSONNEL 2014/2015

Ali, Rosita	Fischer-Lindsey, Kacie	Kunkler, Patricia	Ryals, Virginia
Allen, May	Forehand, Reginald	Lewis, Miranda	Sailor, Jasmine
Allen, Anita	Formman, Keyshonara	Lightfoot, Erica	Sanger, Corelia
Allen, Virginia	Foxx-Smith, Yolanda	Lightfoot, Jermaine	Savage, Heather
Anderson, Ashley	Gardiner, Grace	Lovett, Rhonda	Scales, Ricardo
Anderson, Danielle	Gatlin, Louisa	Loyd, Maria	Shaffer, Deborah
Atkins, Shelia	Gee, Wendy	Manion, Buford	Shaw, Tammy
Augustin, Ruth	Germany, Christopher	Manley, Stacey	Shaw-Robinson, Antonita
Bailey, Latrisa	Gordon, Shakilla	Marc, Edolph	Shingles, Christina
Baker, Sharita	Grant, Kimberly	Marquis, Sheribeth	Simmons, Koshonda
Baker, Charlie	Green, Jeanette	Martin, Charlene	Simmons, Venetta
Barnes, Andre'	Griffin, Ashley	Mason, Brenda	Slinker, Judith
Battles, Linda	Griffin, Edgar	Mathews, Lesia	Smith, Fannie
Berry, Prance	Grimsley, Trenise	Matos, Gloria	Snowden, Dylan
Bradwell, James	Hall, Nicole	Matos, Josue	Starks, Tammy
Brandon, Laquawana	Harley, Angelina	McCloud, Blossie	Stephens, Douglas
Buggs, Patricia	Harris, Abria	McLendon, Ashley	Stewart, Jerri
Burney, Charles	Henning, Tracie	McNair, Cassandra	Sutherland, Kathryn
Burns, Patricia	Henry, Clara	McNeal, Kimberly	Thomas, David
Bush, Daisy	Henry, Lakisha	Mills, Pamela	Thomas, Byron
Calano, Michelle	Henson, Edna	Moody, Cheryl	Thomas, Tarrie
Calhoun, Teresita	Hills, Kecia	Moore, Tunisia	Thompson, Tiffany
Campbell, Michaellean	Hinson, Ruth	Moore, Laci	Tinner, Cynthia
Canidate, Jacquelin	Holt, Jamaal	Murphy, Sallie	Trumpler, Felicia
Carter, Antonio	Holt, Wendy	Murray, Wanda	Tolbert, Stephanie
Chambers, Breshaun	Holton, Amelia	Myrick, Kimberly	Vernon, Sandra
Chavez, Paulette	House, Ira	Nelson, Rena	Walker, Chad
Christopher, Jeffery	Howard, Abdul	Nia, Tia	Washington, Yashica
Cineus, Shunteen	Hudgins, Mary	Norton, Stanley	West, Mashayla
Clark, Hannah	Hughes, Katanga	Paul, Demetria	West-Chestnut, Carmisha
Clarke, Bruce	Hussein, Fredric	Perkins, Sophia	White, Burnell
Collins, Rosalyn	Hutley, Shereka	Pontius, Candace	Wiggins, Mellany
Cook, William	Ivery, Cherkieza	Pratt, Michael	Wilkerson, Kristina
Cotton, Talia	James, Alexander	Pruitt, Shonda	Williams, Tammy
Crawford, Theresa	James, Anthony	Randolph, Niara	Williams, Alondrea
Daigle, Alicia	Jessie, Kendra	Ray, Michael	Williams, Eddie
Dallas, Katherine	Johnson, Haston	Reseau, Pascale	Williams, Justina
Daniels, Andrea	Johnson, Shawntara	Reynolds, Janae	Wilson, Brittanca
Dantzler, Heath	Jones, Shalandria	Richardson, Natasha	Wilson, Jonathan
Davis, Annamaria	Kauffman, Megan	Riggins, Vann	Wilson-Lewis, Sonja
Davis, Torrey	Kelly, Kareem	Robinson, Shanterria	Wynn, Ja'nay
Dawson, Lydia	Kimbrel, Cynthia	Robinson, Laquitta	York, Clarissa
Dickey, Shelia	Knight, Shirley	Rora, Domonique	
Dortch, Prudence	Knight, Maurine	Rumph, Tameka	
Eason, Bobby	Kuhne, Rachel	Rushton, Raven	

**Secretaries, Office
Managers, Clerical
Annual**

Barkley, Velma
Bradwell, Gwendolyn
Bradwell, Maggie
Bryant, Edna
Frison, Lauren
Clark, Tenesia
Hall, Brenda
Hayes, Andrea
Hughes, Ida
James, Felicia
Kenon, Janice
McGriff, Shelinda
Portillo, Myrna
Salais, Lorianne
Spates, Carla
Thomas, Towanda
Thurman, Tamika

**Secretaries, Clerical
Permanent**

Hannah, Brittani
Lewis-Safford, Debra
Stauffer, Tommee

Part Time

Smith, Linda

Ed. Paraprofessionals

Annual

Battles, Tyeshia
Bradley-Goldwire, Cathy
Brown, Vernita
Carroll, Alonza
Chambers, Larhonda
Esland, Sheronda
Garcia, Rosio
Gibson, Shirley
Harris, Geketta
Hightower, Richard
Hunt, Shirley
Lamb, McKenzie
Mitchell, Antenette
Moten, Andrew
Nicholson, Ronald
Peterson, Betty
Randall, Monesha

Ed Paraprofessionals

Annual cont'd

Safford, Judson
Smith, Stephanie
Vazquez, Jessica
Wright, Shanda
Young, Donny

Self Help Asst.

Permanent

Jackson, Patricia
Newsome, Chastine

Ed. Paraprofessionals

Permanent

Akins, Tisher
Anderson, Robert
Ash, Octavia
Beavers, Martha
Battle, Joanne
Bouie, Veronica
Brinson, William
Bush, Anne
Childress, Melinda
Clark, Clarine
Clove, Hazel
Davis, Sharon
Dixon, Betty
Donaldson, Nekittrae
Faison, Evelyn
Fields, Dorothy
Fields, Delores
Fields, Sandra
Green, Flora
Harrison, Noah
Herring, Cynthia
Hutley, Terry
Jackson, Tameshia
Kenon, Cynthia
Kincy, Carol
Miller, Rosa
Munroe, Sonja
McSwain, Gloria
Pace, Josephine
Poythress, Carolyn
Pringley, Giselda
Thompson, Felicia
Tsigbey, Jennifer
Pete-Brown, Shannon
Quintero, Dolores

Ed. Paraprofessionals

Permanent

Russ, Lesa
Sanders, Valorie
Shaw-Hall, Laticia
Williams, Elizabeth
Williams, Gloria
Williams, Thahaya
Wright, Shandra
Wynn, Vira
Young, Maria

Custodial Assts.

Annual

Brown, Eugene
Campbell, LaKeysha
Dixon, Anthony
Green, Priscilla
Hayes, Charles
March, Kelvin
Sanders, Sylvia

Custodial Assts.

Permanent

Alexander, Estelle
Brown, Willie
Copeland, Bridget
Favors, John
Glover, Mattie
Gordon, Stenet
Hobbs, Carolyn
Kenon, Geraldine
Knight, Latheria
Lee, Katherine
Leverson, Shirlie
Lynn, Faye
McCall, Barbara
McCloud, Estella
Mitchell, Alice
Monroe, Lisa
Oliver, Clifford
Reed, Willie
Smith, Ronnie
Smith, Rosetta
Walker, Cedric
White, Danny
Williams, Mary
Williams, Sharon

**Custodial Assts.
Permanent Cont'd**

Wimbush, Rondal
Wood, Terrell

Custodians

Permanent

Seymore, David

SFS Workers

Permanent

Brinkley, Patricia
Brown, Betty
Carroll, April
Clemons, Christopher
Cogman, Hattie
Coster, Earnestine
Davenport, Mary
Denson, Ruby
Deshazier, Toby
Garrett, Dianna
Golden, Helen
Hartsfield, Diane
Hurchins, Felix
Jones, Renita
Jones, Marhonda
Jones, Martha
Jordan, Melissa
McMillon, Gwendolyn
Mitchell, Jennifer
Reglin, Earnestine
Roberts, Carolyn
Robinson, Damaro
Shaw, Marvin
Smith, Altamease
Spears, Mary

SFS Workers

Permanent

Starling, Betty
Thigpen, Dexter
Williams, Pamela

SFS Workers

Annual

Baker, Patricia
Donald, Irene
Eggleton, Alfred
Francis, Keyshonda
Graddy, Leslie
Hamilton, Bryan
Jackson, English
Jackson, Derrick
Jackson, Laterica
Johnson, Bennie
McMillan, Christine
Parker, Markeith
Roberts, Sharon
Scurry, Debra
West, Dwight
Williams, Jimmy
Wynn, Cedric

SFS Managers

Alday, Deborah
Brown, Debra
Chavers, Lisa
Chestnut, Adrienna
Fitzgerald, Brenda
Flemming, Linda
Jackson, Renesha
Sailor, Linda
Youmas, Joann

PreK Program Asst.

Bridges, Joan
Fields, Barbara
Gammon, Julia
McMillan, Tarwin

Bus Aides

Annual

Henry, Avonette
Hinson, Jeanette
Ivey, Arthur
Kenon-Carter, Francelyn
Lewis, Louise
McGill, Henry
McGriff, Linda
Rittman, Joe
Scott, Pamela

Bus Aides

Annual cont'd

Wilson, Gwendolyn

Bus Aides

Permanent

Davis-Sweet, Eva
Gilbert, Carolyn
Herring, Ira
Jackson, Rosemary
Jackson, Sharon
Jessie, Cassandra
Lee, Betty
Lightfoot, Lessie
Miller, Mary
Robinson, Kenneth
Scott, Hope
Walker, Dorothy
Wilson, Renesia

Bus Drivers

Annual

Anderson, James
Barkley, Jesse
Card, Stanley
Causey, Brenda
Dudley, Zack
Edwards, Mary Ann
Mitchell, Jerome
Moore, Jacqueline
Myrick, Michael
Perkins, Judith
Starks, Edwin
Turner, Pierre
Walker, Anthony
Woods, Sandra
Woods, Zachery
Wright, King

Part Time

Ivey, Arthur
McNealy, Nathaniel

Bus Drivers

Permanent

Akery, Jennifer
Austin, Tony
Black, Edwin
Blake, Randolph
Bostick, Amos
Brewington, Earnestine
Brown, Linzell
Butler, Linda
Cannon, Steven
Coster, Linda
Cummings, Bernice
Davis, Tyrone
Fluker, Stephanie
Gavin-Brown, Dorothy
Goldwire, Cynthia
Goldwire, Lalisa
Herring, Julia
Holloman, Sharon
Huggins, Terryal
Jackson, Amy
Jackson, Eva
Jones, Regina
Kenon, David
Knight, Homer
Lanier, Milton
Lanier, Tron
Lewis, Shelia
Mabry, Velyetta
Manor, Charlie
McCray, Wanzella
McNealy, Nathaniel
Milton, Dorothy
Moore, Johnny
Paul, Charleston
Ross-Thomas, Martha
Shaw, Jacqueline
Sweet, Laktha
Woods, Lucy

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 6c

DATE OF SCHOOL BOARD MEETING: July 22, 2014

TITLE OF AGENDA ITEMS: Payroll schedule for the 2014-15 fiscal year

DIVISION: Finance Department

PURPOSE AND SUMMARY OF ITEMS: To approve the payroll schedule for the 2014-15 fiscal year.

FUND SOURCE: not applicable (just approving schedule dates)

AMOUNT: not applicable (just approving schedule dates)

PREPARED BY: Kim Ferree

POSITION: Assistant Superintendent for Business Services

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMANS'S SIGNATURE: page(s) numbered _____

Be sure that the Comptroller has signed the budget page.

REVISED 7/1/14

GADSDEN COUNTY PUBLIC SCHOOLS
2014-15 TEACHERS
PAY TYPE 12

Pay Period		Days	Reports Due	Checks Issued
8/11/2014	8/22/2014	10	8/22/2014	9/10/2014
8/25/2014	9/19/2014	20	9/19/2014	10/10/2014
9/22/2014	10/17/2014	20	10/17/2014	11/10/2014
10/20/2014	11/14/2014	20	11/14/2014	12/10/2014
11/17/2014	12/5/2014	13	12/5/2014	1/9/2015
12/8/2014	1/16/2015	21	1/16/2015	2/10/2015
1/20/2015	2/13/2015	19	2/13/2015	3/10/2015
2/16/2015	3/13/2015	20	3/13/2015	4/10/2015
3/23/2015	4/17/2015	20	4/17/2014	5/8/2015
4/20/2015	5/15/2015	20	5/15/2015	6/10/2015
5/18/2015	6/4/2015	13	6/5/2015	6/30/2015

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TEACHERS WILL RECEIVE THE LAST TWO (11TH & 12TH) CHECKS ON

6/30/2015

NON-PAID HOLIDAYS

Nov. 27-28 Thanksgiving
Dec. 22-31 Winter Break
Jan. 1 New Year's Day
Jan. 19 Dr. Martin L. King Day
March 16-20 Spring Break
May. 25 Memorial Day

PAID HOLIDAYS

Sept. 1 Labor Day
Nov. 11 Verteran's Day
Nov. 26
Jan. 2
June 3-4

REVISED 7/1/14

GADSDEN COUNTY PUBLIC SCHOOLS
2014-15 PARA PROFESSIONALS
PAY TYPE 15

Pay Period		Days	Reports Due	Checks Issued
8/11/2014	8/11/2014	1	8/11/2014	8/29/2014
8/12/2014	9/5/2014	18	9/5/2014	9/30/2014
9/8/2014	10/3/2014	20	10/3/2014	10/31/2014
10/6/2014	10/31/2014	20	10/31/2014	11/25/2014
11/3/2014	11/25/2014	16	11/25/2014	12/18/2014
12/1/2014	1/9/2015	20	1/9/2015	1/30/2015
1/12/2015	2/6/2015	19	2/6/2015	2/27/2015
2/9/2015	3/6/2015	20	3/6/2015	3/31/2015
3/9/2015	4/3/2015	15	4/3/2015	4/30/2015
4/6/2015	5/1/2015	20	5/1/2015	5/29/2015
5/4/2015	5/15/2015	10	5/15/2015	6/10/2015
5/18/2015	6/3/2015	12	6/12/2015	6/30/2015

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PARA PROFESSIONALS WILL RECEIVE THEIR LAST CHECK ON

6/30/2015

NON-PAID HOLIDAYS

Sept. 1	Labor Day
Nov. 11	Verteran's Day
Nov. 26-28	Thanksgiving
Dec. 22-31	Winter Break
Jan. 1	New Year's Day
Jan. 2	
Jan. 19	Martin L. King Jr. Day
Mar. 16-20	Spring Break
May. 25	Memorial Day

REVISED 7/1/14

GADSDEN COUNTY PUBLIC SCHOOLS
2014-15 12 MONTH EMPLOYEES
PAY TYPES 20 & 22

Pay Period	Days	Reports Due	Checks Issued
7/1/2014 7/11/2014	9	7/11/2014	7/31/2014
7/14/2014 8/8/2014	20	8/8/2014	8/29/2014
8/11/2014 9/5/2014	19	9/5/2014	9/30/2014
9/8/2014 10/3/2014	20	10/3/2014	10/31/2014
10/6/2014 10/31/2014	20	10/31/2014	11/25/2014
11/3/2014 11/25/2014	16	11/25/2014	12/18/2014
12/1/2014 1/9/2015	21	1/9/2015	1/30/2015
1/12/2015 2/6/2015	19	2/6/2015	2/27/2015
2/9/2015 3/6/2015	20	3/6/2015	3/31/2015
3/9/2015 4/3/2015	15	4/3/2015	4/30/2015
4/6/2015 5/8/2015	25	5/8/2015	5/29/2015
5/11/2015 6/30/2015	36	6/12/2015	6/30/2015

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12 MONTH EMPLOYEES WILL RECEIVE THEIR LAST CHECK ON 6/30/2015

NON-PAID HOLIDAYS

Sept. 1	Labor Day
Nov. 11	Verteran's Day
Nov. 26-28	Thanksgiving
Dec. 22-31	Winter Break
Jan. 1	New Year's Day
Jan. 19	Martin L. King Jr. Day
Mar. 16-20	Spring Break
May. 25	Memorial Day

REVISED 7/1/14

GADSDEN COUNTY PUBLIC SCHOOLS

2014-15 11 MONTH EMPLOYEES

PAY TYPE 25 ASSISTANT CUSTODIANS & 11 MONTH SECRETARIES

PAY TYPE 35 ASSISTANT PRINCIPALS, PYSCHOLOGISTS & THERAPIES

Pay Period		Days	Reports Due	Checks Issued
8/4/2014	8/8/2014	5	8/8/2014	8/29/2014
8/11/2014	9/5/2014	19	9/5/2014	9/30/2014
9/8/2014	10/3/2014	20	10/3/2014	10/31/2014
10/6/2014	10/31/2014	20	10/31/2014	11/25/2014
11/3/2014	11/25/2014	16	11/25/2014	12/18/2014
12/1/2014	1/9/2015	21	1/9/2015	1/30/2015
1/12/2015	2/6/2015	19	2/6/2015	2/27/2015
2/9/2015	3/6/2015	20	3/6/2015	3/31/2015
3/9/2015	4/3/2015	15	4/3/2015	4/30/2015
4/6/2015	5/8/2015	25	5/8/2015	5/29/2015
5/11/2015	6/26/2015	34	6/12/2015	6/30/2015

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PAY TYPES 25'S & 35'S WILL RECEIVE THEIR LAST (12TH) CHHECK ON

6/30/2015

NON-PAID HOLIDAYS

Sept. 1	Labor Day
Nov. 11	Verteran's Day
Nov. 26-28	Thanksgiving
Dec. 22-31	Winter Break
Jan. 1	New Year's Day
Jan. 19	Martin L. King Jr. Day
Mar. 16-20	Spring Break
May. 25	Memorial Day

REVISED 7/1/14

GADSDEN COUNTY PUBLIC SCHOOLS
2014-15 VISITING TEACHERS/SOCIAL WORKERS
PT TYPE 30

Pay Period		Days	Reports Due	Checks Issued
8/11/2014	8/11/2014	1	8/11/2014	8/29/2014
8/12/2014	9/5/2014	18	9/5/2014	9/30/2014
9/8/2014	10/3/2014	20	10/3/2014	10/31/2014
10/6/2014	10/31/2014	20	10/31/2014	11/25/2014
11/3/2014	11/25/2014	16	11/25/2014	12/18/2014
12/1/2014	1/9/2015	20	1/9/2015	1/30/2015
1/12/2015	2/6/2015	19	2/6/2015	2/27/2015
2/9/2015	3/6/2015	20	3/6/2015	3/31/2015
3/9/2015	4/3/2015	15	4/3/2015	4/30/2015
4/6/2015	5/1/2015	20	5/1/2015	5/29/2015
5/4/2015	5/15/2015	10	5/15/2015	6/10/2015
5/18/2015	6/5/2015	14	6/5/2015	6/30/2015

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VISITING TEACHERS/SOCIAL WORKERS WILL RECEIVE THEIR LAST CHECK ON

6/30/2015

NON-PAID HOLIDAYS

Sept. 1	Labor Day
Nov. 11	Verteran's Day
Nov. 26-28	Thanksgiving
Dec. 22-31	Winter Break
Jan. 1	New Year's Day
Jan. 2	
Jan. 19	Martin L. King Jr. Day
Mar. 16-20	Spring Break
May. 25	Memorial Day

REVISED 7/1/14

GADSDEN COUNTY PUBLIC SCHOOLS
2014-15 10 MONTH EMPLOYEES
PAY TYPE 38

Pay Period		Days	Reports Due	Checks Issued
8/11/2014	8/11/2014	1	8/11/2014	8/29/2014
8/12/2014	9/5/2014	18	9/5/2014	9/30/2014
9/8/2014	10/3/2014	20	10/3/2014	10/31/2014
10/6/2014	10/31/2014	20	10/31/2014	11/25/2014
11/3/2014	11/25/2014	16	11/25/2014	12/18/2014
12/1/2014	1/9/2015	20	1/9/2015	1/30/2015
1/12/2015	2/6/2015	19	2/6/2015	2/27/2015
2/9/2015	3/6/2015	20	3/6/2015	3/31/2015
3/9/2015	4/3/2015	15	4/3/2015	4/30/2015
4/6/2015	5/1/2015	20	5/1/2015	5/29/2015
5/4/2015	5/15/2015	10	5/15/2015	6/10/2015
5/18/2015	6/9/2015	16	6/5/2015	6/30/2015

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10 MONTH EMPLOYEES WILL RECEIVE THE LAST CHECK ON

6/30/2015

NON-PAID HOLIDAYS

Sept. 1	Labor Day
Nov. 11	Verteran's Day
Nov. 26-28	Thanksgiving
Dec. 22-31	Winter Break
Jan. 1	New Year's Day
Jan. 2	
Jan. 19	Martin L. King Jr. Day
Mar. 16-20	Spring Break
May. 25	Memorial Day

REVISED 7/1/14

GADSDEN COUNTY PUBLIC SCHOOLS
2014-15 FOOD SERVICE WORKERS
PAY TYPE 40

Pay Period	Days	Reports Due	Checks Issued	
8/15/2014	8/15/2014	1	8/15/2014	8/29/2014
8/18/2014	9/5/2014	14	9/5/2014	9/30/2014
9/8/2014	10/3/2014	20	10/3/2014	10/31/2014
10/6/2014	10/31/2014	19	10/31/2014	11/25/2014
11/3/2014	11/25/2014	16	11/25/2014	12/18/2014
12/1/2014	1/9/2015	19	1/9/2015	1/30/2015
1/12/2015	2/6/2015	19	2/6/2015	2/27/2015
2/9/2015	3/6/2015	20	3/6/2015	3/31/2015
3/9/2015	4/3/2015	14	4/3/2015	4/30/2015
4/6/2015	5/1/2015	20	5/1/2015	5/29/2015
5/4/2015	5/15/2015	10	5/15/2015	6/10/2015
5/18/2015	6/2/2015	11	6/12/2015	6/30/2015

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FOOD SERVICE WORKERS WILL RECEIVE THEIR LAS CHECK ON

6/30/2015

NON-PAID HOLIDAYS

Sept. 1	Labor Day
Oct. 20	Student Holiday
Nov. 11	Verteran's Day
Nov. 26-28	Thanksgiving
Dec. 22-31	Winter Break
Jan. 1	New Year's Day
Jan. 2-5	Student Holiday
Jan. 19	Martin L. King Jr. Day
Mar. 16-20	Spring Break
Mar. 23	Student Holiday
May. 25	Memorial Day

REVISED 7/1/14

GADSDEN COUNTY PUBLIC SCHOOLS
2014-15 FOOD SERVICE MANAGERS
PAY TYPE 42

Pay Period	Days	Reports Due	Checks Issued	
8/14/2014	8/15/2014	2	8/15/2014	8/29/2014
8/18/2014	9/5/2014	14	9/5/2014	9/30/2014
9/8/2014	10/3/2014	20	10/3/2014	10/31/2014
10/6/2014	10/31/2014	19	10/31/2014	11/25/2014
11/3/2014	11/25/2014	16	11/25/2014	12/18/2014
12/1/2014	1/9/2015	19	1/9/2015	1/30/2015
1/12/2015	2/6/2015	19	2/6/2015	2/27/2015
2/9/2015	3/6/2015	20	3/6/2015	3/31/2015
3/9/2015	4/3/2015	14	4/3/2015	4/30/2015
4/6/2015	5/1/2015	20	5/1/2015	5/29/2015
5/4/2015	5/15/2015	10	5/15/2015	6/10/2015
5/18/2015	6/3/2015	12	6/12/2015	6/30/2015

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FOOD SERVICE MANAGERS WILL RECEIVE THEIR LAS CHECK ON

6/30/2015

NON-PAID HOLIDAYS

Sept. 1	Labor Day
Oct. 20	Student Holiday
Nov. 11	Verteran's Day
Nov. 26-28	Thanksgiving
Dec. 22-31	Winter Break
Jan. 1	New Year's Day
Jan. 2-5	Student Holiday
Jan. 19	Martin L. King Jr. Day
Mar. 16-20	Spring Break
Mar. 23	Student Holiday
May. 25	Memorial Day

REVISED 7/1/14

GADSDEN COUNTY PUBLIC SCHOOLS
2014-15 BUS DRIVERS
PAY TYPE 50

Pay Period	Days	Reports Due	Checks Issued
8/18/2014	8/18/2014	1	8/15/2014
8/19/2014	9/5/2014	13	8/29/2014
9/8/2014	10/3/2014	20	9/30/2014
10/6/2014	10/31/2014	19	10/3/2014
11/3/2014	11/25/2014	16	10/31/2014
12/1/2014	1/9/2015	19	11/25/2014
1/12/2015	2/6/2015	19	12/18/2014
2/9/2015	3/6/2015	20	1/9/2015
3/9/2015	4/3/2015	14	1/30/2015
4/6/2015	5/1/2015	20	2/6/2015
5/4/2015	5/15/2015	10	2/27/2015
5/18/2015	5/29/2015	9	3/6/2015
			3/31/2015
			4/30/2015
			5/29/2015
			6/10/2015
			6/30/2015

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BUS DRIVERS WILL RECEIVE THEIR LAST CHECK ON

6/30/2015

NON-PAID HOLIDAYS

Sept. 1	Labor Day
Oct. 20	Student Holiday
Nov. 11	Verteran's Day
Nov. 26-28	Thanksgiving
Dec. 22-31	Winter Break
Jan. 1	New Year's Day
Jan. 2-5	Student Holiday
Jan. 19	Martin L. King Jr. Day
Mar. 16-20	Spring Break
Mar. 23	Student Holiday
May. 25	Memorial Day

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7a

DATE OF SCHOOL BOARD MEETING: July 22, 2014

TITLE OF AGENDA ITEMS: Budget Amendment Number Fifteen

DIVISION: Finance Department

PURPOSE AND SUMMARY OF ITEMS:

Board approval is requested for this budget amendment that adjusts by function and object for closing.

FUND SOURCE: 410 School Food Service

AMOUNT: \$ 60,674.59 from fund balance

PREPARED BY: Kimberly Ferree

POSITION: Assistant Superintendent for Business Services

**Gadsden County School Board
410 (Food Service) Fund Estimated Revenue
Budget Amendment Number Fifteen**

FUND 410 REVENUE OBJECT	ESTIMATED REVENUE 6/30/2014	BUDGET AMENDMENT NUMBER FIFTEEN	ENDING ESTIMATED REVENUE 7/8/2014
260	\$ -	\$ -	\$ -
261	\$ 2,503,338.72	\$ -	\$ 2,503,338.72
262	\$ 849,291.16	\$ -	\$ 849,291.16
263	\$ 96,883.80	\$ -	\$ 96,883.80
265	\$ 147,866.91	\$ -	\$ 147,866.91
267	\$ 250,000.00	\$ -	\$ 250,000.00
268	\$ 149,083.60	\$ -	\$ 149,083.60
280	\$ -	\$ -	\$ -
299	\$ -	\$ -	\$ -
337	\$ 35,680.00	\$ -	\$ 35,680.00
338	\$ 34,977.00	\$ -	\$ 34,977.00
390	\$ -	\$ -	\$ -
440	\$ -	\$ -	\$ -
451	\$ 75,000.00	\$ -	\$ 75,000.00
454	\$ -	\$ -	\$ -
493	\$ -	\$ -	\$ -
495	\$ 1,000.00	\$ -	\$ 1,000.00
497	\$ -	\$ -	\$ -
TOTALS	\$ 4,143,121.19	\$ -	\$ 4,143,121.19

budgeted \$ 53,390.83 originally out of fund balance, increased to 60,674.59

**Gadsden County School Board
410 (Food Service) Fund Appropriations
Budget Amendment Number Fifteen**

410 FUND				BUDGET			
FUNCTION/ OBJECT		BUDGET BALANCE 6/30/2014		AMENDMENT NUMBER FIFTEEN		BUDGET BALANCE 7/8/2014	
7200	700	\$ 30,000.00	\$	24,239.94	\$	54,239.94	
7600	100	\$ 1,281,294.60	\$	(32,893.31)	\$	1,248,401.29	
	200	\$ 473,711.75	\$	(6,179.33)	\$	467,532.42	
	300	\$ 65,993.54	\$	36,993.02	\$	102,986.56	
	400	\$ 24,569.45	\$	(7,025.53)	\$	17,543.92	
	500	\$ 2,190,921.32	\$	46,777.02	\$	2,237,698.34	
	600	\$ 12,319.70	\$	(1,237.22)	\$	11,082.48	
	700	\$ 10,920.00	\$	-	\$	10,920.00	
7900	300	-	\$	-	\$	-	
GRANDTOTAL		\$ 4,089,730.36	\$	60,674.59	\$	4,150,404.95	

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7b

DATE OF SCHOOL BOARD MEETING: July 22, 2014

TITLE OF AGENDA ITEMS: Presentment of Tentative Budget and Request for approval to advertise the Tentative Budget.

DIVISION: Finance Department

PURPOSE AND SUMMARY OF ITEMS: To approve the tentative proposed budget for the District 2014-15 fiscal year to approval to publish in compliance with TRIM.

FUND SOURCE: General fund will pay for the advertisement

AMOUNT: minimal exact cost not currently known

PREPARED BY: Kim Ferree

POSITION: Assistant Superintendent for Business Services

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered

CHAIRMANS'S SIGNATURE: page(s) numbered

Be sure that the Comptroller has signed the budget page.

SCHOOL DISTRICT TRIM TIMETABLE

School District TRIM Timetable and Important Dates

On June 1, the property appraiser delivers an estimate of the total assessed value of nonexempt property for the current year to the presiding officer of each taxing authority in the county. The taxing authorities use this estimate for budget planning purposes only.

The Department of Revenue (department) centrally assesses railroad and carline property. If it has not completed a county's railroad assessment by June 1, the property appraiser may use the last year's values for millage certification (s. 193.085(4), F.S.).

Below is a general timeline for the TRIM process. The property appraiser may shorten the times frames. The property appraiser must give written notice and coordinate any new dates with all affected taxing authorities. Taxing authorities can use the full period designated by the times below.

**Day 1 is July 1, or the date of certification, whichever is LATER.
TRIM is actual calendar days including weekends and holidays.**

- | | |
|---------------------------------|--|
| Day 1
July 1 | The property appraiser certifies the taxable value in the school district's jurisdiction on Form DR-420S to the school district. If required, the property appraiser will also certify Form DR-420DEBT to the school district for completion. |
| Day 24
July 24 | Within 24 days of the certification of taxable value, the superintendent sends the budget to the school board for approval. |
| Day 29
July 29 | Within 29 days of the certification of taxable value, the school district advertises its intent to adopt a tentative budget and millage rates. <ol style="list-style-type: none">a. If the school district has proposed a millage rate greater than the rolled-back rate, the advertisement must be 1/4 page and headed, "NOTICE OF PROPOSED TAX INCREASE" (s. 200.065(3)(c), F.S.).b. Otherwise, the advertisement should be headed, "NOTICE OF BUDGET HEARING." There is no size requirement (s. 200.065(3)(e), F.S.).c. The school district should publish an adjacent notice meeting the budget summary requirements of s. 129.03(3)(b), F.S., in addition to the advertisement for the tentative hearing (ss. 200.065(3)(e) and 1011, F.S.).d. The following statement must appear in the Budget Summary advertisement in bold type immediately after the heading if the proposed operating budget expenditures for |

HEARING INFORMATION

Hearing Requirements

Scheduling and Advertising

- Hold all hearings after 5:00 p.m., Monday through Friday, or anytime on Saturday. Do not hold hearings on Sunday.
- The board of county commissioners (BCC) will not schedule its hearings on days the school district has its hearings scheduled.
- Other taxing authorities in the county cannot schedule hearings on the days the BCC and school district have scheduled.
- See section 200.065(2)(e)2., F.S.

At the Hearing

- In the hearings, the governing body will discuss the following substantive issues first (s. 200.065(2)(e)1., F.S.):
 - The percentage increase in millage over the rolled-back rate necessary to fund the budget, if any.
 - The specific purposes for which ad valorem tax revenues are increasing.
- At all hearings the governing body will hear comments about the proposed increase and explain the reasons for the proposed increase over the rolled-back rate. The public can speak and ask questions before the governing body adopts any measures.
- The governing body will adopt its tentative or final millage rate before it adopts its tentative or final budget. **Adopt the millage first. Adopt the budget second** (s. 200.065(2)(e) 1., F.S.).
- Calculate the ad valorem proceeds using **at least 96 percent** of the current year gross taxable value (s. 1011.62(4)(a), F.S.).
- The taxing authority must adopt the millage rate and the budget by **separate votes** at the final hearing. It will adopt the millage rate first by resolution or ordinance. The resolution or ordinance must state the adopted millage rate and the percent, if any, by which it exceeds the rolled-back rate (s. 200.065(2)(e) 1., F.S.).
- The millage rate adopted at the final budget hearing cannot be higher than the rate tentatively adopted at the first hearing unless, before the final hearing, the taxing authority sends each taxpayer a revised notice of proposed property taxes. The property appraiser prepares the notice at the expense of the school district and mails it at least 10 days, but not more than 15 days, before the final hearing (s. 200.065(2)(d), F.S.).

HEARING INFORMATION

Final Resolution/Ordinance

- School districts will forward the resolution or ordinance adopting the final millage to the property appraiser, tax collector, and Department of Revenue within three days after the final budget hearing (s. 200.065(4), F.S.).
- The property appraiser's receipt of the resolution or ordinance is official notice of the school district's approved millage rate (s. 200.065(4), F.S.).
- The school district cannot levy any millage other than that approved by referendum until the governing board of the school district approves the resolution or ordinance to levy and submits it in a timely manner to the property appraiser and the tax collector (s. 200.065(4), F.S.).
- If the fall term for a school district begins before adoption of the final budget, the school district may expend monies in accordance with the adopted tentative budget, until it adopts a final budget (s.200.065(2)(g), F.S.).

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8a

DATE OF SCHOOL BOARD MEETING: July 22, 2014

TITLE OF AGENDA ITEMS: Approval of 2014-15 fiscal year debt service payments with SunTrust Bank.

DIVISION: Finance Department

PURPOSE AND SUMMARY OF ITEMS: To approve the payment of the Construction Loan and Bus Lease Purchases 2014-15 debt service with SunTrust Bank.

FUND SOURCE: Capital Funds

AMOUNT: see detail below

Construction Loan: Two bi-annual payments of \$100,683.31 each which are due on July 1, 2014 and January 1, 2015 totaling \$201,366.62

Bus Lease purchase one annual payment due January 20, 2015 totaling \$222,281.45

PREPARED BY: Kim Ferree

POSITION: Assistant Superintendent for Business Services

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMANS'S SIGNATURE: page(s) numbered _____

Be sure that the Comptroller has signed the budget page.

The School Board of Gadsden County, Florida
Remaining Principal Balances & Coverage Report
Sales Tax Revenue Bond, Series 2013 - Sun Trust 3.28% Loan

Dates	Principal Balance D/S	Maturing Amount	Principal Payment	Interest	Semi-Annual Total	Annual Total	Coverage x 1.100
10/31/2013	2,370,000.00						
01/01/2014	2,308,875.00	61,125.00	61,125.00	13,171.93	74,296.93		
07/01/2014	2,246,057.24	62,817.76	62,817.76	37,865.55	100,683.31	174,980.24	192,478.26
01/01/2015	2,182,209.27	63,847.97	63,847.97	36,835.34	100,683.31		
07/01/2015	2,117,314.18	64,895.08	64,895.08	35,788.23	100,683.31	201,366.62	221,503.28
01/01/2016	2,051,354.83	65,959.36	65,959.36	34,723.95	100,683.31		
07/01/2016	1,984,313.73	67,041.09	67,041.09	33,642.22	100,683.31	201,366.62	221,503.28
01/01/2017	1,916,173.17	68,140.57	68,140.57	32,542.75	100,683.32		
07/01/2017	1,846,915.10	69,258.07	69,258.07	31,425.24	100,683.31	201,366.63	221,503.29
01/01/2018	1,776,521.19	70,393.90	70,393.90	30,289.41	100,683.31		
07/01/2018	1,704,972.83	71,548.36	71,548.36	29,134.95	100,683.31	201,366.62	221,503.28
01/01/2019	1,632,251.07	72,721.76	72,721.76	27,961.55	100,683.31		
07/01/2019	1,558,336.68	73,914.39	73,914.39	26,768.92	100,683.31	201,366.62	221,503.28
01/01/2020	1,483,210.09	75,126.59	75,126.59	25,556.72	100,683.31		
07/01/2020	1,406,851.42	76,358.67	76,358.67	24,324.65	100,683.32	201,366.63	221,503.29
01/01/2021	1,329,240.47	77,610.95	77,610.95	23,072.36	100,683.31		
07/01/2021	1,250,356.71	78,883.77	78,883.77	21,799.54	100,683.31	201,366.62	221,503.28
01/01/2022	1,170,179.24	80,177.46	80,177.46	20,505.85	100,683.31		
07/01/2022	1,088,686.87	81,492.37	81,492.37	19,190.94	100,683.31	201,366.62	221,503.28
01/01/2023	1,005,858.03	82,828.85	82,828.85	17,854.46	100,683.31		
07/01/2023	921,670.79	84,187.24	84,187.24	16,496.07	100,683.31	201,366.62	221,503.28
01/01/2024	836,102.87	85,567.91	85,567.91	15,115.40	100,683.31		
07/01/2024	749,131.65	86,971.22	86,971.22	13,712.09	100,683.31	201,366.62	221,503.28
01/01/2025	660,734.10	88,397.55	88,397.55	12,285.76	100,683.31		
07/01/2025	570,886.83	89,847.27	89,847.27	10,836.04	100,683.31	201,366.62	221,503.28
01/01/2026	479,566.06	91,320.77	91,320.77	9,362.54	100,683.31		
07/01/2026	386,747.63	92,818.43	92,818.43	7,864.88	100,683.31	201,366.62	221,503.28
01/01/2027	292,406.98	94,340.65	94,340.65	6,342.66	100,683.31		
07/01/2027	196,519.14	95,887.84	95,887.84	4,795.47	100,683.31	201,366.62	221,503.28
01/01/2028	99,058.75	97,460.40	97,460.40	3,222.91	100,683.31		
07/01/2028	0.00	99,058.75	99,058.75	1,624.56	100,683.31	201,366.62	221,503.28
Totals		\$2,370,000.00	\$2,370,000.00	\$624,112.94	\$2,994,112.94	\$2,994,112.94	\$3,293,524.23

GADSDENSCHOOLS: NEW2013ST

Prepared by: Gollahon Financial Services, Inc., St Petersburg, FL 727-525-5383

10/18/2013 @ 06:25 v9.62

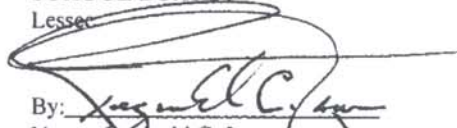
PAYMENT SCHEDULE

The Funding Date with respect to the above referenced Equipment Group shall be January 20, 2014. Lessor shall retain any interest or income accruing between the Funding Date and the date on which interest begins to accrue in accordance with the Payment Schedule more fully set forth below. The annual Interest rate applicable to the Equipment Group shall be 1.70%. The first Rental Payment is due on January 20, 2014 and subsequent payments are due annually as set forth below.

<u>Payment Number</u>	<u>Payment Date</u>	<u>Payment Amount</u>	<u>Principal Component</u>	<u>Interest Component</u>	<u>Principal Balance</u>
1	01/20/14	222,281.45	222,281.45	0	852,585.55
2	01/20/15	222,281.45	207,787.50	14,493.95	644,798.05
3	01/20/16	222,281.45	211,319.89	10,961.56	433,478.16
4	01/20/17	222,281.45	214,912.33	7,369.12	218,565.83
<u>5</u>	<u>01/20/18</u>	<u>222,281.45</u>	<u>218,565.83</u>	<u>3,715.62</u>	<u>0</u>
	Totals	\$1,111,407.25	\$1,074,867.00	\$36,540.25	

**GADSDEN COUNTY DISTRICT
 SCHOOL BOARD.**

Lessee

By: 
 Name: Reginald C. James
 Title: Superintendent of Schools
 Date: Jan. 16, 2014

* After payment of Rental Payment due on such date.

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8b

DATE OF SCHOOL BOARD MEETING: July 22, 2014

TITLE OF AGENDA ITEM: Participation in the Small School District Council Consortium

DIVISION: Administration

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

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

Board approval is requested for the attached affirming participation in the Small School District Council Consortium for the 2014 – 2015 fiscal year.

FUND SOURCE: General

AMOUNT: \$2,850.00

PREPARED BY: Mr. Reginald C. James

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 _____

SMALL SCHOOL DISTRICT COUNCIL CONSORTIUM


Founded in 1983

1118-B Thomasville Road
Tallahassee, Florida 32303

Telephone 850-224-3180
FAX 850-222-3663

INVOICE FOR PAYMENT

To: Reginald James, Superintendent of the Gadsden County School District

From: Robert Pearce,  Superintendent, Wakulla School District and Fiscal Agent for the Small School District Council Consortium

Re: Invoice for Payment of SSDCC Participation Fees for 2014-2015

Date: July 1, 2014

On behalf of the SSDCC, I want to thank you for your membership in the SSDCC during FY 2013-2014. We are appreciative of the continuing support that all of the members have given to the SSDCC.

At the recent business meeting of the SSDCC in Tampa, the participation fees for FY 2014-2015 were approved at the 2013-2014 level. (Fees currently remain 5% below 2007-2008.) Therefore, this invoice is requesting a payment in the amount of \$2,850.00 for the 2014-2015 SSDCC Annual membership fees.

Please make your check payable to the **SMALL SCHOOL DISTRICT COUNCIL CONSORTIUM** and mail it to the following address:

Small School District Council Consortium
Fiscal Agent - Attention: Ms. Victoria Benton
Wakulla School District
P.O. Box 100
Crawfordville, Fla. 32327

This payment is for the annual services associated with the Small School District Council Consortium.

Please process this Invoice for Payment as soon as possible. If you have any questions regarding this invoice, please contact Robert Pearce, Superintendent, Wakulla School District and Fiscal Agent for the SSDCC, at 850-926-0065, or Chris Doolin, Consultant to the SSDCC at 850-224-3180.

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8c

DATE OF SCHOOL BOARD MEETING: July 22, 2014

TITLE OF AGENDA ITEM: Federal Programs Purchase Orders

DIVISION: Federal

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

PURPOSE AND SUMMARY OF ITEM:

<u>Vendor</u>	<u>PO#</u>	<u>Fund</u>	<u>Amount</u>
Odyssey Ware, Inc.	186532	420	\$ 26,995.00
Edu Dev Assoc – Acaletics	186533	420	\$235,586.00
Achieve 3000	186534	420	\$ 41,260.00
Performance Matters	186535	420 (portion 110)	\$ 50,188.00
PSTB Consulting, LLC.	186536	420	\$ 40,000.00
Ethica, LLC.	186537	420	\$ 10,000.00
Knicely, Joseph CPA	186538	420	\$ 10,000.00
Flocabulary	186539	420	\$ 2,400.00
Rodriguez, Migdalia	186540	420	\$ 50,000.00
Wood, Dorothy G.	186541	420	\$ 15,600.00
Carlisle, Chadwick	186542	420	\$ 14,500.00
Baker, Amber	186543	420	\$ 14,500.00
Communities In Schls FL	186544	420	\$ 12,000.00
Holt, Brenda A.	186545	420	\$ 14,900.00

FUND SOURCE: Federal

AMOUNT: \$537,929

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 _____

*R. Raynak
jt*

DATE
7-2-2014

THE SCH

what about

SDEN COUNTY

PURCHASE ORDER NO.
186532

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR V001020000

SHIP TO THIS ADDRESS

ODYSSEY WARE, INC.
300 N MCKEMY AVE
CHANDLER, AZ 85226

FEDERAL PROGRAMS-GADSDEN COUNTY SCHOOLS
35 MARTIN LUTHER KING JR BLVD
QUINCY, FL 32351

PRINCIPAL / SUPERVISOR

COMPROLLER

SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
ATTN: ROSE RAYNAK/DM				
BD APPROVED _____	()			
SOLE SOURCE	WHAT:	ODYSSEY WARE ONLINE LICENSES FULL ACADEMIC CONTENT GRADES 3-12 FOR CORE CURRICULUM		
20	SITES:	EAST GADSDEN HIGH	700.00	14,000.00
10		CARTER-PARRAMORE ACADEMY	700.00	7,000.00
5		WEST GADSDEN HIGH	700.00	3,500.00
1		ON-SITE TRAINING	2,495.00	2,495.00

TOTAL: 26,995.00

PAY TERMS: NET 30

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

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR						TOTAL:	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	
420	5100	360	0071	4221250	100	14,831.66	
420	5100	360	0231	4221250	100	7,831.66	
420	5100	360	0051	4221250	100	4,331.68	

VENDOR

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE
7-2-2014

PURCHASE ORDER NO.
186533

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR VE03450000	SHIP TO THIS ADDRESS
EDU DEV ASSOC-ACALETICS DBA ACALETICS 14052 NW 82ND AVE MIAMI LAKES, FL 33016-1547	FEDERAL PROGRAMS-GADSDEN COUNTY SCHOOLS 35 MARTIN LUTHER KING JR BLVD QUINCY, FL 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT
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QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
		ATTN: ROSE RAYNAK/DM		
BD APPROVED _____ ()				
SOLE SOURCE	WHAT:	IMPLEMENTATION OF ACALETICS FOR ELEMENTARY, MIDDLE AND HIGH SCHOOL STUDENTS		
1	FEE:	\$235,586.00	235,586.00	235,586.00

TOTAL: 235,586.00

PAY TERMS: NET 30

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

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR						TOTA:	235,586.00	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT		
420	5100	510	0231	4221250	100	3,344.00		
420	5100	510	0211	4221250	102	37,500.00		
420	5100	510	0061	4221250	102	14,136.00		
420	5100	510	0051	4221250	100	15,884.00		
420	5100	510	0151	4221250	100	11,008.00		
420	5100	510	0041	4221250	100	30,000.00		
420	5100	510	0091	4221250	100	28,638.00		
420	5100	510	0191	4221250	100	17,458.00		
420	5100	510	0201	4221250	100	33,500.00		
420	5100	510	0141	4221250	100	25,800.00		
420	5100	510	0171	4221250	100	18,318.00		

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE
7-2-2014

PURCHASE ORDER NO.
186534

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR VA02130000

SHIP TO THIS ADDRESS

ACHIEVE 3000
1985 CEDAR BRIDGE AVE
LAKEWOOD, NJ 08701

FEDERAL PROGRAMS-GADSDEN COUNTY SCHOOLS
35 MARTIN LUTHER KING JR BLVD
QUINCY, FL 32351

PRINCIPAL / SUPERVISOR

COMPTROLLER

SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
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QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
ATTN: ROSE RAYNAK/DM				
BOARD APPROVED _____ ()				
1	WHAT:	IMPLEMENTATION MATERIALS FEE	475.00	475.00
1		SUPPORT SERVICE FEE	600.00	600.00
1		*DIFFERENTIATED LITERACY SOL. INLCUDES ONE DAY OF PD SERVICE LEVEL SET ASSESSMENTS AND PLATFORM ACCESS FOR A MAX OF 100 STUDENTS	9,085.00	9,085.00
2		*DIFFERENTIATED LITERACY SOL. INCLUDES TWO DAYS OF PD SERVICES LEVEL SET ASSESSMENT OF PLATFORM ACCESS FOR A MAX OF 250 STUDENTS	15,550.00	31,100.00

TOTAL: 41,260.00

PAY TERMS: NET 30

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

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR						TOTAL:	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	
420	5100	360	0231	4221250	102	4,539.61	
420	5100	360	0051	4221250	102	15,232.91	
420	5100	360	0071	4221250	102	21,487.48	

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE

PURCHASE ORDER NO.

7-2-2014

186535

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

PHONE (850) 627-9651 FAX (850) 627-2760

www.gcps.k12.fl.us

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR VP06650000

SHIP TO THIS ADDRESS

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

FEDERAL PROGRAMS-GADSDEN COUNTY SCHOOLS
35 MARTIN LUTHER KING JR BLVD
QUINCY, FL 32351

PRINCIPAL / SUPERVISOR

COMPTROLLER

SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
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BOARD APPROVED / /

ATTN: ROSE RAYNAK/DM

WHAT: ADMS ASSESSMENT AND DATA MANAGEMENT
SYSTEM FASTE: FORMATIVE ACTION
SYSTEM FOR TEACHER EFFECTIVENESS

WHEN: JULY 1, 2014 - JUNE 30, 2015

1 FEE: \$50,188.00 50,188.00 50,188.00

TOTAL: 50,188.00

PAY TERMS: NET 30

- All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
- If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked. This PO is void after one year.
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DISTRIBUTION TO BE COMPLETED BY ORIGINATOR						TOTAL:	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	
420	6400	360	0201	4221255		6,488.09	
420	6400	360	0141	4221255		4,253.86	
420	6400	360	0091	4221255		4,796.64	
420	6400	360	0061	4221255		2,082.75	
420	6400	360	0041	4221255		6,412.35	
420	6400	360	0191	4221255		2,953.72	
420	6400	360	0171	4221255		2,915.85	
420	6400	360	0211	4221255		6,589.07	
420	6400	360	0151	4221255		2,044.88	
110	6400	360	0101	1109990		1,325.38	
420	6400	360	0231	4221255		1,136.05	
420	6400	360	0051	4221255		3,812.07	
420	6400	360	0071	4221255		5,377.29	

VENDOR

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE
7-2-2014

PURCHASE ORDER NO.
186536

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR VP15280000
PSTB CONSULTING, LLC.
DR. JAMES W. BROWN
3001 BYINGTON CIRCLE
TALLAHASSEE, FL 32303

SHIP TO THIS ADDRESS

FEDERAL PROGRAMS-GADSDEN COUNTY SCHOOLS
35 MARTIN LUTHER KING JR BLVD
QUINCY, FL 32351

PRINCIPAL / SUPERVISOR

COMPTROLLER

SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
ATTN: ROSE RAYNAK/DM				
BOARD APPROVED / /				
	WHAT:	PROFESSIONAL & TECHNICAL SVCS TO PROVIDE PROGRAM REVIEW AND ONGOING TECHNICAL ASSISTANCE TO TITLE I SCHOOL PRINCIPALS W/THEIR SIP GOALS FOR THE YEAR. WILL ALSO PROVIDE SUMMATIVE EVALS OF THE TITLE I PART A & SIP FOR 14-15 SY, PLUS RELEVANT & NECESSARY TRAVEL.		
	WHEN:	JULY 1, 2014 - JUNE 30, 2015		
1	FEE:	\$40,000.00	40,000.00	40,000.00
			TOTAL:	40,000.00

PAY TERMS: NET 30

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

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL:	40,000.00	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	
420	6300	311	9001	4221250		25,000.00	
420	6300	312	9001	4221250		15,000.00	

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE
7-2-2014

PURCHASE ORDER NO.
186537

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR	SHIP TO THIS ADDRESS
VE08520000 ETHICA LLC PO BOX 7216 QUINCY, FL 32353	FEDERAL PROGRAMS-GADSDEN COUNTY SCHOOLS 35 MARTIN LUTHER KING JR BLVD QUINCY, FL 32351

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

BOARD APPROVED / /

WHAT: PROFESSIONAL & TECHNICAL SVCS THROUGH A NETWORK CALLED FEDNET. WILL PROVIDE TRAINING & TECHNICAL ASSISTANCE DESIGNED TO SUPPORT POSITIVE OUTCOMES FOR LOW-INCOME STUDENTS. ASSISTS DISTRICT LEVEL ADMIN & SCL BOARD ADMIN AS THEY IMPLEMENT ESEA.

WHEN: JULY 1, 2014 - JUNE 30, 2015
FEES: \$1,000/MONTHLY FOR 10 MONTHS

10 10,000.00 10,000.00

TOTAL: 10,000.00

PAY TERMS: NET 30

- All correspondence/shippments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
- If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked. This PO is void after one year.
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DISTRIBUTION TO BE COMPLETED BY ORIGINATOR						TOTAL:	FINANCE DEPT USE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	EXPENDITURE
420	6300	730	9001	4221250		10,000.00	

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE
7-2-2104

PURCHASE ORDER NO.
186538

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR VK04645000	SHIP TO THIS ADDRESS
KNICELY, JOSEPH CPA 3407 TALLAVANA TRAIL HAVANA, FL 32333	FEDERAL PROGRAMS-GADSDEN COUNTY SCHOOLS 35 MARTIN LUTHER KING JR BLVD QUINCY, FL 32351

PRINCIPAL / SUPERVISOR	COMPROLLER	SUPERINTENDENT
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QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
		ATTN: ROSE RAYNAK/DM		
BOARD APPROVED / /				
	WHAT:	PROFESSIONAL CONSULTING AND PROGRAM TECHNICAL ASSISTANCE SERVICES TO ASSIST GCSB IN MEETING AND MAINTAINING PROGRAM COMPLIANCE FOR TITLE I PROGRAMS. RECOMMENDED BY FLDOE WHEN DISTRICT WAS CITED FOR MULTIPLE INFRACTIONS OF COMPLIANCE.		
	WHEN:	JULY 1, 2014 - JUNE 30, 2015		
1	FEE:	\$10,000 (NOT TO EXCEED)	10,000.00	10,000.00
			TOTAL:	10,000.00

PAY TERMS: NET 30

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DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL:	10,000.00	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	
420	6300	310	9001	4221250		10,000.00	

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE
7-2-2104

PURCHASE ORDER NO.
186539

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR VF05150000

SHIP TO THIS ADDRESS

FLOCABULARY, LLC
325 GOLD ST, STE 703
BROOKLYN, NY 11201

FEDERAL PROGRAMS-GADSDEN COUNTY SCHOOLS
35 MARTIN LUTHER KING JR BLVD
QUINCY, FL 32351

PRINCIPAL / SUPERVISOR

COMPTROLLER

SUPERINTENDENT

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

BOARD APPROVED. / /

SOLE SOURCE VENDOR

WHAT: ONE YEAR DIGITAL SUBSCRIPTION SITE LICENSE FOR FLOCABULARY AND THE WEEK IN RAP. IT ALLOWS TEACHERS TO SUPPLEMENT THEIR INSTRUCTION AND ENGAGE STUDENTS.

WHEN: 2014-2015 SCHOOL YEAR

1		CHATTAHOOCHEE ELEMENTARY	1,200.00	1,200.00
1		CARTER-PARRAMORE ACADEMY	1,200.00	1,200.00

TOTAL: 2,400.00

PAY TERMS: NET 30

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DISTRIBUTION TO BE COMPLETED BY ORIGINATOR						TOTAL:	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	
420	5100	360	0151	4221250	100	1,200.00	
420	5100	360	0231	4221255	100	1,200.00	

THE SCHOOL BOARD OF GADSDEN COUNTY

PURCHASE ORDER NO.
186540

DATE
7-2-2014

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR VL00115000

SHIP TO THIS ADDRESS

RODRIGUEZ, MIGDALIA
DBA-LAMIER TECHNICAL SVC
9950 HOSFORD HIGHWAY
QUINCY, FL 32351

FEDERAL PROGRAMS-GADSDEN COUNTY SCHOOLS
35 MARTIN LUTHER KING JR BLVD
QUINCY, FL 32351

PRINCIPAL / SUPERVISOR

COMPROLLER

SUPERINTENDENT

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

1	WHAT:	BOARD APPROVED / / PROFESSIONAL COMPUTER TECH SVCS FOR DELL, LENOVO, MAC/APPLE INCLUDING BUT NOT LIMITED TO: IPADS, IPOD, LAPTOPS, E-READERS, E-BOOKS, LENOVO, KINDLE LIKE PRODUCTS AT TITLE I SCHOOLS. TECH SVCS WITH HARDWARE & SOFTWARE INSTALLATION, IMAGING & CONFIG OF NEW COMPUTERS MIGRATE TO AD	50,000.00	50,000.00
	WHEN:	JULY 1, 2014 - JUNE 30, 2015		
	FEES:	\$50/HR (NOT TO EXCEED \$50,000)		

TOTAL: 50,000.00

PAY TERMS: NET 30

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

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL:	50,000.00	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	
420	6200	310	9001	4221256		12,575.00	
420	6500	311	9001	4221256		12,425.00	
420	6500	312	9001	4221256		25,000.00	

THE SCHOOL BOAI

JNTY

PURCHASE ORDER NO.
186541

DATE
7-2-2014

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR VW11770000

SHIP TO THIS ADDRESS

WOOD, DOROTHY G.
4297 HOSFORD HWY
QUINCY, FL 32351

FEDERAL PROGRAMS-GADSDEN COUNTY SCHOOLS
35 MARTIN LUTHER KING JR BLVD
QUINCY, FL 32351

PRINCIPAL / SUPERVISOR

COMPTROLLER

SUPERINTENDENT

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

BD APPROVED _____ ()

RFP AWARDED: PARENT SERVICES - TITLE I PART A AND TITLE X SPLIT-FUNDED

WHAT: TO PROVIDE ASSISTANCE TO STUDENTS AND THEIR PARENTS OF TITLE I SCHOOLS, HOMELESSNESS. DEVELOPING & FACILITATING PARENT WORKSHOPS/ACTIVITIES, RECORDS, PARENT CONTACTS, TECHNOLOGY & OTHERS DUTIES RELATED TO PROVIDING QUALITY SERVICES TO THE PARENTS OF GADSDEN COUNTY SCHOOLS.

WHEN: JULY 1, 2014 - JUNE 30, 2015

1	FEE:	\$10.00/HR FOR 30 HOURS/WK FOR UP TO 50WKS (NOT TO EXCEED 30 HOURS/WK, 50 WEEKS, \$15,600.00)	15,600.00	15,600.00
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PAY TERMS: NET 30

TOTAL: 15,600.00

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

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL:	15,600.00	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	
420	6300	390	9001	4212750 421254		7,800.00 10,000	
420	6150	390	9001	4221252 4212750		7,800.00 5,000	

VENDOR

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE

7-2-2014

PURCHASE ORDER NO. 186542

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR VC03750000	SHIP TO THIS ADDRESS
CARLISLE, CHADWICK 4124 POINT MILLIGAN ROAD QUINCY, FL 32351	FEDERAL PROGRAMS-GADSDEN COUNTY SCHOOLS 35 MARTIN LUTHER KING JR BLVD QUINCY, FL 32351

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

BD APPROVED _____ ()

RFP AWARDED: HOMELESS SERVICES - TITLE X

WHAT: TO PROVIDE SVCS FOR IDENTIFYING, SURVEYING & VERIFYING CHILDREN AND UNACCOMPANIED YOUTH DURING OUTREACH VISITS FOR HOMELESSNESS; IDENTIFYING & SETTING UP PARTNERSHIPS TO ASSIST WITH SOCIAL AND HEALTH NEEDS OF HOMELESS STUDENTS; UPDATES TO RESOURCE GUIDES, FACILITATING MOU'S; OTHER SVCS ASSOCIATED WITH HOMELESS CHILDREN IN GADSDEN COUNTY SCHOOLS.

WHEN: JULY 1, 2014 - JUNE 30, 2015

1	FEE:	\$14,500.00	14,500.00	14,500.00
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PAY TERMS: NET 30 TOTAL: 14,500.00

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

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL:	14,500.00	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	
420	6300	390	9001	4212750		14,500.00	

VENDOR

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE

7-2-2014

PURCHASE ORDER NO.

186543

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

PHONE (850) 627-9651

FAX (850) 627-2760

www.gcps.k12.fl.us

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR

VB01603000

SHIP TO THIS ADDRESS

BAKER, AMBER
238 SAND PIPER CIRCLE
MIDWAY, FL 32353

FEDERAL PROGRAMS-GADSDEN COUNTY SCHOOLS
35 MARTIN LUTHER KING JR BLVD
QUINCY, FL 32351

PRINCIPAL / SUPERVISOR

COMPTROLLER

SUPERINTENDENT

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

BD APPROVED _____ ()

RFP AWARDED: HOMELESS SERVICES - TITLE X

WHAT: TO PROVIDE SERVICES FOR IDENTIFYING, SURVEYING & VERIFYING CHILDREN AND UNACCOMPANIED YOUTH DURING OUTREACH VISITS FOR HOMELESSNESS IN DISTRICT; IDENTIFYING & SETTING UP PARTNERSHIPS TO ASSIST WITH SOCIAL AND HEALTH NEEDS OF HOMELESS STUDENTS; UPDATES TO RESOURCE GUIDES, FACILITATING MOU'S. OTHER SVCS ASSOCIATED WITH HOMELESS CHILDREN IN GADSDEN COUNTY SCHOOLS.

WHEN: JULY 1, 2014 - JUNE 30, 2015

1	FEE: \$14,500.00		14,500.00	14,500.00
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TOTAL: 14,500.00

PAY TERMS: NET 30

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

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL:	14,500.00	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	
420	6300	390	9001	4212750		14,500.00	

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE
7-2-2014

PURCHASE ORDER NO.
186544

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

<p>VENDOR VC13490000</p> <p>COMMUNITIES IN SCHOOLS OF FL 444 APPELYARD DRIVE TALLAHASSEE, FL 32304</p>	<p>SHIP TO THIS ADDRESS</p> <p>FEDERAL PROGRAMS-GADSDEN COUNTY SCHOOLS 35 MARTIN LUTHER KING JR BLVD QUINCY, FL 32351</p>
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PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT
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QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
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		ATTN: ROSE RAYNAK/DM		
BD APPROVED _____ ()				
		WHAT: TO PROVIDE SERVICES AS A PARENT LIAISON WITH GADSDEN COUNTY SCHOOLS		
		FEE: \$6,000.00/VISTA		
1		WHITNEY DIAZ	6,000.00	6,000.00
1		CHARISE THOMAS	6,000.00	6,000.00

TOTAL: 12,000.00

PAY TERMS: NET 30

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

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL:	12,000.00	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	
420	6300	310	9001	4221250		12,000.00	

VENDOR

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE
7-2-2014

PURCHASE ORDER NO.
186545

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR VH112500000	SHIP TO THIS ADDRESS
HOLT, BRENDA A. 5251 GREENSBORO HWY QUINCY, FL 32351	FEDERAL PROGRAMS-GADSDEN COUNTY SCHOOLS 35 MARTIN LUTHER KING JR BLVD QUINCY, FL 32351

PRINCIPAL / SUPERVISOR	COMPROLLER	SUPERINTENDENT
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QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
		ATTN: ROSE RAYNAK/DM		
BD APPROVED _____ ()				
	WHAT:	TO PROVIDE INTENSIVE MATHEMATICS INSTRUCTION FOR SECONDARY MATH AND END OF COURSE EXAMS.		
	WHEN:	AUGUST 18, 2014 - JUNE 30, 2015		
1	FEE:	\$20.00/HR UP TO LIMIT OF \$14,900.00 (NOT TO EXCEED \$14,900.00)	14,900.00	14,900.00

TOTAL: 14,900.00

PAY TERMS: NET 30

- All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
- If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked. This PO is void after one year.
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DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL:	14,900.00	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	
420	6300	390	9001	4221250		14,900.00	

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8d

DATE OF SCHOOL BOARD MEETING: July 22, 2014

TITLE OF AGENDA ITEMS: Food Service Purchase orders for summer feeding program

DIVISION: Finance Department

PURPOSE AND SUMMARY OF ITEMS: To approve PO 186557 and 186558 for the summer feeding program.

FUND SOURCE: Federal Funds

AMOUNT: \$48,700 (using the POWER buying group contracts for other District's RFPs as noted on the PO) and \$4,500 respectively.

PREPARED BY: Kim Ferree

POSITION: Assistant Superintendent for Business Services

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered

CHAIRMANS'S SIGNATURE: page(s) numbered
Be sure that the Comptroller has signed the budget page.

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE

PURCHASE ORDER NO.

07/02/2014

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

186557

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR F U02425000

SHIP TO THIS ADDRESS

U S Foods - Port Orange Div.
 5425 S Williamson Blvd.
 Port Orange FL 32124

School Food Service-Gadsden County
 203-A Martin Luther King Jr. Blvd. (Whse)
 35 Martin Luther King Jr. Blvd. (mail)
 Quincy FL 32351

PRINCIPAL / SUPERVISOR

COMPTROLLER

SUPERINTENDENT

Paula Milton

Kim Senee

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
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SFS-Blanket Summer Feeding Program 2014

per: Power Buying Group Contract 2013-2014 & 2014-2015 Agrmnts
 Martin Co. (PBG)RFP5001-0102006 (see file)
 and Osceola Co.(PBG)RFP SDOC-14-P-065-LH & awarded to US Foods eff. 7/1/14

Term 2 Summer School-Feeding Program supplies as needed
 Blanket order 07/01/2014 -- 07/30/2014 48,700.00

PAY TERMS: NET 30

TOTAL 48,700.00

- All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
- If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked. This PO is void after one year.
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DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL	48,700.00	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	
410	7600	570	0071	0709		10,100.00	
410	7600	510	0071	0709			
410	7600	570	0061	0708		8,900.00	
410	7600	510	0061	0708			
410	7600	570	0211	0712		17,000.00	
410	7600	510	0211	0712			
410	7600	570	0201	0713		12,700.00	
410	7600	510	0201	0713			

VENDOR

R. Smith

GADSDEN SCHOOL BOARD
OFFICE OF ASSISTANT
SUPERINTENDENT

2014 JUL 15 PM 4:40

SUMMARY SHEET

AGENDA ITEM NO. 8e

Date of School Board Meeting: July 22, 2014

TITLE OF AGENDA ITEM: **CONTRACT BETWEEN THE SCHOOL BOARD OF GADSDEN COUNTY AND ART THERAPIST, BETH BOSTICK-COX**

DIVISION: **EXCEPTIONAL STUDENT EDUCATION**

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

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

This contract provides Art Therapy for the students at Gadsden Central Academy two (2) times a week. The Therapist provides individual and group therapy for identified students.

FUND SOURCE: **IDEA**

AMOUNT: **\$15,500.00**

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

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 4

CHAIRMAN'S SIGNATURE: page(s) numbered 4

Be sure that the COMPTROLLER has signed the budget page.

This form is to be duplicated on light blue paper.

summary for
revised 0591

Proof read by: *Keandra B Harris*

GADSDEN COUNTY SCHOOL DISTRICT

EXCEPTIONAL STUDENT EDUCATION CONTRACT WITH INDEPENDENT CONTRACTOR

2014-2015 Fiscal Year

GADSDEN, State of FLORIDA herein referred to as contractor.

1. The Board is in the business of providing educational and other services to the students enrolled in its institutions or programs, and in the conduct of such business, desires to have the following services, as a contractor, to be performed by contractor: Beth Bostick-Cox, Art Therapist.
2. Contractor agrees to perform these services for the Board Contract made July 22, 2014, BETWEEN the School Board of Gadsden County, Florida, a corporation organized and existing under the laws of the State of Florida, with its principal place of business at 35 Martin Luther King, Jr. Blvd., City of Quincy, County of Gadsden, State of Florida, herein referred to as the Board, and Beth Bostick-Cox, 60 Oakland Drive, Quincy, Florida, 32351 of QUINCY County of under the terms and conditions set forth in this contract.

NATURE OF WORK

Contractor will provide art therapy services on behalf of the Board with respect to all matters relating to or affecting the provision of art therapy services to students with disabilities three (3) to twenty-one (21), approved by the Director of Exceptional Student Education. The contractor will render such services according to her professional qualifications, which together with appropriate registration, licensure and/or permit, shall be maintained throughout the terms of this agreement. Contractor shall have sole control of the manner and means of performing this contract provided the same is implemented under the direction of the students Individual Education Plan.

PLACE OF WORK

BOARD will provide adequate space and equipment for contractor to carry out objectives outlined in the individual education plan for art therapy. It is understood that these services will be rendered in Gadsden County Schools, at Gadsden Central Academy City of Quincy, County of Gadsden, State of Florida, as designated by the Director of Exceptional Student Education.

TIME DEVOTED TO WORK

In the performance of the services, the services and the hours contractor is to work on any given day will be entirely within contractors control and the Board will rely upon contractor to put in such number of hours on a daily basis that is reasonably necessary to fulfill the spirit and purpose of this contract. However, the contractor will provide services for no less than five (5) hours and no more than twelve (12) hours per school week. The contractor may provide up to twenty (20) additional hours per school year for additional activities as scheduled and approved by the Director of Exceptional Student Education.

PAYMENT

The Board will pay contractor for all work actually performed by contractor on completion of the same, with masters degree at the rate of \$35.00 per unit of service. Payment shall be made by the Board within thirty (30) days after a statement for professional services rendered is received. Such statements shall be presented monthly. The contractor will not be reimbursed for traveling.

DURATION AND TERMINATION

The parties hereto contemplate that this contract will run for one (1) fiscal school year from August 2014 thru June 2015. Any party wishing to terminate this contract prior to its expiration date shall provide the other party with sixty (60) days written notice.

STATUS OF CONTRACTOR

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

PAYMENT OF TAXES AND ASSESSMENTS

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

CONFIDENTIALITY

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

SERVICES BY OTHERS

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

MISCELLANEOUS

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

AMENDMENTS

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

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

BETH BOSTICK-COX, ART THERAPIST

Date

SHARON B. THOMAS, DIRECTOR
EXCEPTIONAL STUDENT EDUCATION

Date

THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA

BY: _____
ROGER P. MILTON, CHAIRMAN

Date

ATTEST: _____
REGINALD C. JAMES, SUPERINTENDENT

Date

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

SUMMARY SHEET

R. Smith
GADSDEN SCHOOL BOARD
OFFICE OF ASSISTANT
SUPERINTENDENT
2014 JUL 15 PM 4:40

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8f

DATE OF SCHOOL BOARD MEETING: July 22, 2014

TITLE OF AGENDA ITEM: Agreement between Erica Miller Counseling Group and The Gadsden County School Board

DIVISION: **EXCEPTIONAL STUDENT EDUCATION**

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

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

Erica Miller Counseling Group LLC will provide the following services:

- individual counseling
- group counseling
- family counseling
- parenting counseling
- GIRLS CIRCLES (evidenced based counseling groups for girls)
- targeted case management

Services will be rendered at various schools, community-based settings, or in the students' homes. Services will involve assessment, treatment planning, and implementation of services.

SOURCE: NA

AMOUNT: NA

PREPARED BY: **Sharon B. Thomas** *SBT*

POSITION: **Director of Exceptional Student Education**

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 2

CHAIRMAN'S SIGNATURE: page(s) numbered _____

SCHOOL BOARD ATTORNEY: page(s) numbered _____

This form is to be duplicated on light blue paper.

PROOF READ BY: *Millie E. Anderson*

INDEPENDENT CONTRACTOR AGREEMENT

This Independent Contractor Agreement (this "Agreement") is made effective as of _____, by and between GADSDEN COUNTY SCHOOL BOARD, of 35 MARTIN LUTHER KING JR. BLVD., QUINCY, Florida 32351, and ERICA MILLER COUNSELING GROUP LLC., of 1633 HIGH BRIDGE ROAD, QUINCY, Florida 32351. In this Agreement, the party who is contracting to receive the services shall be referred to as "GCSB", and the party who will be providing the services shall be referred to as "ERICA MILLER COUNSELING".

1. DESCRIPTION OF SERVICES. Beginning on _____, ERICA MILLER COUNSELING will provide the following services (collectively, the "Services"): Counseling mental health evaluation services, assessments, counseling, and behavioral management services to Clients that are referred to Erica Miller Counseling Group LLC. that meets medical necessity criteria as specified in the Florida Medicaid Handbook and as applicable by Florida Statutes and other governing authorities.

2. PAYMENT FOR SERVICES

Erica Miller Counseling will bill the Client's insurance provider (Medicaid or Private Insurance provider) for behavioral health services that are rendered. Erica Miller Counseling is solely responsible for checking the Client's eligibility for Medicaid or other private insurance.

3. TERM/TERMINATION.

The parties hereto contemplate that this contract will run from August 20, 2014 to May 31, 2015. This Agreement may be terminated by either party upon 60 days written notice to the other party.

4. RELATIONSHIP OF PARTIES. It is understood by the parties that ERICA MILLER COUNSELING is an independent contractor with respect to GCSB, and not an employee of GCSB. GCSB will not provide fringe benefits, including health insurance benefits, paid vacation, or any other employee benefit, for the benefit of ERICA MILLER COUNSELING.

5. CONFIDENTIALITY. ERICA MILLER COUNSELING will not at any time or in any manner, either directly or indirectly, use for the personal benefit of ERICA MILLER COUNSELING, or divulge, disclose, or communicate in any manner any information that is proprietary to GCSB. ERICA MILLER COUNSELING will protect such information and treat it as strictly confidential. This provision shall continue to be effective after the termination of this Agreement. Upon termination of this Agreement, ERICA MILLER COUNSELING will return to GCSB all proprietary documentation that was used, created, or controlled by ERICA MILLER COUNSELING during the term of this Agreement.

6. INJURIES. ERICA MILLER COUNSELING acknowledges ERICA MILLER COUNSELING's obligation to obtain appropriate insurance coverage for the benefit of ERICA MILLER COUNSELING (and ERICA MILLER COUNSELING's employees, if any). ERICA MILLER COUNSELING waives any rights to recovery from GCSB for any injuries that ERICA MILLER COUNSELING (and/or ERICA MILLER COUNSELING's employees) may sustain while performing services under this Agreement and that are a result of the negligence of ERICA MILLER COUNSELING or ERICA MILLER COUNSELING's employees.

7. ENTIRE AGREEMENT. This Agreement contains the entire agreement of the parties, and there are no other promises or conditions in any other agreement whether oral or written.

8. SEVERABILITY. If any provision of this Agreement shall be held to be invalid or unenforceable for any reason, the remaining provisions shall continue to be valid and enforceable. If a court finds that any provision of this Agreement is invalid or unenforceable, but that by limiting such provision it would become valid and enforceable, then such provision shall be deemed to be written, construed, and enforced as so limited.

9. APPLICABLE LAW. This Agreement shall be governed by the laws of the State of Florida.

10. SIGNATORIES. This Agreement shall be signed by GADSDEN COUNTY SCHOOL BOARD on behalf of GADSDEN COUNTY SCHOOL BOARD and by ERICA MILLER COUNSELING GROUP LLC., Director on behalf of ERICA MILLER COUNSELING GROUP LLC. This Agreement is effective as of the date first above written.

Erica Miller, Director
Erica Miller Counseling Group LLC.

Date

Sharon B. Thomas/Director
Exceptional Student Education

Date

THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA

BY: _____

ATTEST: _____
Reginald C. James, Superintendent

Reubenter

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8g

DATE OF SCHOOL BOARD MEETING: July 22,2014

TITLE OF AGENDA ITEM: Memorandum of Agreement between Gadsden County Schools and Gadsden County Health Department 2014-2015

DIVISION: K-12 Education

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

PURPOSE AND SUMMARY OF ITEM:

(Type and Double Space)

The attached is the Memorandum of Agreement between Gadsden County Schools and the Gadsden County Health Department. The Gadsden County School District agrees to collaborate with the Gadsden County Health Department to deliver health care and health education programs that equip limited resource families and youth who are at risk for not meeting basic human needs, to lead positive, productive, contributing lives.

FUND SOURCE:

AMOUNT: \$100,100

PREPARED BY:

POSITION:

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 5

2014 JUL - 7 AM 7:25
GADSDEN SCHOOL BOARD
OFFICE OF ASSISTANT
SUPERINTENDENT

Memorandum of Agreement

**Between
Gadsden County Schools**

And

Florida Department of Health

MOA# - 005 (2014 – 2015)

Background

Gadsden County Schools envision communities where children and youth lead positive, secure and happy young lives while developing the skills, knowledge and competencies necessary for fulfilling contributing adult lives. The Gadsden County School Board is committed to a future where all children and youth live in families and communities that promote their positive development. The Gadsden County Schools (GCS) agree to collaborate with the Gadsden County Health Department (GCHD) to deliver health care and health education programs that equip limited resource families and youth who are at risk for not meeting basic human needs, to lead positive, productive and contributing lives.

Each party Agrees to:

1. Promote a coordinated effort between GCS and GCHD staff to achieve maximum health and academic success of students and staff.
2. Comply with relevant state and federal laws, rules and regulations governing handling, storage and access to Department of Education (DOE) student records and Department of Health (DOH) medical records. GCS shall have access to all DOH records that are directly pertinent to this agreement, with the exception of confidential student records that are protected by HIPAA (Health Insurance Portability and Accountability Act). GCHD shall retain all required financial documents for five years after the district makes the final payment and all other pending matters are closed.
3. Develop cooperative procedures for administering health care data collection, record keeping and immunization compliance.
4. Jointly plan and provide training opportunities for health and school district personnel.

Gadsden County Schools agree to:

1. Pay \$100,100 annually to ensure that as many as possible (to the extent funding is available) of the district's school clinics will have health care staff assigned. This amount shall be paid in four quarterly installments of \$25,025. Please note that all invoices or notices sent to the GCS will require a minimum of seven (7) days and a maximum of fifteen (15) days to process once the invoice is received from GCHD.
2. Provide GCHD staff access to the district phone messaging service to relay Back-to-School information for students and their families concerning immunizations and school physical requirements and any health advisories that become necessary to protect the students and faculty. Provide phone support to school clinic staff within onsite school clinics.
3. Provide daily janitorial and as requested maintenance services to each school clinic facility.
4. Provide and maintain building infrastructure wiring, data and phone cabling, and electrical connections for school clinics.
5. Provide data transport, troubleshooting, network and port addressing to each school clinic, sufficient to support establishment and connectivity for an on-site firewall-created internal isolated zone. Secure tunneling will be used to establish connectivity for the isolated zone to DOH's network over county circuits.
6. Maintain general liability insurance covering all onsite electronic equipment under circumstances of occupational injury, employee disloyalty, and general liability. A review and determination of fault is required before assumption of any liability and a certificate must be provided upon request. Where determination of fault is with GCHD, DOH is self insured to the limit required by Florida Law, and a certificate of insurance shall be provided upon request.
7. Appoint a School Health Coordinator from the GCS to serve as a liaison with the GCHD. The Coordinator's duties should include but not be limited to coordination of service delivery, resolving billing issues, facilitating timely communication, and MOA monitoring.

Gadsden County Health Department Agrees to:

1. Provide Comprehensive Health Care to the schools listed below: [“These services include basic health services and student health management, interventions and classes to reduce risk-taking behaviors, violence and injury prevention, and services to reduce teen pregnancy and promote return to school after giving birth. Comprehensive school health services provide more in-depth health management through the increased use of registered nurses (RN) for assessments, intervention, case management, and improving access to health care through referrals to insurance programs and family physicians.”]
 - Chattahoochee Elementary
 - Gadsden Elementary Magnet
 - Greensboro Elementary
 - George W. Munroe
 - Gretna Elementary
 - Havana Elementary
 - Havana Middle School
 - Shanks Middle School
 - Stewart Street Elementary
 - St. John Elementary
 - West Gadsden school Clinic

2. **Provide Full Service Health Care to Students at East Gadsden School Clinic** [“Full Service Schools provide the infrastructure that is necessary to coordinate and deliver services donated by community partners and participating agencies. This program focuses on underserved students in poor, high risk communities needing access to medical and social services, as identified through demographics. Full Service Schools provide all basic health services, in addition to the coordination of medical and specialized social services, such as: nutritional, economic and job placement services, parenting classes, counseling for abused children, mental health and substance abuse counseling, and adult education for parents.”]

3. Provide immunization services and cumulative review to all of the districts schools.

4. School Health employees shall work from 7:30 a.m. to 4:00 p.m. on school days with the exception of occasional mandatory training days.

5. Provide hearing, vision, scoliosis, and BMI (body mass index) screenings as appropriate to K, 1st, 3rd, and 6th grade students only. All other student screening will be on an as-needed basis.
6. Provide Blood borne Pathogen and medication In-service for professional development.
7. Supply, provide, refresh, and maintain the following IT resources and services:
 - a) All software, hardware, licensing, and technology peripherals connected to DOH's internal zones which are used in the onsite school clinics, power and Path cables needed to connect to the building infrastructure.
 - b) All network switches and firewalls supporting DOH's internal zone.
 - c) Current and up-to-date antivirus and intrusion detection software required to protect assets within the internal zone from exploits.
 - d) All troubleshooting, patching, maintenance, configuration, and desktop support (includes user access management) of internal zone equipment, including firewall and all connected hosts.
8. Equipment within the clinic will be used solely by GCHD personnel in compliance with DOH's Information and Security Policy. Only DOH provided equipment will be connected to DOH's internal zone, and personal use devices will be prohibited for use on the internal network. DOH equipment will remain physically accessible at all times to GCS IT personnel for inventory and security review.
9. Provide and maintain connectivity to a Virtual Private Network interface or Secure FTP site for GCS to the Health Office system for weekly data upload, incorporating all reasonable associated costs.
10. Server hardware and software licensing for Health Office will be the responsibility of GCHD. All access provided will be maintained securely over the GCS network.
11. Assist Gadsden County schools in identifying health issues and statistics that may be used to support grants for health initiatives.
12. Provide Gadsden County School's Financial Office with quarterly invoices or written notice of agreed upon monetary funds with due date enclosed. The invoice or notice shall include documentation describing the services rendered.

The invoice shall itemize the services in detail indicating the Gadsden County Health Department's expenditures that tie to the payments by the Gadsden County Schools. Attached documentation shall substantiate the Health Department's expenditures. The Gadsden County Health Department will invoice the Gadsden County School District on or approximately:

- September 30, 2014
- December 30, 2014
- March 30, 2015
- June 30, 2015

Gadsden County Schools and the Gadsden County health Department mutually agree that:

The parties hereto contemplate this contract to run for the duration of 7/1/2014 through 6/30/2015. This Memorandum of Agreement shall be reviewed annually, to determine its continuation and or need for modification 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.


In WITNESS WHEREOF, the School Board of Gadsden County, Florida and the Gadsden County Health Department have executed the AGREEMENT.

Chairman of
The School Board of Gadsden County

Date

ATTEST By Reginald James
Superintendent of Schools

Date



Aaron Kissler, MPH
Administrator, Gadsden county Health Department



Date



SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8h

DATE OF SCHOOL BOARD MEETING: July 22, 2014

TITLE OF AGENDA ITEM: Agreement Amendment between The Department of Corrections and Gadsden County School Board

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM:

This Amendment to the previously approved Agreement is entered for the purpose of establishing a means to transport Department inmates housed at Quincy Annex and Gadsden Re-Entry Center using Agency buses during an actual or anticipated emergency, including prior to, during, or immediately after a Hurricane or other Natural Disaster..

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY:  Rosalyn W. Smith

POSITION: Deputy Superintendent

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

REVIEWED BY: _____

AGREEMENT AMENDMENT BETWEEN
THE DEPARTMENT OF CORRECTIONS
AND
GADSDEN COUNTY SCHOOL BOARD

This is an Amendment to the Agreement between the Florida Department of Corrections (“Department”) and the Gadsden County School Board (“GCSB”), which are the parties hereto.

This Amendment:

- **Revises Section entitled “WHEREAS”, first and third paragraphs;**
- **Revises Section II., A., Overview, first paragraph;**
- **Revises Section II., B., Department’s Responsibilities, numbers 6 and 7;**
- **Revises Section II., C., Agency’s Responsibilities, numbers 1 and 2;**
- **Revises Section IV., AGREEMENT MANAGEMENT, paragraphs A. and B.; and**
- **Adds Section X., PREA, entire paragraph.**

In accordance with Section V., **REVIEW AND MODIFICATION**, the following changes are hereby made:

1. Section entitled “WHEREAS”, first and third paragraphs are hereby revised to read:

WHEREAS, the Department houses inmates at Liberty Correctional Institution (LCI) – Quincy Annex and Gadsden Re-Entry Center.

WHEREAS, this MOA is entered into for the purpose of establishing a means to transport Department inmates housed at Quincy Annex and Gadsden Re-Entry Center using Agency buses during an actual or anticipated emergency, including prior to, during, or immediately after a Hurricane or other Natural Disaster. The use of the buses described in this agreement may be limited by an Executive Order from the Division of Emergency Management that would take precedence over the terms of this Agreement.

2. Section II., A., Overview, first paragraph is hereby revised to read:

II., A., Overview

The parties shall work together to effect transportation of the LCI - Quincy Annex and Gadsden Re-Entry Center inmates during an actual or anticipated emergency using the Agency buses.

3. Section II., B., Department’s Responsibilities, numbers 6. and 7., are hereby revised to read:

II., B., Department’s Responsibilities

6. Provide repairs for any damage to buses incurred while on loan to LCI - Quincy Annex and Gadsden Re-Entry Center for the transportation of inmates.
7. Wash and thoroughly clean buses used to transport LCI – Quincy Annex and Gadsden Re-Entry Center inmates prior to returning buses to Agency’s designated pick-up location.

4. Section II., C., **Agency's Responsibilities**, numbers 1 and 2., are hereby revised to read:

II., C., **Agency's Responsibilities**

1. Upon the LCI's – Quincy Annex and Gadsden Re-Entry Center request, the Agency shall approve use of its buses by LCI and Gadsden Re-Entry Center for transportation of inmates during an actual or anticipated emergency subject to operational constraints, unless such use is limited by Executive Order from the Division of Emergency Management that takes precedence over the LCI's – Quincy Annex and Gadsden Re-Entry Center use.
2. The Agency shall designate a pick-up location, which shall also be the return location, for buses to be used in transportation of LCI's – Quincy Annex and Gadsden Re-Entry Center inmates.

5. Section IV., **AGREEMENT MANAGERS**, paragraphs A., and B., are hereby revised to read:

A. **Department's Agreement Administrator**

The Agreement Administrator for the Department is responsible for maintaining the official Agreement file, processing any amendments or termination of the Agreement, and for maintaining records of all formal correspondence between the Department and the Participating Entity regarding administration of the Agreement.

The name, address and telephone number of the Department's Agreement Administrator is:

Operations Manager, Contract Administration
Bureau of Contract Management and Monitoring
501 South Calhoun Street
Tallahassee, Florida 32399-2500
(850) 717-3681 (telephone)
(850) 488-7189 (facsimile)

B. **Agreement Managers**

The parties have identified the following individuals as Agreement Managers. These individuals are responsible for enforcing performance of the Agreement terms and conditions and shall serve as Agreement Managers regarding issues arising out of this Memorandum of Agreement.

DEPARTMENT OF CORRECTIONS
Walt Summers, Warden
Gadsden Re Entry Center
540 Opportunity Highway
Havana, Florida 32333
(850) 539-2444 (telephone)
(850) 539-2768 (facsimile)
summers.addison@mail.dc.state.fl.us (e-mail)

DEPARTMENT OF CORRECTIONS
Jacob Sorey, Warden
Liberty Correctional Institution
11064 N.W. Dempsey Barron Road
Bristol, Florida 32321-9711
(850) 643-9400 (telephone)
(850) 643-9412 (facsimile)
Sorey.jacob@mail.dc.state.fl.us (e-mail)

6. Section X., **Prison Rape Elimination Act (PREA)**, is hereby added to read:

X. PRISON RAPE ELIMINATION ACT (PREA)

The Contractor will comply with the national standards to prevent, detect, and respond to prison rape under the Prison Rape Elimination Act (PREA), Federal Rule 28 C.F.R. Part 115. The Contractor will also comply with all Department policies and procedures that relate to PREA.

This Amendment shall begin on the date on which it is signed by both parties.

All other terms and conditions of the original Agreement remain in full force and effect.

IN WITNESS THEREOF, the parties hereto have caused this Amendment to be executed by their undersigned officials as duly authorized.

GADSDEN COUNTY SCHOOL BOARD

SIGNED
BY: _____
NAME: Reginald C. James
TITLE: Superintendent
DATE: _____
FEID #: F59-6000615

DEPARTMENT OF CORRECTIONS

Approved as to form and legality, subject to execution.

SIGNED
BY: _____
NAME: Michael D. Crews
TITLE: **Secretary
Department of Corrections**
DATE: _____

SIGNED
BY: _____
NAME: Jennifer A. Parker
TITLE: **General Counsel
Department of Corrections**
DATE: _____

R. Smith

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8i

Date of School Board Meeting: July 22, 2014

TITLE OF AGENDA ITEM: GTI Tuition Schedule *SD*

DIVISION: Career and Technical Education
(Example: Secondary Education, Property Records, etc.)

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

PURPOSE AND SUMMARY OF ITEM:
(Type and double space)

The purpose of this item is to establish tuition and fees for adult and postsecondary workforce education programs for the 2014-2015 school year at Gadsden Technical Institute. Fees are based on FLDOE recommended fees for Career and Technical Education.

FUND SOURCE: N/A

AMOUNT:
PREPARED BY: Dr. Sylvia R. Jackson
POSITION: Director

2014 JUL -9 PM 2:01
GADSDEN SCHOOL BOARD
OFFICE OF ASSISTANT
SUPERINTENDENT

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNFATUES NEEDED by preparer.

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

Be sure that the COMPTROLLER has signed the budget page.

GADSDEN TECHNICAL INSTITUTE
2014 – 2015 TUITION SCHEDULE

Based on Florida Department of Education recommendations, Gadsden Technical Institute has established tuition and fees for adult and postsecondary workforce education programs for the 2014 – 2015 school year as follows:

Career Certificate Programs \$2.78 per clock hour

Adult General Education \$30.00 per semester

*Non-Florida resident \$13.50 per clock hour

*Georgia residents that reside in a bordering county
will be charged at the Florida resident rate.

R. Smith
6/30/14

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8j

DATE OF SCHOOL BOARD MEETING: July 22, 2014

TITLE OF AGENDA ITEM: AmeriCorps Gadsden Reads

DIVISION: Elementary Education

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

PURPOSE AND SUMMARY OF ITEM: This request asks the Gadsden County School Board to approve the 2014-2015 AmeriCorps Gadsden Reads Program to begin August 1, 2014 and end July 31, 2015. The total cash amount of this project is \$396,525 of which \$305,041 is provided by Volunteer Florida. The school board's portion is \$91,484 which will come out of next year's budget. This amount will cover the cost of 1 program staff, 21 full-time, 3 part-time, and 2 quarter-time AmeriCorps Members. The cost from the school board is an average of \$2,900 per position for 26 individuals whose focus is improving the reading scores of elementary, middle, and high school students in Gadsden County.

FUND SOURCE: Volunteer Florida and the School Board of Gadsden County.

AMOUNT: \$305,041 from Volunteer Florida and \$91,484.00 from the School Board Gadsden County.

PREPARED BY: Bea Hopkins
POSITION: Program Director

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____


CHAIRMAN'S SIGNATURE: page(s) numbered _____

REVIEWED BY: _____

2014 JUN 12 AM 11:11
GADSDEN SCHOOL BOARD
OFFICE OF ASSISTANT
SUPERINTENDENT

DRAFT

PART I - FACE SHEET

APPLICATION FOR FEDERAL ASSISTANCE		1. TYPE OF SUBMISSION: Application <input checked="" type="checkbox"/> Non-Construction
Modified Standard Form 424 (Rev. 02/07 to conform to the Corporation's eGrants System)		
2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS):	3. DATE RECEIVED BY STATE: 09-JUN-14	STATE APPLICATION IDENTIFIER: 06AFHFL0010042
2b. APPLICATION ID: 14AC160432	4. DATE RECEIVED BY FEDERAL AGENCY:	FEDERAL IDENTIFIER: 12AFHFL0010006
5. APPLICATION INFORMATION		
LEGAL NAME: The School Board of Gadsden County DUNS NUMBER: 152811279	NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Bea Hopkins TELEPHONE NUMBER: FAX NUMBER: INTERNET E-MAIL ADDRESS:	
ADDRESS (give street address, city, state, zip code and county): 35 Martin Luther King Jr. Blvd. Quincy FL 32351 - 4411 County: Gadsden	6. EMPLOYER IDENTIFICATION NUMBER (EIN): 596000615	
8. TYPE OF APPLICATION (Check appropriate box). <input type="checkbox"/> NEW <input type="checkbox"/> NEW/PREVIOUS GRANTEE <input checked="" type="checkbox"/> CONTINUATION <input type="checkbox"/> AMENDMENT If Amendment, enter appropriate letter(s) in box(es): <input type="text"/> <input type="text"/> A. AUGMENTATION B. BUDGET REVISION C. NO COST EXTENSION D. OTHER (specify below):		7. TYPE OF APPLICANT: 7a. Local Government - Municipal 7b. Local Education Agency
10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: 94.006 10b. TITLE: AmeriCorps State		9. NAME OF FEDERAL AGENCY: Corporation for National and Community Service
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): Chattahoochee, Greensboro, Gretna, Havana, Midway, and Quincy.		11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: AmeriCorps Gadsden Reads 11.b. CNCS PROGRAM INITIATIVE (IF ANY):
13. PROPOSED PROJECT: START DATE: 08/15/14 END DATE: 07/31/15		14. CONGRESSIONAL DISTRICT OF: a.Applicant <input type="text" value="FL 02"/> b.Program <input type="text" value="FL 02"/>
15. ESTIMATED FUNDING: Year #: <input type="text" value="3"/>		16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS? <input type="checkbox"/> YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: DATE: <input checked="" type="checkbox"/> NO. PROGRAM IS NOT COVERED BY E.O. 12372
a. FEDERAL	\$ 305,041.00	17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO
b. APPLICANT	\$ 330,837.00	
c. STATE	\$ 0.00	
d. LOCAL	\$ 0.00	
e. OTHER	\$ 0.00	
f. PROGRAM INCOME	\$ 0.00	
g. TOTAL	\$ 635,878.00	
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.		
a. TYPED NAME OF AUTHORIZED REPRESENTATIVE: Bea B. Hopkins	b. TITLE: Project Director	c. TELEPHONE NUMBER: (850) 627-9409
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE: 		e. DATE SIGNED: 06/09/14

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

Section I. Program Operating Costs

A. Personnel Expenses

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

B. Personnel Fringe Benefits

Purpose -Calculation -Total Amount	CNCS Share	Grantee Share	Total Amount
FICA, retirement, workman comp, health, dental and lifeinsurance: FICA 48,003x.7.65=3672.23, Retirement 48,003x6.95=3336.21, Health369.38x12=4432.56, WC 48,003x.0048=230.42, and Life/dental=17.49x12=209.88 17.49x12 Total: \$11,881.30	2,001	9,881	11,882
CATEGORY Totals	2,001	9,881	11,882

C. Travel

Staff Travel

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Travel to CNCS-Sponsored Meetings:	0	0	0
Travel to Volunteer Florida Program Director meetings.: 1 staff registration 50x2, Hotel 2x198,Rental Car, 2x85,x Per Diem 2x 36,, Gas 2x80 and Toll Fee 2x7	912	0	912
Travel to school site, trainings, and Volunteer Florida: .445 x150 miles x 12 month=801	801	0	801
CATEGORY Totals	1,713	0	1,713

Member Travel

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Members will trave to 4 meeings a month for 10 months, traings, community events, and 4 Tallahassee carpool trips for trainings.: Chattahoochee 2x38x10, Greensboro 2x24x10,Gretna 2x12x10, Havana Elem 2x25x10, Havana Middle 2x26x10 and St. John 2x12x10 and 4 Tallahassee trips @ 46 milesx4cars mileage rate is .445 for all travel. Total miles 5664	2,521	0	2,521
CATEGORY Totals	2,521	0	2,521

D. Equipment

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

E. Supplies

Item -Calculation	CNCS Share	Grantee Share	Total Amount
Consumer supplies for staff and members.: Basic office supplies ink, folders, pens, staples, notebooks, labels, ink, and printing paper. (12x145) . Members supplies, notebooks, name tags, markers, pens, pencils, scissors, staples, paper clip, file folders, and containers 12x207.83..	4,234	0	4,234
Member Gear: Shirts, pins, hats, bags for 26 members 26*35	910	0	910
CATEGORY Totals	5,144	0	5,144

F. Contractual and Consultant Services

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

G. Training**Staff Training**

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
Staff Trainings: Staff Development, Common Core, and Administrator/Technology Training. (2 classes @ 750.00 per class). Daily rate 750.00- Daily Rate of 750	0	1,500	1,500
CATEGORY Totals	0	1,500	1,500

Member Training

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
Member Trainings: Common Core, FAIR, Conflict, Diversity, Resume Writing, Member Development (25 members @ \$120.00 per member)- Daily Rate of 750	0	3,000	3,000
Member Training: CPR for 26 members @ \$35 per member- Daily Rate of 35	910	0	910
CATEGORY Totals	910	3,000	3,910

H. Evaluation

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<https://egrants.cns.gov/espan/main/report.jsp?sid=YIJHTY5S8RzySlmRzyRWkGpn1bc5m...> 6/11/2014

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

I. Other Program Operating Costs

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Phone bill: Phone bill expense estimated at \$100 per month x 12 months	1,200	0	1,200
Office Space for staff and members: 4 x 481 sq. ft. x 1.15 x 12	0	26,552	26,552
52 Classroom Spaces: 962 sq. ft. @ 1.15 per sq.ft. 1106.30 x 52	0	57,528	57,528
Copier Lease: \$196 per month for 12 months	2,352	0	2,352
In Kind - Teachers salaries and benefits: Salaries \$95,271.16 @5 % Benefits \$21,912.37 @23% 95,271.16+21,912.37=117,183.53	0	117,184	117,184
In-Kind Principals salaries: Salaries :535,811 x.05=26,790.55	0	26,791	26,791
CATEGORY Totals	3,552	228,055	231,607
SECTION Totals	23,696	283,584	307,280
PERCENTAGE	8%	92%	

Section II. Member Costs

A. Living Allowance

Item - # Mbrs w/ Allow -Allowance Rate - # Mbrs w/o Allow	CNCS Share	Grantee Share	Total Amount
Full Time (1700 hrs): 21 Member(s) at a rate of 12100 each Members W/O allowance 0	254,100	0	254,100
1-Year Half Time (900 hours): 3 Member(s) at a rate of 6406 each Members W/O allowance 0	11,530	7,688	19,218
2-Year Half Time (1st Year): Member(s) at a rate of each Members W/O allowance	0	0	0
2-Year Half Time (2nd Year): Member(s) at a rate of each Members W/O allowance	0	0	0
Reduced Half Time (675 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
Quarter Time (450 hrs): 2 Member(s) at a rate of 904 each Members W/O allowance 0	1,808	0	1,808
Minimum Time (300 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
CATEGORY Totals	267,438	7,688	275,126

B. Member Support Costs

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
FICA for Members: 7.65% x \$275,126	0	21,047	21,047
Worker's Compensation: .48% x \$275,126	1,321	0	1,321
Health Care: 15x100x12 CNCS 35% and Grantee 65%	6,300	11,700	18,000
CATEGORY Totals	7,621	32,747	40,368
SECTION Totals	275,059	40,435	315,494
PERCENTAGE	87%	13%	

Section III. Administrative/Indirect Costs

A. Corporation Fixed Percentage

Item -Calculation	CNCS Share	Grantee Share	Total Amount
Corporation Fixed Amount: $\$283,584 + \$40,435 = \$324,019 \times .0526 \times .40 = \6817.35	0	6,818	6,818
Commission Fixed Amount: $23,696 + \$275,059 = \$298,755 \times .0526 \times .40 = 6285.80$	6,286	0	6,286
CATEGORY Totals	6,286	6,818	13,104

B. Federally Approved Indirect Cost Rate

Calculation -Cost Type -Rate - Rate Claimed -Cost Basis	CNCS Share	Grantee Share	Total Amount
CATEGORY Totals	0	0	0
SECTION Totals	6,286	6,818	13,104
PERCENTAGE	48%	52%	

BUDGET Totals	305,041	330,837	635,878
PERCENTAGE	48%	52%	
Total MSYs	23.03		
Cost/MSY	13,245		

Source of Funds

Section	Match Description	Amount	Type	Source

Source of Funds	Gadsden county School board provides a cash match of 91,464 for staff and member costs.	91,464	Cash	State/Local
	Gadsden county School district provides an InKind match of 232,555.	232,555	In Kind	State/Local
Total Source of Funds		324,019		

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Executive Summary

34 AmeriCorps Gadsden Reads members and Gadsden VISTA will leverage an additional 125 volunteers to provide one-on-one tutoring to 250 students (K-3) performing below grade level in reading in 9 Title I Schools in Gadsden County. The grant cycle begins on August 15, 2013 and ends on July 31, 2014. The expected outcomes of the project are as follows: 1) At least 60% of the 250 students will improve their academic performance in reading as measured by the FAIR assessment. 2) 125 volunteers will be recruited by the AmeriCorps Gadsden Reads and VISTA Members who will collectively serve 625 hours as measured by the district database. This Grant will focus on the CNCS Focus Area ED5: The number of students with improved academic performance in literacy and/or math. CNCS amount of request is \$324,595 will be matched with \$329,453 by The School Board of Gadsden County cash and in-kind.

Rationale and Approach

Rationale and Approach (Program Design)

AmeriCorps Gadsden Reads is a mentoring-based reading program that has been funded by the Corporation for National and Community Service (CNCS) and the Gadsden County School Board since 1997. The purpose of the program is to raise reading scores of selected K-5th students to the appropriate grade level. AmeriCorps Gadsden Reads currently 295 students in 8 of the county's schools. For the 2013-2014 academic year, the Gadsden County School Board is seeking CNCS funding for 20 full-time, 6 half-time, and 4 quarter-time AmeriCorps members with stipends and an additional 4 quarter-time AmeriCorps members without stipends.

Compelling Community Need:

Gadsden County is a rural county with a history rooted in tobacco and tomato farming. It is located in northern Florida, approximately 25 miles from Tallahassee, the state capitol. According to the 2011 census, Gadsden's population is 46,389, of which 57% of the residents are African-American, 33% Hispanic and 3% Other (<http://quickfacts.census.gov/qfd/states/12/12039.html>). The Department of Education reports that only 36.5% of Gadsden County adults have at least a high school diploma, compared to a state-wide average of 79%. Only 19%, compared to the state-wide average of 22%, have a college degree. Currently, the county's overall graduation rate is 60%, far behind the state average of 73% (<http://www.aecf.org>). Gadsden is ranked among the ten poorest counties in Florida, with 27.6% of its residents living below poverty level. Kids Count Data show that 79% of public students in Gadsden County are eligible to receive free or reduced lunch, compared to a state-wide

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average of only 45%. The number of families falling below the poverty line has drastically increased this past year. Two of Gadsden's largest employers, Quincy Farms and Imperial Nursery, have laid off 290 workers. Furthermore, state budget cuts and students reduction have forced the Gadsden County School Board to cut 19 teachers positions and 17 other school district employees will be laid off next school year.

As bleak as the picture is in the county at large, it is even bleaker in the public school system. While the county is 36% white, the public schools are only 3.9% white. The county population is 56% black, the public schools are 78.7% black. The majority of this shift in demographics occurred during the troubled period of desegregation in the late 1970s and early 1980s. The large number of new private schools established in the county at that time instituted a tradition of resegregation that has persisted until the present.

While the state of Florida is celebrating increases in student performance on the Florida Competency Achievement Tests (FCAT), Gadsden County continues to lag behind the rest of the state. In 2012, only 58% of Gadsden County third-graders scored at level three or higher on the FCAT (www.fldoe.org). Currently, Gadsden has 1 (A) schools where AmeriCorps members serve. The Gadsden School District has an overall grade of "C" on the FCAT, but some schools in the county have consistently received scores of "D" or "F" because a significant number of students have tested at no higher than Level One year after year. Currently, 11 of Gadsden's 13 schools are marked as "needing improvement" because they have failed to make the Department of Education's Adequate Yearly Progress for six or more years.

AmeriCorps Gadsden Reads helps to meet District Reading needs:

Dr. Joe Torgenson, the Director of Florida Center for Reading Research and one of the state's top experts on reading education, has shown that children of poverty generally achieve at lower levels than children of middle and upper classes. To address this harsh reality, Gadsden School Superintendent Reginald James has identified major goals for the school district's Strategic Plan. The majority of these goals directly are related to engaging the community and schools in a concerted effort to increase the reading ability of Gadsden County's Public Schools. These goals include (1) ensure the 70% or more students will demonstrate proficient reading level 1 with a score at or above level 3 or higher on the FCAT and (2) 85% or more parents and community members will be engaged in their child's academic success and school activities. (www.gcps.k12.fl.us). AmeriCorps Gadsden Reads is one of the primary resources used by the school board to achieve these goals. For sixteen years, AmeriCorps Gadsden Reads AmeriCorps members have been a vital to helping raise the reading

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scores of the students most in need. Our value to the school board is that we increase the capacity of local schools. Many have no paid classroom paraprofessionals at all to help children one-on-one in class. The past 3 years, AmeriCorps members and AmeriCorps VISTA have recruited 375 plus local volunteers who contributed 1875 plus hours of one-on-one tutoring to students reading below grade level.

Ways AmeriCorps Gadsden Members Are Particularly Well-Suited for their Service:

Most AmeriCorps Gadsden Reads members come from the same community in which they serve. Many of them are already college students and have a passion to become educators or work with children in other career areas. Children in Gadsden County are especially responsive to these AmeriCorps members because they consider them role models who have been successful the way the children themselves want to become successful. AmeriCorps members often know the families and friends of the children they tutor, so they can bring these experiences into the learning environment. The love that grows up between the AmeriCorps members and the children they tutor helps to bind everyone involved more closely to the community. One member once told the director of AmeriCorps Gadsden Reads (Serving as an AmeriCorps member has given me a different meaning of what it means to give back to the community. The 30 plus students I have tutored during my 2 years have been so rewarding that money could not repay me for the gratification I have received seeing these student reading abilities improved from not being able to read , to now reading and making 100's on some assignments).

Description of Activities and Member Roles:

The Gadsden County School Board proposes that 34 AmeriCorps members be engaged to serve at least 250 of the most challenged students. The aim is to raise at least 60% of these students to grade level reading proficiency on the FCAT. Twenty AmeriCorps members will receive full-time stipends and will be assigned 11 or 12 students each. Six AmeriCorps members will receive half-time stipends and will be assigned 5 to 7 students each. The remaining eight AmeriCorps members will work quarter-time. Four of these will be dual-enrolled high school/college students who receive stipends. The other 4 will be work-study students who receive no stipend but will instead receive scholarship support from Tallahassee Community College (TCC). These 8 quarter-time AmeriCorps members will provide additional tutoring and volunteer recruitment services when needed.

The schools served, (Chattahoochee (D), George Monroe (B), Greensboro (C), Gretna, (A) Havana (C) , Shanks (C), Stewart Street (B), and St. John C) are all in critical need of help. They have made some progress but they need AmeriCorps recourses to sustain their improvement. For instance,

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Chattahoochee and George Munroe both received a grade of "F" two years in a row. Last year, George Munroe improved to a "B," and Chattahoochee failed back from a "C" to a "D", but they now face the threat of new budget cuts and fewer resources this year, which will make it difficult for them to assure continuity of progress.

All schools selected for AmeriCorps Gadsden Reads have failed to make Adequate Yearly Progress for 6 or more years. At the outset of the program year, a signed agreement is obtained from the principal of each selected school obligating the school to meet the standards of the program. In each school, the reading specialist trains AmeriCorps members and provides student testing data as the evidence base for pre- and post-program evaluation. The classroom teachers supervise AmeriCorps members. Each AmeriCorps member is assigned to a regular classroom to tutor students individually and in small groups for the entire year. Full-time AmeriCorps members serve at their assigned site for the full school day. Half-time AmeriCorps members serve in their assigned schools during the afternoons. Quarter-time members serve in after-school programs.

Typical Day for a Member:

A typical school day for a member is as follows: AmeriCorps members report to their service site at 8:00 a.m., check in with their site supervisor, and begin their schedule of providing tutoring to students. AmeriCorps members serve in the school each day until 4:00 p.m. From 4:00 to 6:00 p.m., they are assigned to either an after-school program or a community-based literacy program. Fridays are reserved for team meetings to discuss upcoming events, program policy, member hours, and teambuilding. Trainings outside of the pre-service orientation are conducted during Friday meeting sessions.

In-school activities:

Students nominated for the program are individually assessed by the school reading specialist using the Florida Assessments for Instruction in Reading (FAIR). The specialist evaluates test scores (FAIR and FCAT) and classroom teacher's recommendations to determine eligibility. Once accepted into the program, the student begins to receive one-on-one tutoring during and after school hours.

Tutoring Methods:

AmeriCorps members follow the guidelines of the SRA Imagine It! reading program. Students receive individual tutoring for 30 minutes a day, 4 days a week. They also attend after-school programs whenever possible. SRA Imagine It! is an elementary basal reading program for grades K-5 developed by SRA/McGraw-Hill. The program is designed to systematically teach decoding; comprehension; inquiry and investigation; and writing in a logical progression. Part 1 of each unit, "Preparing to

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Read," focuses on phonemic awareness, sounds and letters, phonics, fluency, and word knowledge. Part 2, "Reading and Responding," emphasizes reading for understanding with literature, comprehension, inquiry, and practical reading applications. Part 3, "Language Arts," focuses on communication skills such as spelling and vocabulary; writing process strategies; English language conventions such as grammar, speaking, and penmanship; and basic computer skills. The publishers of SRA Imagine It! have steadfastly structured its curriculum for nearly five decades on the strongest lessons research could offer. This program has been approved to address the "No Child Left Behind" requirements and has a successful track record in helping struggling readers.

Activities Beyond the School Day:

During after-school hours, AmeriCorps members are assigned to "21st Century After-School Programs," which is a key component of President Bush's "No Child Left Behind Act." This program helps students and their families continue to learn new skills and discover new abilities. AmeriCorps members serve selected students in small groups and offer homework help, educational games, computer-based learning activities, and the like.

This year, AmeriCorps Gadsden Reads is coordinating an after-school program at a local housing project, Gadsden Arms Apartments, where many of the selected students live. This government-subsidized housing community had previously been underserved because of the prevalence of drug trafficking and violence, but AmeriCorps Gadsden Reads has successfully implemented an after-school program that provides homework help and general tutoring assistance every Tuesday and Thursday close to students' homes. These services are also provided during the summer at the Summer Reading Camps run by the school districts.

Additional Activities:

AmeriCorps Gadsden Reads Members contribute freely to the community. For example, during Americorps Week we partner with AmeriCorps VISTA and Gadsden County School District and collect over 3000 pounds of food to support a local food Bank. 9/11 tenth anniversary Gadsden members did a presentation and served food to the Quincy Firemen. On Memorial and Veteran Day each year the AmeriCorps serve veterans and their families a hot meal on the courthouse square in Gadsden County. This year the AmeriCorps members built a disabled veteran and a stroke patient a ramp on Martin Luther King Day.

Throughout the year, AmeriCorps members engage in various events: Tenth Anniversary 9/11, Veteran Day, Memorial Day, Volunteer Appreciation, Parent EXPO night, picnics, and other community morale building activities to promote literacy and school involvement. AmeriCorps

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members love to turn out in their distinctive AmeriCorps t-shirts and take part enthusiastically in the festivities.

Expected Outputs and Outcomes 2012-2013

The specific outputs and outcomes are as follows: Focus Area: Education

Strategy to achieve Results: AmeriCorps members and volunteers will provide individualized tutoring in small groups at least 30 minutes a day for 4 days per week.

Result: Intermediate Outcome: At least 60% of students will improve their performance in reading.

K-2 will be assessed based on reading comprehension. 3rd graders will be assessed based on achievement of a Lexile score of at least 70%.

Indicator: (PRIORITY) ED5 Students with improved academic performance.

Target Value: 60% (150) of the students will improve their academic performance in reading.

Target: 150

Instrument: The FAIR Assessment Report.

PM Statement: 60% (150) of students served will improve their academic performance in reading as measured by the FAIR Assessment.

Result Output: AmeriCorps members will serve a minimum of 250 students reading below grade level at 8 Gadsden County elementary Schools.

Indicator: (PRIORITY) ED2: Number of students who complete an AC ED program.

Target: 250 students will complete the AmeriCorps Gadsden Reads program.

Target Value: 250

Instruments: Student database

Focus Area: Capacity Building

Strategy to Achieve Results: AmeriCorps members and VISTAs will recruit community members to serve as volunteers in the schools.

Result Output: AmeriCorps members and VISTAs will recruit 125 volunteers who will serve in schools.

Indicator: (PRIORITY) G3-3.1: Number of community volunteers who will serve in schools.

Target: 125 community volunteers will be recruited by AmeriCorps Gadsden Reads and VISTA members.

Target value: 125

Instrument: District database

PM Statement: 125 volunteers will be recruited by AmeriCorps Gadsden Reads and VISTAs

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members as measured by the district database.

Result Output: The 125 volunteers will collectively serve 625 hours during the program year.

Indicator: G3-3.7: Hours of service contributed by community volunteers who were recruited.

Target: volunteers will contribute a minimum of 625 service hours during the program year.

Target Value: 625

Instrument: District volunteer database.

PM Statement: Community volunteers will collectively serve 625 hours as measured by the district database.

Documented Outputs and Outcomes in the Previous Grant Cycle (Past Impacts):

The accomplishments made during the previous grant year are as follows:

Section 1-Individualized Tutoring:

Primary Needs and Services (Output) AmeriCorps members and volunteers will serve at least 250 students who have been identified as Level One by teachers in local schools as measured by a student database.

Primary Needs and Services (Intermediate Outcome) At mid-year, 75% of students will demonstrate an improvement in their attitude toward reading as measured by reading attitude surveys.

Primary Needs and Services (End Outcome) At least 60% of students served will make progress towards reading at grade level as determined by the FAIR reading assessment scores.

Last year, 61% of kindergartens, 62% of 1-2 graders, and 63% of 3rd graders, made the the required progress.

The district has relooked at the target gain for kindergartens and made a recommendation that AmeriCorps members will serve students with a probability score of 35 and above.

Much of this gain can be attributed to the time the AmeriCorps members spent one-on- one with their students. Another reason for this gain is the popular the "Basket of Books" Program. In this program, AmeriCorps members collect hundreds of donated books to distribute to students as prizes for reaching goals. Last year, students took home 701 free books, each one awarded for demonstrated progress in reading. AmeriCorps members also recruited volunteers in the community to assist with their reading and community service initiatives. In the past 3 years, we have recruited over 375 plus volunteers who served more than 1875 hours.

Section 2: Volunteer Recruitment

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Strengthening Communities (Output) AmeriCorps members in partnership with faith-based Organizations and AmeriCorps Vista AmeriCorps members will recruit 125 volunteers who will Collectively serve 625 hours during the program year as measured by volunteer tracking logs and database.

Last year, AmeriCorps Gadsden Reads and Gadsden AmeriCorps VISTA recruited 129 volunteers who collectively served 682 hours. We exceeded this Performance by (4) volunteers and (57) hours.

Section 3: Other results (based on surveys)

2011-2012 Teacher's Survey: Ms. Bryant the teacher said without the AmeriCorps member 8 of her failing students would not get the individualized help they needed in reading.

Surveys 2011-2012:

2011-2012 Community Partner Surveys: The end of year surveys indicated that AmeriCorps Gadsden Reads works well as a team makes a difference in the community, and are always willing to assist with events in the community.

2011-2012 Disability Surveys: The disability community are very satisfied with the service ameriCorps members provide.

Gadsden Reads is an effective model for "Getting things Done," with the disability populations.

Plans for Self-Assessment and Improvement:

The AmeriCorps Gadsden Reads staff will report quarterly results to Volunteer Florida via the Florida AmeriCorps progress report. The AmeriCorps Gadsden Reads Program Director, the District Reading Teacher, and the School Reading Specialist at each school, and other school and district officials, will participate in a mid-year planning meeting once mid-year scores are completed for each student.

Analysis of the scores by a team of specialists will allow review of program progress and implementation of any changes needed for program improvement.

AmeriCorps Gadsden Reads staff has developing a community advisory group to focus mainly on sustainability and to help the program regularly assess and improve its services. The program will also receive an annual site visit from a Volunteer Florida program consultant who will evaluate progress and recommend any changes if necessary. All reports and program updates will be shared with school staff, AmeriCorps members, community partners, and the District Title I & Grants Director through meetings and written reports. AmeriCorps Gadsden Reads will also conduct stakeholder satisfaction survey each year which will include teachers, parents, students, principals, and others (see surveys above for last results).

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Member Experiences with Other National and Community Service Programs:

AmeriCorps Gadsden Reads has worked closely with other national service programs in the county. For example, AmeriCorps members served alongside Senior Corps volunteers at one school. The program has also forged a close partnership with Gadsden VISTA AmeriCorps members who recruit volunteers within the county and host community service projects. AmeriCorps Gadsden Reads will continue this practice in the coming grant cycle.

Member Experiences with Team Building:

AmeriCorps Gadsden Reads AmeriCorps members must give priority to service to the community. Monthly, to support and recognize AmeriCorps members for their service, team building events are held. The district recognizes volunteers twice annually and each school holds its own Volunteer Appreciation Week. The AmeriCorps members are included in these recognition events. During holiday breaks, the staff also supports AmeriCorps members in organizing their own teambuilding activities. Some teambuilding events have been led by skilled professionals like counselors or a local college professor.

Weekly team meetings can also include thoughtful reflection. AmeriCorps members can read their journals aloud, share the success of a particular student, or just listen. The meetings are often the focus of rich dialogue about the community. Some meetings have special themes like Team Member of the Month and Citizenship Day. AmeriCorps members also receive leadership and college success training. All teambuilding activities are intended to build life-time volunteerism and help each member achieve personal goals in life. A member satisfaction survey is completed each year. The approval rating is always very high. Members say that teambuilding is one of the most inspiring parts of their service.

The Four Major Elements:

1. The Need: Students who are reading below grade level in Gadsden County need extra support and one-on-one assistance in their classrooms.
2. The Intervention that will be carried out: AmeriCorps members will tutor these students using the SRA Imagine It! reading program guided by a reading specialist.
3. Ways AmeriCorps members are particularly well suited.
AmeriCorps members come from the community. They are trusted by the students and develop deep bonds which create an environment conducive to learning.
4. Anticipated Outcomes: Selected students will improve their reading ability as measured by the FAIR results.

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Anticipated Outcome: Selected students will improve their reading ability as measure by the FAIR results.

Member Recruitment and Selection:

The AmeriCorps Gadsden Reads staff work together to identify and recruit the most qualified AmeriCorps members. To help ensure a diverse corps, we advertise AmeriCorps openings are advertised in a variety of venues: newspaper ads, Workforce Development Center, the CNCS National Recruiting System, radio ads, and recruitment announcements in many local community stores. The most powerful vehicle for recruitment in this small rural area is still word of mouth. Most of our AmeriCorps members find out about us by hearing about the experiences of other AmeriCorps members in the community.

The program staff also hosts recruitment parties in which potential AmeriCorps members attend and network with staff and former AmeriCorps members. During these events, AmeriCorps alumni share their service experiences and the program director provides an overview of AmeriCorps Gadsden Reads accomplishments and expectations.

Member applications are scored on clarity, experience with children, educational levels, and previous work history. All candidates are required to have some history of volunteerism. Applicants must also submit a one-page essay explaining why they want to serve in this program. The essays are reviewed on the basis of grammar, sentence structure, and content; the writer is expected to demonstrate a sincere willingness to serve and a sense of responsibility to the community. A follow-up interview process involves the whole staff and includes a face-to-face interview. The final step of the process is reference and background checks.

Program Inclusion for Members with Disabilities:

AmeriCorps Gadsden Reads has always been very much involved in the inclusion of AmeriCorps members with disabilities. We will continue to make this a priority recruitment effort. The staff applauds CNCS for placing a priority on including persons with disabilities in AmeriCorps. Each year, we have recruited at least 2 persons with disabilities. All of Gadsden County schools are wheelchair accessible, and our office (which is located at a school) is also wheelchair accessible. The program has a written partnership with the local Vocational Rehab to assist in providing inclusion training and in recruiting AmeriCorps members. We work closely with Volunteer Florida to provide reasonable accommodations to any member who has a disability. Last year, we recruited 4 AmeriCorps members with disabilities who completed their term of service. For this current year, we have 2 AmeriCorps members with disabilities.

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Compliance with AmeriCorps Tutoring Standards:

To ensure compliance with CNCS Tutoring Standards, all AmeriCorps members, must complete SRA Imagine It! training and other school district tutor training. AmeriCorps members must demonstrate that they have adequate skills in reading and writing through the interview process and complete all skill development trainings. AmeriCorps members must have some background in serving children, and they must have at least a high school diploma. Many AmeriCorps members have some college experience as well.

Member Development, Training, and Supervision:

The AmeriCorps Gadsden Reads Member Training Plan has two major components: Pre-service training and Life after AmeriCorps training. AmeriCorps pre-service training includes school district and reading specialist training on tutoring and the SRA Imagine It! curriculum. During the first month, AmeriCorps members participate in an initial orientation that includes an overview of the history of AmeriCorps; a review of member contracts (including grievance procedures and prohibited activities); and a review of the guidelines for program attendance, expectations of schools, and teambuilding exercises. Throughout the year, AmeriCorps members are provided trainings on tutoring, teambuilding, conflict resolution, citizenship, CPR, diversity, conflict resolution, inclusion, and emergency management.

Life After AmeriCorps for Gadsden includes leadership training, college readiness courses, and goal setting. The AmeriCorps Member Training Timeline is as follows:

August: AmeriCorps Member Orientation (conducted by AmeriCorps Program Staff):

Overview of AmeriCorps and National Service History AmeriCorps Program Expectation and Rules -- Prohibited Activities AmeriCorps Member Contract -- Overview of each section that includes the grievance procedures A look at National Service -- Everyday Heroes Movie and discussion.

Teambuilding Activity -- Getting to Know Each other.

September-October: SRA Imagine It! Reading Strategies (conducted by Reading Specialists at AmeriCorps member assigned schools), Conflict Resolution. Diversity, Emergency Management, and CPR.

December: HIV Awareness

January -- March: Citizenship, Leadership College Success, Disability Awareness and Sensitivity

April -- May: Resume Writing, Computer Training, Career Planning

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Each member is provided the support, encouragement, and guidance they need for a successful year of service. On a daily basis, AmeriCorps members are supervised and guided by a principal, a reading specialist and classroom teachers at their assigned school site. The Gadsden Reads program staff work closely with their sites to ensure a productive service environment for all AmeriCorps members.

Adherence to AmeriCorps Provisions on Prohibited Activities:

School staff and AmeriCorps members are trained each year on the specific role expected of each member, the purpose of the program, and a clear description of all prohibited activities. AmeriCorps members are trained during their first week of orientation, and school staff is trained each year as a part of completing the partnership agreement process. The program director also conducts regular visits to each site. The demand for AmeriCorps members is great and the need is everywhere.

Therefore, school staff is careful to follow all of the guidelines set forth by the program. They are aggressive in ensuring that the program stays at their school. AmeriCorps members are required to wear AmeriCorps service gear every day and carry their AmeriCorps Member Handbook that contains all program rules and guidelines with them.

Volunteer Recruitment:

Volunteer Recruitment will continue to be a major focus of the AmeriCorps Gadsden Reads program. Our goal is for most of the local volunteers to commit to mentoring and tutoring a selected student for an entire year. The issue of consistency of volunteers is an ongoing problem. Often, great excitement and response is created by various volunteer initiatives, there is little follow-up and commitment, however, this is why it is so important that AmeriCorps Gadsden Reads continue joint efforts to let the community know that our students need them. Every effort is made to provide a structured opportunity for them to get and stay involved. Many volunteers commit to specific students only after having participated in a short-term volunteer project. AmeriCorps Gadsden Reads is one of very few programs in the county that has the capacity to organize a variety of meaning projects of that type. Our goal is to empower local organizations to continue service projects to meet the needs of the students and sustain a very important component of volunteerism that has benefited the county tremendously. Our priority is to coordinate efforts that will continue to engage more local citizens in long-term mentoring relationships with our students.

Reading Initiatives and Volunteerism within the Community:

AmeriCorps members recruit volunteers by attending parent reading nights, PTO meetings at all elementary schools, community outreach efforts with the local newspaper, and the school district's new faith-based initiatives. Volunteers can opt to commit to mentor/tutor a student for the year, help

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a teacher inside the classroom, or support a community service event. These volunteers serve alongside AmeriCorps members in classrooms. For some volunteers who want to mentor but cannot make the full time commitment, an AmeriCorps member will serve the student in partnership with the volunteer. If that community volunteer is available to serve a student, the AmeriCorps member is assigned to help other students. The AmeriCorps member then serves as a backup if the community volunteer does not show up. This allows an almost seamless system that provides the consistency so badly needed when serving the county's most needy students.

Another source of community volunteers is local faith-based organizations. The Superintendent has issued a call to action for all faith-based leaders in the Gadsden Community. AmeriCorps Gadsden Reads has been involved in the first few meetings to urge faith-based organizations to help build our schools. Several faith-based organizations have adopted a particular school of their own. Volunteer service hours are tracked by the District Volunteer Coordinator, who compiles a district wide report and shares with the Program Director. The Program Director utilizes the district-wide lists to track and report on the number of community volunteers and the hours served by those recruited in particular by the AmeriCorps members and Gadsden VISTA AmeriCorps members.

Organizational Capability

Organizational Capacity

Gadsden County School Board mission is "Building a Brighter Future as we prepare Students for Success in Life". The district consists of 8 elementary, 2 middle, 2 high schools and 1 alternative school. The School Board has a fiscal management office that successfully manages state, federal, and local revenue of \$64 million each year and is audited annually by the state. The Gadsden County School District was audited by Volunteer Florida March 2012.

The Gadsden County School Board has a sound track record in managing federal dollars and programs. AmeriCorps Gadsden Reads is directed by Ms. Bea Hopkins who was born and raised in Gadsden County. She has a Bachelor's Degree in elementary education and has served as the Program Director consecutively for eleven years. She was previously the program coordinator for four years before taking over the program as director. She has been serving AmeriCorps Gadsden Reads since 1997.

The Program Director provides each school with a site contract that includes the AmeriCorps rules and regulations and the prohibited activities the contract requires a signature and date. The classroom teachers and principals contribute 5% of their time supervising AmeriCorps members. Gadsden School District value the services the program gives to schools and community for this cause, it has made the

Narratives

AmeriCorps Grant preference when it comes to funding.

In addition, the School District's Superintendent of Finance serves as supervisor of the AmeriCorps Program Director and also provides the fiscal oversight for the grant. The district for the past 16 years has set aside General Funds for the program.

Last years, CNCS provided 50% funding for the grant while the Gadsden School District also provided 50% funding. Gadsden

County School Board is matching at 50% this year. The School Board approves the annual grant application and provides general oversight of the county's strategic plan.

As stated earlier, the AmeriCorps program is an integral part of the school board's strategic plan to increase student academic performance and engage the community in long-term support of local schools. Last year progress, the program was successful in exceeding the targeted growth for 1st through 3rd graders. 62% of 1-2 graders and 63% of 3rd graders made more than the required progress. 60% of the kindergartens made the required progress. AmeriCorps Gadsden Reads and AmeriCorps VISTA recruited 129 volunteers who contributed 643 hours we exceeded this Performance Measure by 3 volunteers and 18 hours.

The Program Director oversees the day to day operation of the program and managed all financial aspects of the program. The District provides the Program Director with a Finance Book that includes Cost Dimensions, Purchase Orders, credit Card, contracted Service, Travel, Payroll, Inventory, Inkind, and Miscellaneous. In addition, the program had a site visit from Volunteer Florida Finance Department in March there was no major findings, but some recommendations that would benefit the program. Also, the State Auditors visit the district at least 2 times a year AmeriCorps Gadsden Reads is including. The program has performed satisfactory and has a record of compliance and responsiveness.

Organizational Background and staffing:

AmeriCorps Gadsden Reads has been tutoring children in Gadsden County School for a total of 16 years. It originally began in only one school and now has expanded its services to a total of 9 schools in the county. Its mission is to increase reading gains in selected students in Gadsden County while developing a team of volunteers who can sustain the activities once AmeriCorps Gadsden Reads funding has ended. Since its inception AmeriCorps Gadsden Reads has consistently met its performance goals for every year that it has served Gadsden County. Furthermore, it has

Narratives

demonstrated compliance with all conditions and terms required by CNCS and Volunteer Florida. AmeriCorps Gadsden Reads represents only a small percentage of the overall Gadsden County School budget of \$64 million (approximately .5%).

All funding decisions for Gadsden County Schools are made by the Gadsden County School Board and supervised by the county Superintendent. The School Board of Gadsden County has provided all or most of the cash match funding every year and provides oversight of the program. Ms. Bea Hopkins, the AmeriCorps Gadsden program director, is the primary contact person and Ms. Bonnie Wood, the District Assistant Superintendent of Finance, is the secondary contact person.

Securing cash match dollars: The Gadsden County School Board has always successfully provided the match (both in-kind and non-federal) for the program. The last three years, the Gadsden County School board has provided 944,000 cash and in-kind match, In-Kind Match and Community Stakeholder Support: The AmeriCorps Gadsden Reads program has a list of community partners that provide support to the program. There are no major corporations in Gadsden County, but there are a few businesses that work with our organization. These partnerships have remained consistent in the amount of their in-kind donations. AmeriCorps Gadsden Reads will work to increase in-kind contributions over the next three years of the program.

The following is a list of community partners of AmeriCorps Gadsden Reads and their contributions:

21st Century after School Program: For the past eight years, 21st CC has provided supervision and support to AmeriCorps members who serve in their after school program. Florida Department of Education: For the past ten years, DOE has provided books for the Community Basket of Books program.

Allen Sports: For the past eleven year, Allen Sports has provided discounted AmeriCorps Gadsden Reads service gear.

Subway: For the past six years, Subway has provided discounted food for Gadsden Reads

Tallahassee Community College: For the past eleven years, TCC has provided 1 semester College Entrance Class to all AmeriCorps members not currently attending college. The program only pays for the travel of the Professor. The college also refers work study students to the program as volunteers and education award only AmeriCorps members.

Trainings

Vocational Rehab: For the past three years, Voc Rehab has provided free Disability Awareness training and Member recruitment assistance

Workforce Plus: For the past six years, Workforce has provided AmeriCorps members with

Narratives

Employability Skills and Banking and member recruitment assistance

Sustainability Plan:

The potential for sustainability is evident in the school board institutionalization of tutoring services. Because AmeriCorps Gadsden proved the effectiveness of trained community volunteers and helped to bring about the improvement of Chattahoochee and George Munroe Elementary from grades of "F" to "D" and "B", school principals placed AmeriCorps Gadsden Reads in their school improvement plans. AmeriCorps Gadsden Read's current action plan for sustainability involves nurturing existing partnerships and continuing to work jointly with the District's Volunteer Coordinator to recruit and manage community volunteers.

Our goal at the end of three years is to have 375 community volunteers who will serve 1875 hours as a mentors and reading tutors to selected students for an entire year. AmeriCorps Gadsden Reads has a sustainability team comprised of the District Volunteer Coordinator, the District Title I & Grants Director, Gadsden VISTA, and volunteers from various organizations such as: MAD (Making A Difference), GARC (Gadsden Association of Retardation Center), VFW (Veteran of Foreign Wars) Post 84, and FSU Early Head Start.

We have a disabled veteran who is committed to assisting with volunteer recruitment through the Veteran Administration office. Our ultimate goal is to recruit at least 300 volunteers who will contribute at least 2 hours a week helping students with reading skills.

Compliance of School with AmeriCorps Rules and Regulations:

One of our primary responsibilities is to ensure that AmeriCorps members deliver quality service in a properly structured school environment that meets state and federal policies governing AmeriCorps. Once the schools are selected, the AmeriCorps Program Director meets with school staff to ensure they understand and agree to adhere to AmeriCorps Provisions, including member prohibited activities, through a signed partnership agreement.

The Gadsden Reads Program Director makes schedules and surprise visits to school sites at least monthly to determine that schools are complying with AmeriCorps agreements. School sites are made aware through meetings and signed agreements that violation of AmeriCorps provisions will result in AmeriCorps members being placed at other schools and tutoring services for their students discontinued.

Starting last year, the district does background checks for all AmeriCorps Members because of

Narratives

CNCS requirements. All AmeriCorps are required to have a background check that includes the fingerprinting process and FDLE/FBI.

Plans for Technical Assistance:

AmeriCorps Gadsden Reads relies on the expertise of teachers and school reading specialists to help implement and improve an individualized tutoring strategy. The AmeriCorps Program Director also works closely with and seeks advice regularly from two other programs, AmeriCorps Polk Reads and AmeriCorps Duval Reads. Volunteer Florida, the state's service commission, supports programs through a program consultant who provides regular monitoring and technical assistance to the program in all areas.

The AmeriCorps Program Director also attends all Program Director Trainings hosted by Volunteer Florida.

Member Enrollment and Retention:

Our goal each year is to fill all available AmeriCorps positions and retain every AmeriCorps member for the full service year. Last year, AmeriCorps Gadsden had 100% recruitment and 85.3 % retention. For the past three years, AmeriCorps Gadsden Reads has had at least 80% of its AmeriCorps members exit with a full or partial educational award. The key impediments to retention occur when AmeriCorps members relocate or take employment prior to completing their year-long service commitment, so we strive recruit only those AmeriCorps members who demonstrate through the application process that they are committed to the full year. This year, we have filled all slots and retain at least 92% or more of the members. In an effort to dedcrease the retention rate the program will require all members to attend a 4 hours class on "How to get from where you are to where you want to be" the class will be sponsored by Workforce Plus One Stop Center; AmeriCorps Gadsden Reads has consistently demonstrated positive feedback form members when they complete their exit survey at the end of their term in exit surveys to strengthen the program for the following year (see Outputs and Outcomes Section above for past survey results).

Cost Effectiveness and Budget Adequacy:

Despite the financial difficulties of the school board this year, AmeriCorps Gadsden Reads will still be able to provide service for a full school year (including after-school) of for less than \$1,000 per child. Some studies show the average cost for tutoring services ranged from \$10.00 per hour for a college student to over \$100.00 an hour for a large teaching company like Sylvan.

The children that we serve cannot afford either. Thus, our services are invaluable to students who would otherwise receive no additional support. With this funding much is accomplished. Our major

Narratives

impact is that students are continuing to improve their abilities in reading. Due to the economic hardship currently faced by the district, AmeriCorps Gadsden Reads will be one of few programs supported by school district funds that can help supplement a student's classroom learning.

The AmeriCorps Program Director works collaboratively with all the federal programs to ensure that service opportunities are maximized. The director meets quarterly with other federal directors, nonpublic schools and parents to share opportunities, inform participants, and plan for future services. Member background checks are provided by the Gadsden County School District.

Cost Effectiveness and Budget Adequacy

Cost Effectiveness and Budget Adequacy:

Despite the financial difficulties of the school board this year, AmeriCorps Gadsden Reads will still be able to provide service for a full school year (including after-school) for less than \$1,000 per child. AmeriCorps Gadsden Reads is requesting from CNCS a total of \$326,855 and Gadsden County School Board will provide \$327,001 a total of \$653,856. 34 Gadsden Reads members will be able to served 250 students reading below grade level at 9 Title I School in the district for an entire school year.

The Gadsden County School District provides trainings for staff and members. In addition, to the trainings the district provides the program with background checks, reading resources, access to telephone, internet services, office spaces, and classrooms space. With this funding much is accomplished.

The Superintendent of Finance meets often with the Program Director to discuss ways to the district can find money or resources to support the AmeriCorps Program. Our major impact is that students are continuing to improve their abilities in reading.

Due to the economic hardship currently faced by the Gadsden School District, AmeriCorps Gadsden Reads will be one of few programs supported by school district funds that can help supplement a student's classroom learning. The AmeriCorps Program Director works collaboratively with all the federal programs to ensure that service opportunities are maximized.

The director meets quarterly with other federal directors, nonpublic schools and parents to share opportunities, inform participants, and plan for future services.

Evaluation Summary or Plan

Evaluation Plan:

AmeriCorps Gadsden Reads will continue to participate in the statewide evaluation program. \$1000 will be allocated in the budget for this effort. As part of this evaluation, online surveys will be filled

Narratives

out twice per year and AmeriCorps Gadsden Reads will assure participation by its community partners.

Amendment Justification

NA

Clarification Summary

NA

Continuation Changes

2012-2013 Program Year

The program increased the number of students served from 250 to 280 for 2014-2015 program year.

Enrollment and Retention: The program had 100% enrollment and 94.1% retention rate last program year. AmeriCorps Gadsden Reads goal is to have 100 % retention each year.

The program has lost 3 members this year, one member was exited with a partial education award due to compelling medical issues. The other 2 members left program for more money.

In an effort to prevent these problems from occurring next year the program has developed a plan that requires all potential members to serve at least 20 hours in one of the 8 school sites before becoming an active member.

The potential participants will be required to go through the Gadsden County School District Volunteer Coordinator who will track the hours through the district volunteer database.

Grantee Match

The School Board of Gadsden County has increase the cash match an additional \$9609. The district is matching at 52% and will continue to increase the match and find ways to support the AmeriCorps Program because of the valuable services the AmeriCorps members provide to the students in the district.

Grant Characteristics

- AmeriCorps Member Population - Communities of Color
- AmeriCorps Member Population - Low -income Individuals
- AmeriCorps Member Population - Native Americans
- AmeriCorps Member Population - New Americans
- AmeriCorps Member Population - Older Americans
- AmeriCorps Member Population - People with Disabilities
- AmeriCorps Member Population - Rural Residents
- AmeriCorps Member Population - Veterans, Active Military, or their Families
- AmeriCorps Member Population - economically disadvantaged young adults/opportunity youth
- AmeriCorps Member Population - None of the above
- Geographic Focus - Rural
- Geographic Focus - Urban
- Encore Program
- Community Based Organizations
- Geographic Focus - Rural and Urban
- Faith Based Organizations
- 21st CSC
- Professional Corps
- Governor/Mayor Initiative
- SIG/Priority School
- Other Initiative

Performance Measures

Table1: MSYs by Focus Areas

Focus Area	
Education	100%

Table2: MSYs by Objective

Objectives	%MSYs
K-12 Success	91%
Other Education	9%

Table3: %MSYs by NPM vs.Applicant vs. Not in ANY

% MSYs	NPM	Applicant	Not in ANY
	91%	9%	0%

Table4: No of MSY and Members by Objective

Objectives	No of MSYs	No of Members
K-12 Success	21.00	23
Other Education	2.03	23
Total	23.03	46

Primary Focus Area: Education
 Primary Intervention: K-12 Success: Tutoring--One on One
 Secondary Focus Area: Education
 Secondary Intervention: Other Education: Other

DRAFT

Performance Measure: Tutoring students

Focus Area:	Education	Objective:	K-12 Success	No of MSY's:	21.00	No of Members:	23
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Problem Statement:

While the state of Florida is celebrating increases in student performance on the Florida Competency Achievement Test (FCAT), Gadsden County continues to lag behind the rest of the state. In 2012, only 58% of Gadsden County third graders scored at level three or higher on the FCAT. Currently, Gadsden has 1 (A) school where AmeriCorps members serve. The Gadsden County School District has an overall grade of 'C' on the FCAT, but some schools in the county consistently received scores of 'D' and 'F' because a significant number of students have tested at no higher than a Level One year after year. Currently, 11 of Gadsden 13 schools are marked as needing improvement because they have failed to make the Department of Education's Adequate Yearly Progress for six or more year.'

Selected Interventions:

Tutoring--One on One
Tutoring--Small Group

Describe Interventions:

Improvement will be measured by 3rd graders achieving a Lexile score of at least 70%, 1-2 graders increasing the number of reading comprehension passages successfully completed, and kindergarten students answering 4 out of 5 reading comprehension questions successfully.

ED2 Output:

(PRIORITY) ED2: Number of students who completed K-12 education programs

Target:	280	Students
Measured By:	Attendance Log	
Described Instrument:	The pre and post , FAIR Assessment	

ED1 Output:

ED1: Number of students who start in a CNCS-supported education program.

Target:	300	Students
Measured By:	Attendance Log, Other	
Described Instrument:	The program utilize a student roster to track the students who start the program. Schools identify the students who will be served by AmeriCorps Members. These students will be entered into the roster once selected to receive interventions.	

ED5 Outcome:

(PRIORITY) ED5: Number of students with improved academic performance in literacy and/or math

Target:	168	Students
Measured By:	Standardized Pre \ Post Test	
Described Instrument:	Attendance logs will be utilized to track students participation in weekly session. Completion will be defined as a student completing a minimum of 8 months of tutoring sessions.	

Performance Measure: Volunteer Recruitment

Focus Area:	Education	Objective:	Other Education	No of MSY's:	2.03	No of Members:	23
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Problem Statement:

"Identified students are struggling to make adequate yearly progress in reading. Additional support beyond the classroom teacher is needed to ensure gains in literacy.

Selected Interventions:

Provide individualized or small group tutoring

Describe Interventions:

125 volunteers will be recruited to complete 625 hours working in collaboration with members tutoring identified students. Volunteers will work alongside members to tutor identified students an average of 4 days per week, 30 minutes each day for 8 months.

OUTPT13955 Output:

125 volunteer will be recruited, district volunteer database will be used to capture volunteers

Target: 125 school district volunteer database

Measured By: Other

Described Instrument: The school districts volunteer database will be utilized to capture volunteers

OUTCM13954 Outcome:

625 hours will be completed by 125 volunteers, district database will be used to capture hours

Target: 625 school district volunteer database

Measured By: Other

Described Instrument: 625 hours will be completed recruited volunteers. Hours will be captured in the school districts volunteer database

DRAFT

Required Documents

Document Name

Status

Evaluation

Already on File at CNCS

Labor Union Concurrence

Not Applicable

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10a

DATE OF SCHOOL BOARD MEETING: July 22, 2014

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 2014-2015 school term. The total funds provided through the Florida Education Finance Program (FEFP) is \$333,883 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 and Level 1 students in the district.

FUND SOURCE: FEFP

AMOUNT: \$333,883

PREPARED BY: Rosalyn W. Smith

POSITION: Deputy Superintendent

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

2014 JUL 16 AM 3: 04
GADSDEN SCHOOL BOARD
OFFICE OF ASSISTANT
SUPERINTENDENT

District: Gadsden
Leadership: District Level

Contact Information

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

•District Name:	GADSDEN
•District Contact:	Dr. Sylvia R. Jackson
•Contact Address:	35 Martin Luther King, Jr., Blvd. Quincy, FL 32351
•Contact E-mail:	jacksons@gcpsmail.com
•Contact Telephone:	850-627-9651
•Contact Fax:	850-627-3530

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

- 1 What are your measurable district goals for student achievement in reading for the 2014-15 school year?
 - K-2:
 - 3-5:
 - 6-8:
 - 9-12:

Gadsden's district benchmarks for student achievement in Reading for grades K - 10 for the 2014-2015 school year are as follows:

K-2: 55% of students K-2 were 85% or higher on Probability of Reading Success (PRS) AP3-2014. The goal is for 65% of students K-2 to achieve 85% or higher on the new FAIR-FS for AP3-2015.

3-5: 65% of the students in grades 3-5 will demonstrate proficiency on the new Florida Standards Assessment.

6-8: 55% of the students in grades 6-8 will demonstrate proficiency on the new Florida Standards Assessment.

9-10: 50% of students in grades 9-10 will demonstrate proficiency on the new Florida Standards Assessment.

Comment:

Revise to address new State Assessment since FCAT will not be utilized next year.

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

Gadsden County will assure (a) systematic and explicit instruction, based on data, and (b) use of text-based vocabulary and comprehension instruction, with an emphasis on complex text by conducting Instructional Audits at all of the school sites. Each audit will provide a quick snapshot of which schools are on track and which are in need of support. Based on data collected from the audits during the first couple months, district staff will create a differentiated monitoring plan to provide additional support to schools with the greatest needs. Schools with the least documented needs will be monitored on a quarterly or semester basis.

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

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

Weekly grade group meetings with the literacy coach will support teachers as they prepare lessons for upcoming classes. Teachers will be encouraged to bring in complex text / CIS units to share with peers and activities to support the text. Targeted professional development is on-going. Training will be provided by school-based coaches and District and/or ETO Program Reading Specialists.

- 3 * In addition to using texts from core, supplemental, and intervention programs, how will the district assure that schools increase the amount and variety of increasingly complex texts, use multiple texts which includes but is not limited to various accounts of a subject told in different mediums, as part of instruction that focuses on complex vocabulary and comprehension tasks?

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

Coaches will provide the support needed for teachers to be successful by meeting with content area teachers to select and plan CIS lessons based on data and students' interest. During Professional Learning Communities (PLCs) and/or Lesson Study, teachers will interact with the text prior to delivering the information in the classroom. After delivery, teachers will meet together to debrief and

discuss ways to improve before the delivery of the next lesson. Coaches will maintain a log of all meetings.

District personnel will conduct announced and unannounced visits to observe classrooms and attend PLCs and/or Lesson Study. Audits of coaches' logs will occur monthly or as needed based on the progress of the school.

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

Journeys, which is our core reading program has media and literacy activities integrated in many of the weekly lessons. Since this is a relatively new idea, reading coaches will scaffold teachers as they teach various strategies needed for student to analyze media literacy successfully.

✓ The Media Specialist along with the Reading Leadership Team will also work with middle and high school teachers on how to select media literacy of various mediums to integrate within a unit of study in their content area.

-
- 5 How will the district facilitate improvement in the intensity of interventions for schools that are not making academic improvements as determined by student performance data and confirmed by administrative observations?

Elementary:

Secondary:

Elementary / Secondary:

The district will facilitate improvement in elementary schools that are not making academic improvements as determined by instructional audits and student data by increasing the number of audits to the schools with feedback provided after each audit. District personnel will also attend faculty meetings and/or grade group meetings for debriefing after an instructional audit, especially at the beginning of the school year. This team will review student performance data to determine the schools with the greatest needs. The District or Education Transformation Office (ETO) Reading Specialists will provide professional development, coaching services and any additional support needed to intensify interventions. Schools will be encouraged to increase the amount of time for small group intervention time. If a program is not working based on progress monitoring data, a different program may be selected to intensify interventions.

✓ If this does not facilitate improvement, the K-12 Director will consult with the superintendent and/or his designee regarding the performance of the school administrator(s) as the instructional leader(s) and as the facilitator(s) for implementing the Continuous Improvement Model (CIM) effectively and other programs deemed crucial to the improvement of the school. If schools are neither maintaining overall progress nor experiencing growth with their at-risk population, the Superintendent may assign new leadership at the school level with the School Board's approval to achieve improvement or to remove the school from the "school improvement status."

- 6 How and when will the district provide principals with the information contained in the K-12 Comprehensive Research-Based Reading Plan?

The K-12 Director, the District Reading Specialist and school based Reading Coaches will facilitate a thorough review of the information contained in the K-12 Comprehensive Research-Based Reading Plan during the first three weeks of school.

- 7 * If the district has an elementary school identified on the list of 100 lowest performing schools, how will the district ensure the provision of an additional hour of intensive reading instruction beyond the normal school day to meet the needs of their school's population?

The district will ensure the provision of an additional hour of intensive reading instruction beyond the normal school day for the entire school year for students attending one of the 100 lowest-performing elementary schools based on the state reading assessment by creating a template for all schools to complete. This template will require a schedule for the day inclusive of the one-hour after-school, plus resources/materials, and personnel needed. This plan will be submitted to the K-12 Director during the summer. Even if the district does not contain a school in the 100 lowest performing elementary schools listed, all schools will be required to submit a plan. Implementation will be based on the availability of funds.

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

Please create your District Data Driven Reading Coach Process Chart, detailing the way of work for administrators, teachers, and reading coaches in your district. This chart will be uploaded through the online system. You will find a sample at https://app1.fldoe.org/Reading_Plans/.

Please be sure to address the following: Florida State Standards implementation, text complexity, and multi-strategy instructional approaches such as the comprehension instructional sequence.

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

✓ Variable Chart Last Uploaded:4/3/2014 5:55:05 PM

- 9 What is the total number of reading coaches (funded through any source) that served the district for the 2013-14 school year?

The total number of full-time reading coaches (funded through any source) that served the district during the 2013-14 school year was twelve (12). The district also has one full-time District Reading

Specialist and three ETO Reading Specialists.

- 10 What is the total estimated number of reading coaches (funded through any source) that will be serving the district for the 2014-15 school year?

The total estimated number of school-based reading coaches (funded through any source) that will serve the district for the 2014-15 school year will be fourteen (14). This number is subject to change based on funding availability. The District Reading Specialist will also work with all schools. She will spend seventy percent (70%) of the time with schools that have the greatest needs and have not made AYP and thirty percent (30%) of the time with the other schools based on their needs. The reading coaches will provide reading support and leadership to all teachers. They will model/demonstrate lessons and strategies for those teachers struggling to implement the core reading program with fidelity. They will also provide professional development on how to interpret the data from reading assessments and how it relates to reading success.

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

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

The School District of Gadsden County recognizes the need to recruit and retain highly qualified teachers and reading coaches. The district has an electronic Application Tracking System (ATS). Each principal is able to view applications from any computer that accesses the Internet. This ATS system speeds up the eligible candidate pool and screening process. The district conducts and attends Job Fairs in an effort to recruit highly trained teachers. All principals are required to attend. The district has also joined state efforts to recruit out of state teachers, coaches, and recent education graduates.

- ✓ Several schools are able to offer a one time bonus to attract highly qualified teachers.

Retention: Gadsden County continues to be among the lowest paid counties for teacher salaries. Current retention initiatives includes assigning mentors to new teachers to assist with concerns and provide support. Teachers in grades 4 and up are also able to secure bonuses when they show 65% learning gains among their students. Middle/high school teachers are able to secure bonuses when the completion of NGCAR-PD is documented.

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

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

District: Gadsden
Leadership: School Level

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

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

Please consider focusing on the following items:

Support for Text Complexity

Support for Instructional Skills to Improve Reading Comprehension.

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

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

Using the focus areas along with other items of interest, a needs assessment created by reading coaches will be conducted at the beginning of the school year. This needs assessment data along with student data will provide a starting point for the team to create a calendar of activities for the school year. This calendar will guide trainings but schools will have the flexibility to change based on data and classroom walk-throughs. A copy of each school's training calendar and meeting calendar will be kept on file in the coaches' binder at each school. During monthly coaches' meetings, coaches will work together to organize professional development on text complexity, text based questioning, writing to text, etc. to use for support throughout the school year. This will provide some continuity in professional development within the district. Schools will also be encouraged to work together to support each other thus building capacity among coaches.

The reading coach will maintain documentation (agendas, calendars, minutes, sign-in sheets, data, etc.) for all meetings / trainings in the reading coach's coaching binder. The K-12 Supervisor, District Reading Specialist, and ETO Reading Specialists will make announced and unannounced visit to view documentation and attend professional development /team meetings.

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

Elementary:

- All instructional staff?
- Reading intervention teachers?
- Guidance counselors, including the facilitation of reading intervention services?

Secondary:

- All instruction staff?
- Reading intervention teachers?
- Guidance counselors, including the facilitation of reading intervention services?

Elementary and Secondary:

Professional learning opportunities are crucial to the success of a school. To ensure learning opportunities occur at the school site, coaches will conduct a needs survey of all instructional staff, intensive teachers, and guidance counselors during preplanning to determine their needs, ranking the list from the greatest to the least needs. Using this data, the coach will outline a plan for Professional Learning Communities for the year indicating a month for each need. The plan will include initial and follow-up training for text complexity, Common Core State Standards, Comprehension Instructional Sequence, reading intervention placement (teachers and guidance counselors), etc. The plan will be shared with the District Reading Specialist by October 1, 2014. Coaches will keep on file for each training the following: a copy of the agenda, materials used, follow-up requirements and documentation ✓ of completion. Monthly cadre meetings will ensure that coaches provide the same training and use the same materials to maintain consistency in delivery of content across the district. Principals will provide the necessary resources and will schedule time needed professional development.

Coaches will meet before pre-planning to fine tune literacy modules created last year to support the professional development calendar for the year. Modules created will assure consistency in content, materials, and delivery. All new coaches will participate in NGCAR-PD. This will provide all coaches with the same training and resources. Coaches will be encouraged to facilitate trainings together. In schools with no reading coach, that school will partner with a school that has a coach. Teachers will be invited to participate in trainings at their partner school or the District Reading Specialist and/or the ETO Reading Specialists will provide training as needed.

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

✓ All of the schools in Gadsden County will have a reading coach except one. This school will have the option of requesting support from the District or ETO Reading Specialists. This school may also partner with another school with a coach to receive training. The District Reading Specialist will maintain documentation for this school if there is a need.

4 All students should have regular access to grade level appropriate text. How are texts reviewed and

selected for complexity? How are 'stretch texts' provided and appropriately used in all courses/grades, particularly in reading intervention?

Teachers in all grade levels and content areas will utilize state-adopted textbooks to ensure that all students will have access to grade level appropriate text. Teachers will also integrate complex text into their content area. This text will be reviewed by teachers during grade group meeting/ PLCs and by the Reading Leadership Team. This will be an ongoing process throughout the school year. Members of the Reading Leadership Team and all teachers will have training on Text Complexity. They will be trained on how to use the Qualitative Dimensions of Text Complexity Chart. This activity will be ongoing so that everyone becomes proficient in determining text complexity and how to select text. Teachers trained last year will have the opportunity to become lead teachers. They will take an active role in this process.

- ✓ Professional Development on the use of 'stretch texts' especially with intensive reading or NGCAR-PD teachers will be ongoing throughout the year in grade group meeting and/or PLCs. Teachers will be encouraged to go beyond the core and select text of varying complexity to integrate in the classroom so that students are sufficiently challenged but not frustrated. Teachers will provide the scaffold needed for all students to be successful as they read complex text. We want to ensure that teachers are not choosing to select easier text but that they are supporting students through the use of leveled readers and challenging text. Teachers will be encouraged to keep a log of all text used beyond the core program.

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

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

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

- 6 For schools identified as one of the 100 lowest performing elementary schools, how will schools level leadership ensure that intensive reading instruction during the additional hour of instruction meets the following characteristics outlined in Section 1011.62(1)(f), Florida Statutes?

The intensive reading instruction delivered in this additional hour shall include:

- research-based reading instruction that has been proven to accelerate progress of students exhibiting a reading deficiency;

- differentiated instruction based on student assessment data to meet students' specific reading needs;
- explicit and systematic reading development in phonemic awareness, phonics, fluency, vocabulary, and comprehension, with more extensive opportunities for guided proactive, error correction and feedback; and,
- the integration of social studies, science, and mathematics text reading, text discussion, and writing in response to reading.

For schools identified as one of the 100 lowest performing elementary schools, school level leadership will ensure that intensive reading instruction meets the characteristics outlined in Section 1011.62(1) through the use of research based programs (Kaleidoscope, Early Interventions in Reading, Journeys Tool Kit, SuccessMaker, Achieve 3000, etc.) designed to enhance reading skills for all students. Intensive reading instruction will be provided to a student in any manner and at any time during or beyond the regular day. Based on data, students will be provided with the most effective and efficient interventions that support student progress from grade to grade.

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

District: Gadsden Professional Development

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

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

Further, for professional development to be considered comprehensive, it must address the body of knowledge grounded in scientifically-based reading research and must be in alignment with the Learning Forward and Florida's Professional Development System Evaluation Protocol.

In order to assure that each individual teacher has the level of intensity needed for professional growth based on student achievement data, **professional development must be individualized**. All teachers, paraprofessionals and substitutes, and even mentors can benefit from differentiated professional development – providing more information for less experienced teachers and advanced activities for those who are at a mentor level.

- 1 Provide the district professional development schedule for ALL reading professional development, including those funded through the FEFP and non-FEFP reading allocation, for the 2014-2015 school year through Chart A. This chart will be completed through the web based system. Repeat this process within the application as many times as necessary for each professional development offering in reading offered by your district. ALL Reading Endorsement professional development offerings should be described in Chart A and should reflect courses that are aligned with the 2011 Reading Endorsement. Delete charts that reference old courses as they should no longer be offered. Address the Reading Endorsement professional development first in your charts. **To create and edit all professional development charts for Chart A, use the link provided within this section online. Please Indicate whether you are accepting a previously approved chart or creating/revising a new chart by clicking the appropriate radio button on Chart A.**

Chart A

How will the professional development provided to district supervisors be delivered at the school level?

Comment:

Unlocked at District request LL 05/14/14

- 2 How will the district assure that administrators and reading/literacy coaches provide follow up on literacy professional development (e.g., Florida Standards implementation, text complexity,

comprehension instructional sequence, close reading, etc.)?

Gadsden's Literacy Professional Development Team, consisting of District Office personnel and the three Reading Specialists from the Education Transformation Office (ETO), will assure that administrators and reading/literacy coaches provide follow up on literacy professional development. This team will monitor literacy PD at the school sites. During the summer, the district team and school teams will attend Professional Development on the new standards. This will provide coaches with the expertise necessary to support their school site. Prior to the start of the school year, coaches and reading specialist will work together to create an action plan. This plan will outline the professional development for the year along with suggested activities and materials. This will guide professional development at the school site but coaches will have the flexibility to differentiate the professional development based on classroom walk-through and student data. Coaches will be able to use modules created the previous summer on text complexity, close reading, and comprehension instructional sequence for support. The school based coach will document all follow-up activities at their school site.

During monthly scheduled cadre meetings, coaches will provide a synopsis of professional development delivered during the previous month and the outcome (i.e., visibility in classrooms) at the school site. In addition, coaches will have the opportunity to talk with other coaches if they are having problems delivering at their school site. One of the strengths of a cadre is that coaches do not work in isolation and there is consistency in delivery of content. If there is a need, a struggling coach will be able to team with another coach for support if necessary. The District and/or ETO Reading Specialists will co-facilitate trainings at the school level.

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

Gadsden has a team of NGCAR-PD trainers with at least two trainers at each school site. The District Reading Specialist and the Intermediate ETO Reading Specialist will be responsible for training all content area and CTE teachers. During the fall of 2014, the team will start the next group of teachers to be trained. This training will continue throughout the school year. On-site trainers will provide ongoing support for content-area teachers and CTE teachers as they implement applicable strategies within their content courses.

4 How is your district building capacity through NGCAR-PD to provide reading intervention in content area classes for secondary students in need of reading intervention per Florida Statutes 1003.4156, 1003.428, and 1003.4282?

To build capacity, Gadsden has a NGCAR-PD team that attended the initial training in Tallahassee. This team has offered several classes in the district. During the summer or fall of each year, a new cohort starts. The district also required that all reading coaches go through the course and get the certification so that they can provide support at the school level. Several coaches are in training as facilitators. Gadsden's goal is to certify all reading coaches, select elementary teachers, content area teachers, and CTE teachers.

5 How will the district support implementation of Next Generation Content Area Reading – Professional

Development (NGCAR-PD)?

To support the implementation of Next Generation Content Area Reading - Professional Development, Gadsden offers a new class every year starting in August. Content area teachers are encouraged to participate in this year long training. By training all of the coaches in the district, they are able to support teachers at the school level. An overview of NGCAR-PD was presented to the principals during their 2013 Summer Retreat.

- 6 Please list and describe the professional development that teachers will receive to support research-based content area literacy practices within English/Language Arts, History/Social Studies, Science, and Technical Subjects.

The following professional development will be presented to teachers to ensure text-based content area instruction in English/Language Arts, History/Social Studies, Science, and Technical Subjects: 1) Text Complexity, 2) NGCAR-PD, 3) Florida Standards / Common Core, and 4) Reading Endorsement - Competency 3.

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

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

District: Gadsden
Elementary Student Achievement and Instruction

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

Schools must offer daily classroom instruction in reading in a dedicated, uninterrupted block of time of at least 90 minutes. All reading instruction is based on the ELA Florida Standards, individual either the ELA Common Core State Standards or NGSS, student needs, and curricular guidelines. In addition to, or as an extension of, the 90 minute reading block, the classroom teacher, special education teacher, or reading resource teacher will provide immediate intensive intervention (iii) on a daily basis to children as determined by the analyzed results of progress monitoring and other forms of assessment.

While reading instruction during the reading block explicitly and systematically supports reading development, reading instruction also needs to relate to the overall English Language Arts literacy program using both an integrated and interdisciplinary approach:

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

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

- new and increasingly more complex text structures (sequence, comparison and/or contrast, cause/effect, problem/solution, etc.)
- vocabulary and concepts on social studies and science topics
- how to extract information from complex informational text
- how to use text evidence to explain and justify an argument in discussion and writing
- how to analyze and critique the effectiveness and quality of an author's writing style, presentation, or argument
- paired use of texts for students to engage in more complex text analyses
- independent reading and writing practice to:

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

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

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

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

PROVIDING TARGETED INSTRUCTION

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

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

- A current school grade of an A or B,
- AYP in reading met for all subgroups,
- 90% of students meeting high standards in reading (an FCAT score of Level 3 or above).

For students in grades four and five scoring Level 4 or 5 on FCAT reading, districts should offer enrichment programs, steeped in content, that continue to develop the child's reading skills. These students are not required to receive instruction from a Comprehensive Core Reading Program, nor are they required to receive 90 minutes of reading instruction.

Districts implementing this flexibility must report the reading instruction that will be provided to these students, including the time allotted for reading instruction in questions 6 and 7.

All information provided in this section should detail how you will meet the reading needs of all student subgroups identified under No Child Left Behind.

1 * Each district will be given one school user log-in password so that each school may enter their own

information into Chart C by using the web-based template. It is recommended that districts create a timeline for school users to enter this information for their school. Districts will be able to review and revise the school based information before submitting Chart C on April 4, 2014. School level users should select all applicable adopted reading instructional materials from the lists provided and add any other materials in the text boxes. Information regarding materials specifically for ESE and ELL students should be listed in the text box labeled 'Other.' To review and edit all school information for Chart C before submitting, use the link provided within this section online.

Chart C

Comment:

virtual school - has "Screening, Progress monitoring and Diagnostic assessments are determined and carried out by student's home district." what does this mean? if this is not your district virtual school then remove other information and mark as NA please mark Gadsden virtual school as NA

- 2.1 List your Comprehensive Core Reading Programs (CCRP). Comprehensive Core Reading Programs are the instructional tools used to provide high quality instruction in K-5 classrooms. Describe how teachers will align instruction in K-2 to meet the Florida Standards for English Language Arts.

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

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

- 2.2 List all research based materials that will be used to provide reading intervention during the one hour extended day in the event the district has a school identified on the list of 100 lowest performing elementary schools. Describe how intervention in extended day will align with reading instruction provided during the school day.

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

- 3 How will your district assure that reading intervention provided to students performing below grade level addresses both student acceleration and remediation?

We recognize that some students will need additional time and instruction in order to reach grade level goals and expectations. Students targeted for reading intervention/remediation will receive differentiated instruction in the regular classroom through the use of scientific research-based intervention programs. The school will ensure that the instructional services and support address the identified area(s) of reading deficiencies as identified by a diagnostic or placement test. All intensive students will be part of the instructional core program for activities such as the read aloud, comprehension strategy instruction, and oral language/vocabulary instruction received during the 90-minute reading block and additional time daily as needed for both acceleration and remediation. This will be documented in the teacher's lesson plans and checked weekly by the reading coach to see if plans align with the needs of the students. Results of the progress monitoring (Florida Assessment for Instruction in Reading, core program assessments, performance assessments, etc.) will be used to determine which students are making progress and which students continue to be in need of intensive remediation.

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

The K-12 Supervisor and the District Reading Specialist will conduct announced and unannounced visits to classrooms and grade group meetings.

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

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

The chart must include:

- Name of assessment(s)
- Targeted audience
- Performance benchmark used for decision-making
- Assessment/curriculum connection
- An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided.

* District contacts will create and upload Chart D1 using the link provided within this section online. There are two samples for Chart D1 (Assessment/Curriculum Decision Tree) located at https://app1.fldoe.org/Reading_Plans/. Last year's chart is available at your district's public view page. If your district wishes to use this chart it must be uploaded into this year's plan. Please upload the desired file

You will need to save this section using the button below at the bottom of this section before uploading the chart.

✓ Chart D1 - Elementary Assessment Curriculum Decision Tree Last Uploaded:4/4/2014 12:35:36 PM

5

Schools must diagnose specific reading difficulties of students scoring at Level 1 and Level 2 on FCAT Reading to determine the nature of the student's difficulty and strategies for appropriate intervention and instruction.

Create an Assessment/Curriculum Decision Tree (Chart D2) to demonstrate how assessment data from progress monitoring and other forms of assessment will be used to determine specific reading instructional needs and interventions for students in grades 3-5(6).

The chart must include:

- Name of assessment(s)
- Targeted audience
- Performance benchmark used for decision-making
- Assessment/curriculum connection
- An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided.

** District contacts will create and upload Chart D2 using the link provided within this section online. There are two samples for Chart D1 (Assessment/Curriculum Decision Tree) located at https://app1.fldoe.org/Reading_Plans/. Last year's chart is available at your district's public view page. If your district wishes to use this chart it must be uploaded into this year's plan. Please upload the desired file.*

You will need to save this section using the button below at the bottom of this section before

uploading the chart.

✓ Chart D2 - Elementary Assessment Curriculum Decision Tree Last Uploaded:4/4/2014 12:35:57 PM

- 6 How will the district assure that all elementary schools have an uninterrupted 90 minute reading block for core reading instruction, and, as needed, additional time for immediate intensive intervention (iii)?

✓ The district ensures that all elementary schools have an uninterrupted reading block for core reading instruction and additional time for immediate intensive intervention (iii) by requiring all elementary schools, including the participating charter school, use a minimum ninety minute uninterrupted reading block. Each school's master schedule and assigned reading teachers' instructional schedules will reflect classroom instruction in reading as a protected, uninterrupted minimum 90 minute block of time and additional time for tiered instruction beyond the 90 minute block. The District K-12 Director and the District MIS Director will work together to ensure students receiving core reading and intervention are coded properly in the new Skyward database system.

- 7 How will all students receive motivating, high-quality, explicit, and systematic reading instruction according to their needs during the 90 minute uninterrupted reading block?. If districts are choosing to implement the flexibility options regarding the 90 minute reading block provided in the introduction to this section, please include a description of implementation of these options here.)

✓ Students will receive high-quality, explicit, and systematic reading instruction according to their needs/data daily in a minimum 90 minute reading block. Teachers will use a scientific research-based program as a scaffold to guide teacher behavior so that it will be consistent with the principles of effective instruction. Journeys Common Core is that research-based program that will be used with fidelity during whole group and small group instruction (centers). An additional 30-50 minutes of intervention time using the supplementary and/or core intervention program materials will be scheduled to support differentiated instruction for moderate to at-risk students. Proficient students may be provided enrichment opportunities using authentic assessments and/or project-based learning activities. In addition, all students will participate in computer assisted technology, Pearson SuccessMaker daily. This programs instructs, remediates and enriches students while correlating to the FL Standards/Common Core.

- 8 In K-5, students in need of an intensive reading intervention should be part of the instructional core program for activities such as a read aloud, think aloud, comprehension strategy instruction, and oral language/vocabulary instruction. In small group teacher directed instruction immediate intensive intervention (iii) should be provided on a daily basis to children as determined by progress monitoring and other forms of assessment. In addition to or as an extension of the ninety (90) minute reading block, instruction in a smaller group size should focus on generalizing the newly acquired reading skills to progressively more complex text. How will students targeted for immediate intensive intervention receive services?

We recognize that some students will need more time and more instruction in order to reach specific

goals and expectations. Students targeted for immediate intensive intervention will participate daily in the instructional core program for all activities. They will also receive differentiated instruction during center time through the use of the core intervention programs. Results of the progress monitoring (Florida Assessment for Instruction in Reading (FAIR), core program assessments, performance matters, state/district assessments) will be used to determine which students are intensive (iii) and need daily additional intensive support. For students in need of immediate intensive intervention (iii), the schools will ensure that the instructional services and support address the identified area(s) of reading deficiencies of the student during the 90-minute reading block and a daily additional 30-45 minute intervention block.

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

- 9 * How will teachers provide student access to leveled classroom libraries of both literary and informational text focused on content area concepts implemented during the 90 minute reading block as a **meaningful** extension of the **foundational** skills taught through the core reading program? Include the following: how these leveled classroom libraries are utilized; how the books will be leveled; and the process for matching students to the appropriate level of text.

Gadsden's teachers will provide students daily access to leveled classroom libraries that include both literary and informational text representing a range of levels, interest, genres, and cultures. The library will include authentic texts, leveled libraries, and decodables for meaningful extension and practice of foundational skills taught in the core reading program during the 90-minute reading block. By using authentic text, leveled libraries, and decodable books, teachers will provide students with an opportunity to apply skills taught through independent practice. Many of the books in the library will be focused on content areas knowledge and various daily concepts.

Classroom libraries will be readily available for students to utilize during scheduled and unscheduled reading activities, literacy centers, small group instruction, and differentiated instruction, including paired reading. Students will be encouraged to take books home to share with families and to ensure time is spent reading outside the school day. As a result, students will increase their opportunities to become fluent readers as they read a variety of text, thus content area knowledge and developing a love for reading.

Classroom library books are leveled by publishers from the adopted core program and by the publisher of the Accelerated Reader program. Additionally, books will be leveled in a collaborative process by members of the Reading Leadership Team and teachers. The process will involve team members analyzing the following when leveling non CCRP reading material: letter size, spacing, page format, language patterns and structure, predictability, genre, text content, vocabulary, and illustrations.

Teachers will match students with the appropriate level of text. As a result, each grade level will utilize trade books, also known as leveled readers, and teachers specifically selected materials to meet varying reading levels, needs, and interest of each student based on informal and formal assessments. Teachers will administer CCRP and other district-approved assessments (e.g., STAR, FAIR, Comprehensive Screening Assessment) to consistently and continuously monitor student performance.

- 10 * How will all elementary teachers incorporate reading and literacy instruction into the various subject areas to extend and build text-based discussions in order to deepen content-area understandings? Include detail regarding how teachers will address the Florida Standards in all content classrooms. In addition, describe how content area texts will be integrated into the 90 minute reading block to address literacy standards.

Elementary teachers will incorporate reading and literacy instruction into the various subject areas by utilizing appropriate text to provide students with extended opportunities to practice oral, silent, and sustained reading skills. Ongoing professional development for NGCAR-PD has been provided for teachers in grades three through five. The use of the Comprehension Instructional Sequence for nonfiction text has been provided to all elementary teachers and will continue to be provided so that the strategies are used to address content area reading. The NGCAR-PD approach emphasizes reading deeply in multiple disciplines about multiple topics. Comprehension strategies are taught in an integrated fashion with instructional coherence and direct application. Elementary teachers will integrate reading and literacy materials in their weekly instructional plans in an effort to reintroduce or to familiarize students with reading selections that they can authentically demonstrate successful comprehension of the text. Teachers will continue to engage students in guided instructional activities that address comprehension strategies before, during, and after reading through explicit modeling (think alouds), practice in appropriate instructional texts, and immediate oral and/or written feedback. This will provide students the support they need to think as they read in "every" class.

Journeys is the core reading program used during the 90 minute reading block. This curriculum covers a broad range of comprehension and vocabulary skills using science, social studies, and other domains/topics. Teachers will use leveled reading materials and classroom libraries from their core to implement strategies that focus on mastering content-area concepts so that struggling students see and hear the kinds of questions successful readers ask themselves. Teachers will provide guidance in identifying and recognizing text features that are particular to the kinds of books and resources utilized in the content area classroom. To ensure the effectiveness of the strategies, the teacher and coach will work collaboratively to determine students' instructional reading levels, and to ensure that text assigned is appropriate for the student. If materials are appropriate, content area teachers will extend meaning by facilitating students' successful reading of new or unfamiliar text.

- 11 * How will students analyze media literacy including the various mediums: print media, still photography, radio/audio, television/film, and the internet in reading and content area subject areas?
- Journeys, which is our core reading program has media and literacy activities integrated in many of the weekly lessons. Also, at the beginning of each unit, there is a research and media performance

- ✓ task to start the unit. This task is completed throughout the unit. Since this is a relatively new idea, trained consultants from the core company and reading coaches will provide professional development and scaffold teachers as they teach various strategies needed for students to analyze media literacy effectively.

- 12 * To strengthen and deepen text comprehension, how will writing from sources be supported during the 90 minute reading block? Describe how students will have consistent access to texts that appropriate for researching information.

Journeys Common Core is used daily in the 90 minute reading block. This core provides students with many opportunities to strengthen and deepen text comprehension by writing from various sources daily. They will write in responses to every anchor text (i.e., citing text evidence to support their answer, using the Reader's Notebook, comparing text, extending the topic, etc.). Writing in response to reading is one of the most critical ways to assess comprehension and is greatly emphasized in the Journeys Common Core. Students will also be able to complete the Write About Reading activity through myWriteSmart. Children will read the prompt within myWriteSmart and have access to multiple writing resources, including the student eBook, writing rubrics, and graphic organizers. Writing instruction will connect to reading and extend content knowledge. Journeys will enable this to happen weekly beginning with the student text.

Teachers will also be encouraged to use the Comprehension Instructional Sequence model with nonfiction text. Predictive writing will be done by students before reading the text to reveal the level of prior knowledge students have regarding the topic. Written response to reading using text information to justify claims/positions is embedded. The student will do extended research on a topic based on questions generated during discussion. The student will produce a final written response to the reading of the text. This will enable students to see growth over time.

- 13 * * How will the district and schools provide an altered instructional day as a means of further increasing instructional intensity for those K-3 students who have received intensive intervention for 2 or more years, have been retained for a total of two years, and still demonstrate a reading deficiency? Describe how the altered instructional day is organized and designed to further intensify instruction and, thereby, meet the reading needs of these students throughout the school year. FS 1008.25 (6) (b) Students who have received intensive remediation in reading or English Language Arts for 2 or more years but still demonstrate a deficiency and who were previously retained in Kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years. Intensive instruction for students so promoted must include an altered instructional day that includes specialized diagnostic information and specific reading strategies for each student. The district school board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low-performing readers.]

Gadsden will provide an altered day to meet the needs of students who have received intensive instruction for 2 or more years and are still not demonstrating proficiency in reading. The student will receive 3 hours of intensive instruction in a classroom with a highly proficient teachers. The teachers will use an intervention program (Kaleidoscope, Fountas & Pinnell Leveled Literacy Intervention,

✓ etc.) designed to help students who are performing two or more years below their designated grade level develop the skills they need to bring them to grade-level proficiency. In order to achieve this goal, the teacher will focus instruction on decoding, fluency, comprehension, vocabulary, and writing.

The classroom will be rich in literacy opportunities with interactive read-alouds, reader's and writer's workshop, guided reading, and various opportunities for independent reading to apply skills learned.

Comment:

this should be provided whether there is specific funding available or not as it is a requirement of FS 1008.25.

14

What supportive reading opportunities will be provided before school, after school, and during summer school, including mentoring and tutoring? Include criteria for student eligibility and how these opportunities are linked to reading instruction provided during the school day.

District and school site designees for the Third Grade Summer Reading Camp must create a reading camp schedule that facilitates intensive reading intervention for all third grade students scoring a Level 1 on FCAT 2.0 Reading. The plans for the Third Grade Summer Reading Camps are due **April 4, 2014** for the Just Read, Florida! Office to review and provide feedback by **April 25, 2014**. For more guidance on Third Grade Summer Reading Camps and to submit the district's Summer Reading Camp Plan, visit <http://www.justreadflorida.com/camps/>. Florida Statute 1011.62 has been revised to recommend Summer Reading Camps for K-2 and 4-5 students. Describe any plans to offer Summer Reading Camps to this extended group of students.

The before, after, and summer school reading activities, excluding the required Third Grade Summer Reading Camp, utilized in Gadsden includes enhanced mentoring and tutoring activities. More specifically, schools use district-approved supplementary core and/or non-core reading materials provided by the reading coaches to assist with offering effective tutoring, mentoring, and/or enriching programs before, after, and beyond the school day. Throughout the district, 21st Century After-school and Summer School Tutorials and/or Supplemental Educational Services' tutorials are held at several sites during the school year and throughout the summer. Students allowed to participate are prioritized based on FCAT data with students scoring Level 1 and primary level students not making adequate progress based on FAIR given first choice to attend.

To ensure that activities are linked to instruction delivered during the day, the principal, reading coach, and teacher will analyze data from Performance Matters and other resources to determine areas of deficiency for students in these programs. Teachers will work with students using this data as well as provide instruction on the standards identified on the Instructional Focus Calendar. The principal and/or assistant will conduct fidelity checks.

✓ Gadsden County will continue to utilize the services of its Faith-based Organizations and state-approved SES providers to provide site-based and community-based mentoring and tutoring support to students throughout the district. These faith-based organizations and providers are actively involved before, during, and/or after school with a variety of activities to assist students with

becoming proficient readers. They have also planned structured mentoring and/or tutoring activities during the summer under the guidance of the District's Community and Parent Involvement Coordinator.

The District's Exceptional Student Education Department always has an extended school year that allows students with documented Individual Education Plans to attend. The Migrant Education Office provides summer school for our English Speakers of Other Languages, homeless and migrant students. The summer program provides intensive language instruction that targets vocabulary. The main focus during the district summer programs is improving students' reading skills.

All level 1 and low level 2 third graders regardless of lunch status will be invited to participate in the summer reading academy offered by the district. Second grade students who are not reading on grade level at the end of second grade will be provided additional intensive interventions in a summer program. This program will be offered at the same site as the Third Grade Summer Reading Academy.

-
- 15 Please list the qualifications for reading intervention teachers in elementary schools, summer reading camps, and one hour extended day programs.

Reading Intervention teachers will have the following qualifications:

- (1) Bachelor's Degree from an accredited educational institution,
- ✓ (2) K-5 Certification
- (3) Data to support success with at-risk students (65% learning gains in grades 4 and above) or
- ✓ (4) Reading Endorsement or Reading Certification

-
- 16.1 * Which assessments are administered to determine reading instructional needs for the following students populations:

Non-English speaking ELL?

- ✓ Non-English speaking ELL students are administered the Comprehensive English Language Learning Assessment (CELLA) to determine reading instructional needs and help measure reading growth.

-
- 16.2 Severe speech/auditory impaired.

- ✓ Students with the severe speech/auditory impairments are administered the same assessments as "regular education students."

-
- 16.3 Severe visually impaired.

- ✓ Students with severe vision impairments are administered the same assessments used with regular education students along with the assistance of ocular instruments.

-
- 16.4 Grades 4 and 5 transfer students who do not have any FCAT 2.0 Reading scores and/or no

standardized reading assessment scores. Note: If no scores are available, an appropriate assessment should be administered to determine the overall reading ability of the student and to identify appropriate placement.

Grades 4 and 5 students who transfer in without a FCAT 2.0 Reading score will be administered Journeys Comprehensive Screening Assessment. This test will screen Language Arts, Phonics/Decoding, Writing, Comprehension, Vocabulary, and Spelling. The results will indicate on-, above-, or below-target performance for grouping. If additional data is needed, the teacher may use the Journeys Diagnostic Assessment. This individually-administered test will diagnose basic reading skills, plus passage comprehension. Results will provide targeted suggestions to inform instruction for grouping and focused instruction to meet students' needs.

17 What alternate assessment is used for promotion of third grade students scoring Level on FACT Reading?

Students scoring Level 1 on FCAT Reading are administered the Scholastic Aptitude Test (SAT-10) as the alternate assessment for promotion to fourth grade.

District: Gadsden
Middle School Student Achievement and Instruction

The goal of the K-12 Comprehensive Reading Plan is to ensure that students are reading at or above grade level. Students entering the middle grades who are not reading on grade level have a variety of reading intervention and learning needs. A single program or strategy is not sufficient for remediation, and, likewise, remediation is not sufficient for low-performing middle school students. In addition to focusing on the development of foundational skills, instruction needs to engage students in complex cognitive tasks that challenge students to apply their foundational skills. This application needs to include high-level thinking opportunities for students to grapple with and construct meaning from complex texts. Such instruction expands literacy development beyond foundational skills to include such capacities as:

- general academic and discipline-specific vocabulary
- high-level comprehension such as argumentation
- critical literary analysis
- student question generation, inquiry, and research processes

In order to simultaneously offer reading intervention and cognitive challenges, middle school reading instruction needs to incorporate the use of an integrated and interdisciplinary approach:

1. 1) **Integrated approach to the language arts strands and to skill application:** Middle schools will integrate opportunities for students to apply the composite use of the language skills – reading, writing, listening, speaking -- that they are learning in order to further strengthen their overall literary development.
2. 2) **Interdisciplinary approach:** Middle school literacy instruction needs to attain a balance of literature and informational texts that relate to history, social studies, and science content. This interdisciplinary approach to literacy is based on extensive research that establishes the need for students to become proficient in reading complex informational text independently in a variety of content areas in order to develop college career readiness by the time they graduate.
3. 3) **Simultaneous use of both approaches:** Middle school literacy instruction will incorporate the integration of reading, writing, listening, and discussing as students relate to various increasingly complex interdisciplinary texts throughout the school year.

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

- new and more complex text structures (single structures as well as multiple organizational text patterns)
- academic and domain-specific vocabulary and concepts on social studies and science topics
- how to extract information from complex informational text
- how to use text evidence to explain and justify an argument in discussion and writing
- how to analyze and critique the effectiveness and quality of an author's writing style, presentation, or argument
- paired use of texts for students to engage in more complex text analyses
- independent reading and writing practice to:
 - relate to increasingly more complex text structures

- use content-area vocabulary and concepts
- develop literacy skills with increasingly complex text

The availability and access to texts of various types, topics, and complexity levels are necessary for integrated, interdisciplinary instruction to occur. Consequently, districts and schools will need to consider how to differentiate instruction in order to meet the varied learning needs of middle school students so that they can successfully in a variety of complex cognitive tasks. Differentiated opportunities develop student capacities such as:

- general and discipline-specific academic vocabulary
- high-level comprehension skills
- critical literary analysis skills
- student question generation, inquiry, and research skills

To operate such an integrated and interdisciplinary middle school literacy program, district and school personnel will need to assess the type, amount, and complexity of the texts locally available for differentiated use in literacy instruction and independent student reading practice. School and classroom inventories will need to include a wide range of diverse texts that support each of the standards and meet the instructional needs of all students.

All information provided in this section should detail how you will meet the reading needs of all student subgroups identified under No Child Left Behind.

- 1 Each district will be given one school user log-in password so that each school may enter their own information into Chart F by using the web-based template. It is recommended that districts create a timeline for school users to enter this information for their school. Districts will be able to review and revise the school based information before submitting Chart F on April 4, 2014. School level users should select all adopted reading instructional materials from the lists provided and add any other materials in the text boxes. Information regarding materials specifically for ESE and ELL students should be listed in the text box labeled 'Other.' **To review and edit all school information for Chart F before submitting, please use the link provided within this section online.**

Chart F

✓
Comment:

GADSDEN MAGNET - Please enter the amount of time and days per week students receive intervention and enter the class size cap for intervention and content area intervention classes.

GADSDEN VIRTUAL FRANCHISE - Please enter N/A for this school if no students attend. If students attend, please complete the information for the school.

- 2 * The goal of a middle grades reading program is to provide a variety of methods and materials to develop strategies and critical thinking skills in reading. **This goal applies to the following students:**

1. 1) students with reading performance below grade level: For these students, acceleration is just as important as remediation. Describe how your district will assure that reading

- intervention services provide both acceleration and remediation to meet the needs of low-performing students and facilitate their college-career readiness by high school graduation.
2. 2) students with reading performance on or above grade level: Describe your district will assure that the reading development of students performing on or above grade level will continue to progress toward college-career readiness by high school graduation

The goal of a middle grades reading program is to provide a variety of methods and materials to develop strategies and critical thinking skills in reading. Middle grade students in Gadsden County are not required to take a reading course but the district middle schools have the flexibility to use The Daybook of Critical Reading and Writing as a core program for 7th and 8th grade students. This developmental program will be used with Level 3 students and above so that reading development of students performing on or above grade level will continue to progress. This comprehensive program will offer students high-quality literature selections supported by instruction and practices that address skills needed for college and career readiness by high school graduation.

Houghton Mifflin Harcourt Journeys Common Core will be taught in all 6th grade classrooms throughout Gadsden County. This research based instructional curriculum is a K-6 reading program with rigorous Common Core/Florida Standards instructional design integrated into every lesson. This program will bridge the gap that tends to start once students leave elementary school. Journeys Common Core Reading Curriculum covers a broad range of comprehension and vocabulary skills using science, social studies, and other domains and topics. This will provide teachers with the varying levels of text complexity needed in their instruction thus allowing teachers to integrate the reading, writing, speaking, and listening.

In addition to the Daybook of Critical Reading and Writing and Journeys Common Core, all content area teachers will integrate shorter, challenging complex texts that elicit close reading and the opportunity to reread by students at each grade level. This will support students at a wide range of reading levels as they participate in the close analysis of more demanding text. High priority will be placed on close, sustained reading of complex text which emphasizes the particular over the general and strives to focus on what lies within the four corners of the text. Such close reading will most likely require compact, short, self-contained texts that students can read and re-read deliberately and slowly to probe and prove the meanings of individual words, the order in which sentences unfold and the development of ideas over the course of the text.

Students with reading performance below grade level will receive extended intervention time using various curricula for instruction. Research-based intervention programs that may be used will include, but are not limited to READ 180, Hampton Brown Edge, Systems 44, and Achieve 3000. The principal and or reading coach will conduct bi-weekly classroom walkthroughs to ensure that students receive on a daily basis: whole group explicit and systematic instruction, small group differentiated instruction, independent reading practice, and increasingly complex literacy and informational text. All classes will be taught by teachers reading endorsed, NGCAR-PD certified, or working towards that status.

Lastly, flexibility will be maintained in the master schedule to ensure that student placement remains flexible throughout the school year as a means to provide additional exposures to increasing levels of

text. Student progression in and among the reading courses will be based on student proficiency levels as indicated by the Scholastic Reading Inventory (SRI) and other progress monitoring tools. This will ensure that students have the opportunity for acceleration.

- 3 * To effectively use assessment data, districts and schools with carefully crafted protocols are prepared to efficiently differentiate student reading needs and offer an appropriate array of intervention options that meet various individual student learning needs. To develop and utilize these local protocols, districts and schools need to address state legislation that informs local policies.

Section 1003.4156, Florida Statutes, requires middle school students who score at Level 1 on FCAT 2.0 Reading to receive intervention services in the following courses:

- an intensive reading course and/or
- A content area course that is taught by a content-area teacher who has participated in content-area reading professional development, such as NGCAR-PD/CAR-PD, that builds teacher capacity to deliver scientifically-based content-area literacy practices that support low-performing students.

Middle school students who score at Level 1 or Level 2 on FCAT 2.0 Reading and have intervention needs in the areas of foundational reading skills (e.g. decoding, fluency) must have extended time for reading intervention:

- Students two or more years below grade level should receive double block of time for reading to provide a sufficient amount of the following:
 - remediation in foundational reading skills
 - supportive opportunities to apply foundational skills
 - acceleration in vocabulary development and comprehension skills in relating to increasingly complex texts
 - Students less than two years below grade level may receive these services during the school day or before/after school with teacher support

Intervention course should include on a daily basis:

- whole group explicit and systematic instruction
- small group differentiated instruction
- independent reading practice monitored by the teacher
- infusion of reading and language arts benchmarks specific to the subject area blocked with the intensive reading course (biology, world history, etc.)
- a focus on increasingly complex literary and informational texts (exposition, argumentation/persuasive, functional/procedural documents, etc.)

Middle school students scoring at Level 1 or Level 2 on FCAT 2.0 Reading who do not have intervention needs in the areas of foundational reading skills (e.g. decoding, fluency) may be served in content area reading intervention classes. These teachers must meet one of the following requirements:

- Content Area Reading Professional Development (CAR-PD)
- Next Generation content Area Reading-Professional Development (NGCAR-PD),
- Reading Endorsement
- K-12 Reading Certification

In implementing this legislation, make sure that the classroom infrastructure (class size, materials, etc.) is adequate to implement the necessary array of intervention service options. These interventions should include the following characteristics:

- whole group explicit and systematic instruction
- small group differentiated instruction
- independent reading practice monitored by the teacher (applicable to the reading intervention course)
- infusion of reading and language arts benchmarks specific to the subject area (biology, world history, etc.)
- a focus on increasingly complex literary and informational texts (exposition, argumentation/persuasive, functional/procedural documents, etc.).

Schools must progress monitor students scoring at Level 1 and 2 on FCAT 2.0 Reading a minimum of three times per year in order to appropriately plan for subsequent instruction and ensure student learning progress over time. This progress monitoring should include a Baseline, Midyear, and End of the Year Assessment.

Schools must diagnose specific reading deficiencies of students scoring at Level 1 and Level 2 on FCAT Reading. Although formal diagnostic assessment provides specific information about a student's reading deficiencies, many progress monitoring tools and informal teacher assessments can provide very similar information in a more efficient manner. The only reason to administer a formal diagnostic assessment to any student is to determine the specific deficit at hand so that teachers can better inform instruction to meet the needs of students who continue to struggle in reading. The decision to deliver a formal diagnostic assessment should be the result of an in-depth conversation about student instructional and assessment needs by the teacher, reading coach, and reading specialist.

Each identified struggling reader must be provided instruction that best fits his or her needs. Districts must establish criteria beyond FCAT 2.0 Reading for placing students into different levels of intensity for reading intervention to be certain that students are sufficiently challenged but not frustrated in relating to text of varying complexity. It is recommended that districts implement a placement process that includes a variety of considerations with protocols, such as the following:

- Historical assessment data results, including prior FCAT scores:
 - Level 2 student who scored at Level 3 or above during previous school years require instructional support that focuses on accelerating development in academic vocabulary and high-level comprehension, ensuring that student development keeps pace with increases in text

complexity that occurs from grade to grade. Further assessment is required to determine whether remediation is needed.

- Students who have historically scored below Level 3 in numerous past years will require intervention focused on both remediation and acceleration. Further assessment is required to determine the appropriate proportion of remediation and acceleration for each student.
- Assessment using grade-level passages: Administer oral reading and comprehension questions of a grade-level passage:
 - Independent student oral reading:- For Level 1 or Level 2 students who struggle to read a grade level passage aloud, distinguish the impact that each students' decoding issue has on his or her text comprehension in order to determine remediation needs:
 - Does the student successfully monitor basic comprehension of the grade-level text in spite of some decoding challenges?.
 - Does the student struggle to decode the grade-level passage, and does this negatively impact his or her grade-level text understanding?
 - Comprehension questions: Level 1 or Level 2 students who have difficulty accurately answering several basic comprehension questions (e.g., main idea, details, etc.) summarizing the passage, or identifying text evidence that supports the author's claim will require systematic remediation in such skills as text structure, summarization, and comprehension monitoring using explicit instructional strategies such text- marking/coding.

For the various student profiles referenced above, all will require accelerated instruction in academic vocabulary and high-level comprehension using complex texts to ensure their college-career readiness. Research suggests that fluency is not a strong predictor of a student's ability to comprehend text in middle grades and high school. Therefore, caution is recommended in using fluency data as a primary determinant for placement in reading intervention in the upper grades.

Asking students to read: – Does the teacher asks the student to read a grade level passage silently and then read it aloud? – Does the student mispronounce only those words that are unfamiliar and not significant to comprehension of the text?

- Asking questions: – Does the teacher asks the student to answer several comprehension questions? – Does the student answer all or most correctly? If a student has at some time in their school career scored at Level 3 or above, can accurately read a grade level passage, and answers most comprehension questions correctly, the teacher should provide instruction that is sufficiently challenging to this student. If a student has always scored at Level 1 or Level 2, cannot accurately read a grade level passage aloud and/or cannot answer comprehension questions correctly, the teacher should deliver explicit instruction and systematic student practice opportunities in order to accelerate decoding, fluency, vocabulary, and comprehension development.

Data Examples include data from screenings, progress monitoring and diagnostic

assessments already in use in the district, as well as teacher recommendation should be considered. New research suggests that fluency is not a strong predictor of a student's ability to comprehend text in middle grades and high school. Therefore, caution is suggested in using fluency data for placement in reading intervention in the upper grades.

Additional guidelines for determining student placement in reading intervention can be found through using the Just Read, Florida! Student Reading Placement Chart at: http://info.fldoe.org/justread/educators/Secondary_Reading_Placement_Chart.pdf End-of-year assessments should be used to determine specific areas of student reading difficulty and reading intervention placement.

Complete an Assessment/Curriculum Decision Tree (Chart G) to demonstrate how assessment data from progress monitoring and other forms of assessment will be used to determine specific interventions for students at each grade level. The chart must include:

- Name of assessment(s)
- Targeted audience
- Performance benchmark used for decision-making
- Assessment/curriculum connection
- An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided.

* District contacts will create and upload Chart G using the link found within this section online. A sample for Chart G (Assessment/Curriculum Decision Tree) can be found in the https://app1.fldoe.org/Reading_Plans/. Last year's chart is available at your district's [public view page](#). If your district wishes to use this chart it must be uploaded into this year's plan. Please upload the desired file.

You will need to save this section using the button below at the bottom of this section before uploading the chart.

✓ [Chart G - Middle School Assessment Curriculum Decision Tree](#) Last Uploaded:4/4/2014 12:53:11 PM

- 4 * How will the district ensure that middle school students in need of decoding and text reading efficiency have sufficient time to receive the intervention services that they need?

The district will ensure that students in need of decoding and text reading efficiency have sufficient time to receive the intervention services they need at the middle school level through the review of schools' master schedules and regularly scheduled school visits by district personnel. The principal and guidance counselor will monitor the master schedule as well as individual student schedules in the computer to ensure that students are enrolled in the appropriate classes.

✓ All level 1 students will receive extended time during the day based upon instructional needs. The principal will conduct weekly classroom walkthroughs to ensure that students receive on a daily basis: whole group explicit and systematic instruction, small group differentiated instruction, independent reading practice, and increasingly complex literary and informational texts. All classes will be taught by teachers reading endorsed, NGCAR-PD certified, or working towards that status.

- 5 How will students be provided with access to both leveled and authentic literary and informational texts representing a range of levels, interests, genres, and cultures within the reading program to develop independent reading capacity? Include the following information:
- how daily independent reading, **monitored by the teacher**, will be incorporated into all reading classrooms;
 - how classroom libraries will be utilized;
 - the process for leveling books; and
 - the process for matching students with the appropriate level of text.

In classrooms where READ 180 and Journeys Common Core are being implemented, the accompanying classroom libraries will be utilized. These classroom libraries will provide student access to authentic fiction and non-fiction texts representing a range of levels, interests, genres, and cultures to develop independent reading skills. In classrooms that are not using READ 180 or Journeys Common Core, teachers will work with the reading coach, media specialist, and administrator to establish classroom libraries. In order to address the range of levels, interests, genres, and cultures, additional sets of classroom libraries will be placed in all Intensive Reading and Language Arts classrooms. As funding permits, additional authentic literary and informational text will be purchased and placed in other content area classrooms.

a) Observational notes, conference notes, or student portfolios/reading logs will be used by the teacher to monitor and assess student progress in developing comprehension and fluency as well as an appreciation for authentic literature. All students will keep a reading log that will be monitored by the teacher. Students will record the date, amount of time, and pages read daily. Upon completion of a book, students will write a summary and answer general questions about the book. Teacher will use this log when conferencing with students. Teachers will be encouraged to conference with students as often as possible. Additionally, targeted professional development for all teachers in literacy development, with particular emphasis on integrating authentic text into instruction, will help to effectively promote independent reading practice.

✓ b) Teachers will be encouraged to utilize classroom libraries containing fiction and nonfiction text representing a range of levels, interest, genres, and cultures appropriate for the students. The libraries will enhance and enrich reading instruction by offering students a variety of open-ended tasks to support reading instruction and may include print resources such as relevant leveled readers, journals, newspapers, magazines, and novels to promote mastery of comprehension and fluency. Also, all students will keep a reading log monitored by the teacher. Teachers will use this log when conferencing with students. There will be a section for teacher comments and recommendations. The

libraries will also support students' opportunities for reading independently or participating in a guided reading group or Socratic Seminar.

c) All text and authentic literature will be leveled using the lexile scale and/or Accelerated Reader zones. Most of the books are lexiled by the core company or the intensive reading company.

d) Comprehension screeners, lexile levels, or Accelerated Reader levels will be used to determine the level of text that will be used by students. Once the level of required instruction is determined, teachers will utilize the appropriate level of text for read-alouds, independent reading, small group, and whole group instruction in an effort to expose students to various forms of literature and to engage them in authentic purposeful reading.

Comment:

How will independent reading be monitored by the teacher?

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

Gadsden will adopt a core ELA program for middle and high schools during the spring. How to analyze media literacy is already integrated in all of the programs being considered for adoption. During the first week of school, the district will provide professional development on analyzing media literacy. This PD will be presented by trained consultants from the ELA company along with the reading coaches. If possible during the summer, selected teachers and reading coaches will attend professional development on analyzing media literacy. This group will gain the knowledge needed to support teachers at the various school sites. This will be a starting point for the district.

✓ In addition, students will have ample opportunities in all content area classrooms, with any given text, to complete performance task(s). The performance task will require students to further analyze the text under investigation and to synthesize ideas about these analyses. Students will work in small groups or pairs to conduct short sustained research projects using technology including the internet to complete a performance task that demonstrates an understanding of the text. While gathering relevant information, students will use multiple print and digital sources to answer research questions drawing evidence from informational text to support analysis, reflection, and research. They will be expected to present their findings using a variety of mediums.

Throughout the school year, teachers will meet in grade group/PLCs to talk about strategies learned and the success or failure in the classroom. Teachers will also continue to receive ongoing professional development to ensure success in all classrooms. The reading coach will maintain documentation of all meetings/trainings in the coach's coaching binder.

Comment:

How do you anticipate students will analyze this "text" in the classroom? Through small/whole group discussion? In writing?

7 * Students' college-career readiness is dependent upon high quality learning opportunities in content area and elective classrooms. What practices are in place to ensure that content-area instruction builds student capacity to think as they read subject area texts, extending and building text-based discussions in order to deepen content-area understanding? Describe how teachers are implementing text-based content area instruction in:

- English/Language Arts
- History/Social Studies
- Science
- Technical Subjects

Reading is an essential component that extends across the curriculum. All content area and CTE teachers will align reading and literacy instruction into subject areas to extend and build discussions of text in order and deepen content-area knowledge. By using effective strategies from the reading coach, content area and CTE teachers will strive to increase literacy across the curriculum for all students. To ensure success, for the last three years all content area teachers are encouraged to become NGCAR-PD certified. This year the focus will be on CTE teachers to become NGCAR-PD certified.

The ability for students to read high quality text closely and gain knowledge from the texts is a top priority because:

A) A significant percentage of questions/tasks will be text dependent. Aligned curriculum materials will include rigorous text dependent questions that require students to demonstrate that they are able to follow the details of what is explicitly stated but also are able to make valid claims that square with all the evidence in the text. Text dependent questions can only be answered by careful scrutiny of the text, and specifically by referring to evidence from the text itself to support the response.

B) Questions and tasks will require the use of textual evidence, including supporting logical inferences from the text. Students will become more adept at drawing evidence from the text and explaining their evidence orally and in writing. Aligned curriculum materials will include explicit models of high quality evidence-based answers to questions—samples of proficient student responses—about specific texts from each grade. Questions will require students to demonstrate that they follow the details of what is explicitly stated and are able to make non-trivial inferences beyond what is explicitly stated in the text to what logically follows from the evidence in the text. Evidence will play a similarly crucial role in student writing, speaking and listening; an increasing command of evidence in texts is essential to making progress in reading as well as the other literacy strands.

C) Questions and tasks will require careful comprehension of the text before asking for further connections, evaluation, or interpretation. Students will need to demonstrate a careful understanding of what they read before engaging their opinions, appraisals, or interpretations. Aligned instruction should therefore require students to demonstrate that they have followed the details and logic of an author's argument before they are asked to evaluate the thesis or compare the thesis to others. When engaging in critique, instruction will require students to return to the text to check the quality and accuracy of their evaluations and interpretations. Students can and should make connections between texts, but this activity must not supersede the close examination of each specific text.

D) Rather than emphasizing more general strategies and questions, text specific questions and tasks will reinforce focus on the text and cultivate independence. Reading strategies as well as broader questions and themes will be embedded in the actual reading of the text rather than being taught as a separate body of material. A significant portion of the time spent with each text will provide opportunities for student independent work within and outside of class analyzing the text.

Also, content-area and CTE teachers will be encouraged to set up a literacy-rich classroom through the use of classroom libraries, periodicals, a variety of appropriate texts, and word walls. All vocabulary used on the word walls will mirror the instruction for that subject area. Content area and CTE teachers will incorporate reading and literacy instruction to assist students with achieving academic progress across the curriculum through reading and literacy.

8 Explain how the school will address writing from sources as a means to strengthen and deepen text comprehension, increase domain-specific knowledge, and provide meaningful writing opportunities:

- How will writing from sources be supported in reading intervention courses to accelerate student literacy development? Describe how students will have consistent access to appropriate texts for gathering and researching information.
- How will writing from source be incorporated across the curriculum in content-area course? Describe how content-area courses will provided frequent opportunities for students to engage in short research projects to research and write on various content-area topics.

Literacy emerges when reading and writing are fully integrated and the knowledge of one process reinforces knowledge and practice of the other. Research has consistency found that writing taught along with reading increases ability in both areas. Reading coaches will work closely with all teachers to implement applicable reading and writing strategies across the curriculum. Teachers will provide multiple opportunities (i.e., reflection logs, research papers, predictive/final writing, responding to literature, etc.) in the classroom for middle school students to develop appropriate reading and writing strategies and to appreciate the interrelated qualities of both.

✓ All activities will be documented in lesson plans. School administrators and reading coaches will review lesson plans and conduct classroom walk-throughs to ensure the alignment of reading and writing across the curriculum in all classrooms to deepen comprehension. Content area textbooks will be adopted based on their ability to provide support for reading and writing activities, thus encouraging writing across the curriculum. Ongoing professional development that will address all areas of writing and how it applies to all curricular areas will be provided by the reading coach or consultant.

9 * What supportive reading opportunities will be provided before school, after school, and during summer school, including mentoring and tutoring? Include criteria for student eligibility and how these opportunities are linked to reading instruction provided during the school day.

The before, after, and summer school reading activities that will be utilized in Gadsden includes mentoring and tutoring activities. School will use district-approved supplementary core and/or non core reading materials provided by the reading coaches to assist with offering effective tutoring, mentoring, and/or enrichment programs before, after, and beyond the school day. Throughout the district, 21st Century After-school and Summer School Tutorials and/or Supplemental Educational Services' tutorials are held at several sites during the school year and throughout the summer. Students are prioritized based on FCAT data with students scoring Level 1 having top priority.

Eligibility for before, after, and summer school will be determined by, but not limited to, the most recent FCAT data wherein the students scoring at the lowest levels will have first priority. Results of teacher administered reading assessments and benchmark assessments along with their observations may be used to recommend students for participation. To ensure that activities are linked to reading instruction provided during the day, teachers will communicate and collaborate with program leaders and/or instructors so that instructional models and practices are seamlessly continued into the extended school day. Intensive instruction in extended day sessions will be aligned with the FCIM focus calendars and will target tier 2 and tier 3 remediation in identified areas.

10.1 Which assessments are administered to determine reading intervention placement for the following student's populations:

Non-English speaking ELL?

The district coordinator for ELL administers the IDEA Aural-Oral assessment to all students who answer yes on the home language survey to any of the following questions: Is there a language other than English spoken in the home, does the student speak a language other than English, and was the student's first language something other than English? If the test results indicate that the student is non-English speaking or limited English speaking, the student is placed in a developmental Language Arts class.

10.2 Severe speech/auditory impaired?

Students with severe speech/auditory impairments are administered the same assessments as "regular education students."

10.3 Severe visually impaired?

Students with severe vision impairments are administered the same assessments used with "regular education students" along with the assistance of ocular instruments.

10.4 Grades 6 and above transfer students who do not have any FCAT 2.0 Reading scores and/or other standardized reading scores. NOTE: If no scores are available, an appropriate assessment should be administered to determine the overall reading ability of the student and to identify appropriate placement.

The teacher and/or reading coach will administer the Florida Assessment for Instruction in Reading (FAIR) and work together to determine appropriate placement based on those scores. Also, teachers have the option of using the diagnostic data from Achieve 3000. This powerful piece from

- ✓ Achieve 3000 will provide teachers with real-time diagnostic data on students' performance. The Level Set online tool will assess students' non-fiction reading comprehension (Lexile) levels when needed.
-

District: Gadsden
High School Achievement and Instruction

The goal of the K-12 Comprehensive Reading Plan is to ensure that students are reading at or above grade level. A single program or strategy is not sufficient for remediation. Therefore, it is necessary to implement a combination of research-based programs and strategies that have been proven successful in the remediation of older struggling readers. Likewise, remediation is not sufficient to meet the learning needs of low-performing high school students who are simultaneously preparing for graduation and college/career readiness. In addition to focusing on basic literacy skills, instruction needs to engage students in complex cognitive tasks that challenge them to apply their literacy skills toward high-level thinking while relating to complex text. Such instruction expands literacy development beyond basic skills to include capacities that better prepare them for both graduation and college/career coursework such as:

- general academic and discipline-specific vocabulary, including technical terms
- extracting and using information from informational and technical texts
- high-level comprehension, including argumentation
- critical literary analysis
- student question generation, inquiry, and research skills that include validation and corroboration of complex information

In order to simultaneously offer reading intervention and cognitive challenges, high school reading instruction needs to incorporate the use of an integrated and interdisciplinary approach:

1. **1) Integrated approach to the language arts strands and skills:** High schools will integrate opportunities for students to apply the composite use of the language arts skills reading, writing, listening, speaking that they are learning in order to further strengthen their overall literary development.
2. **2) Interdisciplinary approach:** High school literacy instruction needs to attain a balance of literature and informational texts that relate to history, social studies, and science content. This interdisciplinary approach to literacy is based on extensive research that establishes the need for students to become proficient in reading complex informational text independently in a variety of content areas in order to develop college career readiness by the time they graduate.
3. **3) Simultaneous use of both approaches:** High school literacy instruction will incorporate the integration of reading, writing, listening, and discussing as students relate to various increasingly complex interdisciplinary texts throughout the school year.

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

- new and more complex text structures (single structures as well as multiple organizational text patterns)
- academic and domain-specific vocabulary and concepts on social studies and science topics
- how to extract information from complex informational text
- how to use text evidence to explain and justify an argument in discussion and writing
- how to analyze and critique the effectiveness and quality of an author's writing style, presentation, or argument

- paired use of texts for students to engage in more complex text analyses
- independent reading and writing practice to:
 - relate to increasingly more complex text structures
 - use content-area vocabulary and concepts
 - develop literacy skills with increasingly complex text

The availability and access to texts of various types, topics, and complexity levels are necessary for integrated, interdisciplinary instruction to occur. Consequently, districts and schools will need to consider how to differentiate instruction in order to meet the varied learning needs of high school students so that they can successfully in a variety of complex cognitive tasks. Differentiated opportunities develop student capacities such as:

- general and discipline-specific academic
- high-level comprehension skills
- critical literary analysis skills
- student question generation, inquiry, and research processes on complex topics

To operate such an integrated and interdisciplinary high school literacy program, district and school personnel will need to assess the type, amount, and complexity of the texts locally available for differentiated use in literacy instruction and independent student reading practice. School and classroom inventories will need to include a wide range of diverse texts that support each of the Florida Standards and meet the instructional needs of the students. To provide the type of reading, discussion, and writing opportunities necessary for college-career readiness, these text inventories need to include the following:

- informational texts of numerous types such as exposition, argumentation, persuasive essays, functional documents, procedural texts, speeches, biographies, etc. These informational texts need to contain information on various content-area topics such as history, social studies, and science.
- literary texts of different genres such as historical fiction, mythology, poetry, drama, fantasy, humor, legend, etc.

All information provided in this section should detail how you will meet the reading needs of all student subgroups identified under No Child Left Behind.

- 1 Each district will be given one school user log-in password so that each school may enter their own information into Chart I by using the web-based template. It is recommended that districts create a timeline for school users to enter this information for their school. Districts will be able to review and revise the school based information before submitting Chart I on April 4, 2014. School level users should select all adopted reading instructional materials from the lists provided and add any other materials in the text boxes. Information regarding materials specifically for ESE and ELL students should be listed in the text box labeled 'Other.' **To review and edit all school information for Chart I before submitting, please use the link provided within this section online.**

[Chart I](#)



Comment:

GADSDEN VIRTUAL FRANCHISE - Please enter n/a for this school if no students attend.

- 2 * The goal of a high school reading program is to provide a variety of methods and materials to develop strategies and critical thinking skills in reading. This goal applies to the following students.
1. 1) students with reading performance below grade level: For these students, acceleration is just as important as remediation. **Describe how your district will assure that reading intervention services provide both acceleration and remediation to meet the needs of lo2-performing students and facilitate their college-career readiness by high school graduation.**
 2. 2) students with reading performance on or above grade level: **Describe how your district will assure that the reading development of students performing on or above grade level will continue to progress toward college-career readiness by high school graduation.**

The district will assure that reading intervention services provide both acceleration and remediation to meet the needs of low-performing students through the use of text exemplars, Comprehension Instructional Sequence (CIS) lessons, and Common Core /Florida Standards embedded within their SIRP and CIRP curriculums. During the summer, academic coaches will prepare a School Focus Calendar with text exemplars, CCSS units, and CIS lessons integrated into all content areas. This calendar will show the inclusion of text of varying levels of complexity. It will also provide a framework for all content area teachers. During weekly PLCs, content area teachers will meet to share successes and concerns. This will provide the scaffolded support teachers will need to ensure success in the classroom. Academic coaches will have the flexibility to alter the calendar based on data, classroom walk-throughs, and recommendations from PLCs. Reading coaches and consultants will provide ongoing professional development during and after the school day.

If additional exposure to complex text is needed, the district and/or academic coaches will have the flexibility to make changes to the School Focus Calendar to indicate the addition of more complex text. The School Focus Calendar will be kept on file in the coach's binder. The K-12 Director and the District Reading Specialist will conduct announced and unannounced visits to classrooms and PLCs.

3 *

To effectively use assessment data, districts and schools with carefully crafted protocols are prepared to efficiently differentiate student reading needs and offer an appropriate array of intervention options that meet various individual student learning needs. To develop and utilize these local protocols, districts and schools need to address state legislation that informs local policies.

Section 1003.428, Florida Statutes, requires students in the ninth graded cohort beginning in 2013-2014, who score at Level 1 on FCAT Reading 2.0 to receive interventions services in the following courses:

- an intensive reading course and/or
- a content area reading intervention course that is taught by a content-area teacher who has

participated in content –area reading professional development, such as NGCAR-PD/CAR-PD, that builds teacher capacity to deliver scientifically-based content –area literacy practices that support low-performing students.

Section 1003.428 Florida Statutes, requires students in the ninth grade cohorts for 2011-12, and 2012-13 who score at Level 1 on FCAT Reading 2.0 to complete an intensive reading course. Those students who score at Level 2 must be placed in an intensive reading course or a content area reading intervention course.

A student in the 2011-12 and 2012-13 ninth grade cohort who scores at Level 1 or Level 2 on FCAT 2.0 Reading but who did not score below Level 3 in the previous 3 years may be granted a 1-year exemption from the reading remediation requirement; however, the student must have an approved academic improvement plan already in place, signed by the appropriate school staff and the student's parent, for the year for which the exemption is granted.

Passing scores on FCAT and concordant scores on other assessments may not be used to exempt students from required intervention. Districts may use flexibility to provide intervention to students in grades 11 and 12 who have met the graduation requirement. Courses that may be used to provide reading intervention to 11th and 12th grade students include Reading For College Success, English 4-College Prep, or Intensive Reading. Each of these three courses focus on the goal of providing instruction that enables students to develop and strengthen reading comprehension of complex grade level texts and developing independent cognitive endurance while reading. Other commonalities include a focus on understanding vocabulary in context, analysis of affix meanings in academic terminology, recognizing various rhetorical structures, identifying main idea, inferences, purpose, and tone within texts. While all three courses require the reading of both fiction and nonfiction texts, Reading for College Success provides a specific focus on informational text while English 4 provides a specific focus on literature.

High school students who score at Level 1 or Level 2 on FCAT Reading and who have intervention needs in the areas of foundational reading skills (e.g. decoding, fluency) must have extended time for reading intervention:

- Students two or more years below grade level should receive a double block of time for reading to provide a sufficient amount of the following:
 - remediation in foundational reading skills
 - supportive opportunities to apply these skills
 - acceleration in academic vocabulary development and high-level comprehension of increasingly complex text
- Students less than two years below grade level may receive these services during the school day or before/after school with teacher support.

Teachers of intensive reading courses should be highly qualified to teach reading or should be working toward that status (pursuing the reading endorsement or K-12 reading certification). It is important that the classroom infrastructure (class size, materials, etc.) is adequate to implement the necessary array of reading intervention service options.

These intervention should the following characteristics:

- whole group explicit instruction
- small group differentiated instruction
- independent reading practice monitored by the teacher (applicable to reading intervention course)
- infusion of reading and language arts benchmarks specific to the subject area blocked with the intensive reading course (biology, world history, etc.)
- a focus on informational complex literary and informational texts (exposition argumentation/persuasive, functional/procedural documents, etc.).

Beginning with the 2013-14 ninth grade cohort, students who score at Level 1 who do not have intervention needs in the areas of foundational reading skills (e.g. decoding, fluency) may be served in content area reading intervention classes. Districts may also continue to serve students scoring at Level 2 on FCAT Reading who do not have intervention needs in the areas of foundational reading skills (e.g. decoding fluency). Teachers of these classes must meet one of the following requirements:

- Content Area Reading Professional Development (CAR-PD)
- Next Generation Content Area Reading-Professional Development (NGCAR-PD) package
- Reading Endorsement
- K-12 Reading Certification

Schools must progress monitor students scoring at Level 1 and 2 on FCAT 2.0 Reading a minimum of three times per year in order to appropriately plan for subsequent instruction and ensure student learning progress over time. This progress monitoring should include a Baseline, Midyear, and End of the Year Assessment.

Schools must diagnose specific reading deficiencies of students scoring at Level 1 and Level 2 on FCAT Reading. Although formal diagnostic assessment provide specific information about a student's reading deficiencies, many progress monitoring tools and informal teacher assessments can provide very similar information in a more efficient manner. The only reason to administer a formal diagnostic assessment to any student is to determine the specific deficit at hand so teachers can better inform instruction to meet the needs of students who continue to struggle in reading. The decision to deliver a formal diagnostic assessment should be the result of an in-depth conversation about student instructional and assessment needs by the teacher, reading coach, and reading specialist.

Each identified struggling reader must be given the instruction that best fits his or her needs. Districts must establish criteria beyond FCAT 2.0 Reading for placing students into different levels of intensity for reading intervention classes. It is recommended that districts implement a placement process that includes a variety of considerations with protocols, such as the following:

- Historical assessment data results, including prior FCAT scores:
 - Level 2 students who scored at Level 3 or above during previous school years require instructional support that focuses on accelerating development in academic vocabulary and high-level comprehension, ensuring that student development keeps pace with increases in text complexity that occurs from grade to grade. Further assessment is required to determine whether remediation is needed.
 - Students who have historically scored below Level 3 in numerous past years will

require intervention focused on both remediation and acceleration. Further assessment is required to determine the appropriate proportion of remediation and acceleration for each student,

- **Assessment using grade-level passages:** Administer oral reading and comprehension questions of a grade-level passage:
 - **Independent student oral reading:** For Level 1 or Level 2 students who struggle to read a grade level passage aloud, distinguish the impact that each students' decoding issues have on his or her text comprehension in order to determine remediation needs:
 - Does the student successfully monitor basic comprehension of the grade-level text in spite of some decoding challenges?
 - Does the student struggle to decode the grade-level passage, and does this negatively impact his or her grade-level text understandings?
 - Comprehension questions: Level 1 or Level 2 students who have difficulty accurately answering several basic comprehension questions (e.g., main idea, details, etc.), summarizing the passage, or identifying text evidence that supports the author's claim will require systematic remediation in such skills as text structure, summarization, and comprehension monitoring using explicit instructional strategies such as text-marking/coding.

For the various student profiles referenced above, all will require accelerated instruction in academic vocabulary and high-level comprehension using complex texts to ensure their college-career readiness. Research suggests that fluency is not a strong predictor of a student's ability to comprehend text in middle grades and high school. Therefore, caution is recommended in using fluency data as a primary determinant for placement in reading intervention in the upper grades.

Additional guidelines for determining student placement in reading intervention can be found through using the Just Read, Florida! Student Reading Placement Chart at:

http://info.fldoe.org/justread/educators/Secondary_Reading_Placement_Chart.pdf

End-of-year assessments should be used to determine specific areas of student reading difficulty and reading intervention placement.

Complete an Assessment/Curriculum Decision Tree (Chart J) to demonstrate how assessment data from progress monitoring and other forms of assessment will be used to determine specific interventions for students at each grade level.

The chart must include:

- Name of assessment(s)
- Targeted audience
- Performance benchmark used for decision-making
- Assessment/curriculum connection
- An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided.

* District contacts will create and upload Chart J using the link found within this section online. A sample for Chart G (Assessment/Curriculum Decision Tree) can be found in the

https://app1.fldoe.org/Reading_Plans/. Last year's chart is available at your district's [public view](#)

page. If your district wishes to use this chart it must be uploaded into this year's plan. Please upload the desired file.

✓ Chart J - High School Assessment Curriculum Decision Tree Last Uploaded:4/4/2014 2:58:09 PM

- 4 Describe the reading intervention that your high schools will be providing for 11th and 12th grade students, including both those students who still need to meet the FCAT Reading graduation requirement and those 12th grade students who have met the graduation requirement through the use of concordant scores. Keep in mind that districts have great flexibility in how these juniors and seniors who have met the graduation requirement with a Level 2 score on FCAT Reading are served. These students may be served through reading courses, content area courses without a specific professional development requirement, or reading instruction before or after school.

All 11th and 12th grade students with a Level 1 or Level 2 score on FCAT Reading with issues in decoding or text reading efficiency according to Chart J will be scheduled into an Intensive Reading course using Hampton Brown Edge and other supplemental materials to meet their needs in the area(s) of fluency, vocabulary, and/or comprehension. This program provides a research based framework for whole group instruction and differentiated small group instruction that align with the Florida Sunshine State Standards. Based on Chart J, students will need to meet certain criteria for placement. The goal is to move students as progress is made. This is a key factor in motivating students to work hard, close the gap, and eventually eliminate the need for an intensive class. Each student will have a data folder so that they can progress monitor their data, too.

Students who scored Level 1 on FCAT Reading but have no issues in decoding or text reading efficiency according to Chart J will be scheduled into an ACT Intensive Reading Course in addition to Reading for College Success(one semester course). Students who have met the FCAT Reading graduation requirement through an FCAT Reading score of 1926-2067 (Level 2) or through the use of concordant scores will receive remediation for college readiness in reading. They will be placed in a Reading for College Success (one semester course) or in English 4 College Prep (full year course satisfying the English 4 requirement). Either course will satisfy the FCAT reading intervention requirement.

- 5 * How will the district ensure that high school students in need of decoding and text reading efficiency have sufficient time to receive the intervention services that they need?

The district will ensure extended intervention time is provided for students in need of decoding and text reading efficiency at the high school level through the review of schools' master schedules and regularly scheduled school visits by district personnel. The principal and guidance counselor will monitor the master schedule as well as individual student schedules in the computer to ensure that students are enrolled in the appropriate classes as documented in the District's MIS system.

✓ All Level 1 students will receive extended time during the day based upon instructional needs. The principal will conduct weekly classroom walkthroughs to ensure that students receive on a daily basis: whole group explicit and systematic instruction, small group differentiated instruction,

independent reading practice and increasingly complex literary and informational texts at a ratio matching FCAT 2.0 Item Specifications.

All intensive classes are taught by teachers reading endorsed, reading certified, or working towards that status.

6 * Within the reading program, how will students be provided with access to authentic literary and informational texts representing a range of levels, interests, genres, cultures, and topics – including science and social studies content -- to develop independent reading capacity? Include the following information:

- how daily independent reading, monitored by the teacher, will be incorporated into all reading classrooms;
- how classroom libraries will be utilized;
- the process for leveling books; and
- the process for matching students with the appropriate level of text.

In classrooms where Hampton Brown Edge is being implemented, the accompanying classroom libraries will be utilized. These classroom libraries will provide student access to authentic fiction and non-fiction texts and represent a range of levels, interests, genres, and cultures. In classrooms that are not using Hampton Brown Edge, teachers will work with the reading coach, media specialist, and administrator to establish classroom libraries. In order to address the range of levels, interests, genres, and cultures, additional classroom libraries fictional and non-fictional titles are being placed in all Intensive Reading classes, Language Arts classes, and content area classes.

a) Observational notes, conference notes, or student portfolios/reading journals will be used by the teacher to monitor and assess student progress in developing comprehension and fluency as well as an appreciation for authentic literature. Additionally, targeted professional development for all teachers in literacy development, particular emphasis on integrating authentic literature into instruction, will help to effectively promote independent reading practice.

b) Teachers will be encouraged to maintain classroom libraries containing fiction and nonfiction materials at a range of levels appropriate for the students. The libraries will enhance and enrich reading instruction by offering students a variety of open-ended tasks to support reading instruction and may include print resources such as relevant leveled readers, journals, newspapers, magazines, and novels to promote mastery of comprehension and fluency. The libraries will also support students' opportunities for reading independently or participating in a guided reading group.

c) All text and authentic literature will be leveled using the lexile scale and/or Accelerated Reader zones.

d) Lexile levels and Accelerated Reader levels will be used to determine the level of text that will be used by the students. Once the level of required instruction is determined, teachers will utilize the appropriate level of text for read-alouds, independent reading, small group and whole group instruction in an effort to expose students to various forms of literature and to engage them in

authentic purposeful reading.

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

Gadsden will adopt a core ELA program for middle and high school students during the summer. Strategies for analyzing media literacy is already integrated in all of the programs being considered for adoption. After the adoption, the district will provide professional development on analyzing media literacy including the use of various mediums. This PD will be presented by trained consultants from the ELA company along with the reading coaches. If possible during the summer, selected teachers and reading coaches will attend professional development on analyzing media literacy. This group will gain the knowledge needed to support other teachers at the various school sites. This will be a starting point for the district.

In addition, students will have ample opportunities in all content area classrooms, with any given text, to complete performance task(s). The performance task will require students to further analyze the text under investigation and to synthesize ideas about these analyses. Students will work in small groups or pairs to conduct short sustained research projects using technology, including the internet, to complete a performance task that demonstrates an understanding of the text. While gathering relevant information, students will use multiple print and digital sources to answer research questions drawing evidence from informational text to support analysis, reflection, and research. They will be expected to present their findings using a variety of mediums.

Throughout the school year, teachers will meet in grade group/PLCs to talk about strategies learned and the success or failure in the classroom. Teachers will also continue to receive professional development throughout the school year to ensure success in all classrooms. The reading coach will maintain documentation of all meetings/trainings in the coach's coaching binder.

Comment:

How do you anticipate students will analyze this "text"? In small/whole group discussion? In writing?

8 * Students' college-career readiness is dependent upon high quality learning opportunities in content-area and elective classrooms. How will all content area and elective teachers (a) teach students to think as they read in subject area classrooms and (b) extend and build text-based discussions in order to deepen content-area understandings? Describe how teachers are implementing text based content area instruction in:

- English/Language Arts
- History/Social Studies
- Science
- Technical Subjects

Reading is an essential component that extends across the curriculum. All content area and elective

teachers will incorporate reading and literacy instruction into subject areas to extend and build discussions of text beyond minimal understanding. Reading, Language Arts, content area and elective teachers will strive to increase literacy across the curriculum for all students by using effective strategies provided by the reading coach. During the summer, some content area teachers will acquire NGCAR-PD and will deliver content area reading to Level 2 students in their classrooms. They will begin to use high quality text dependent questions and task strategies learned through the training.

The ability for students to read high quality text closely and gain knowledge from text is a top priority because:

A. A significant percentage of questions/tasks will be text dependent. Aligned curriculum materials will include rigorous text dependent questions that require students to demonstrate that they are able to follow the details of what is explicitly stated but also are able to make valid claims that square with all the evidence in the text. Text dependent questions will only be answered by careful scrutiny of the text, and specifically by referring to evidence from the text itself to support the response.

B. Questions and tasks will require the use of textual evidence, including supporting logical inferences from the text. Students will be required to become more adept at drawing evidence from the text and explain that evidence orally and in writing. Aligned curriculum materials will include explicit models of high quality evidence-based answers to questions—samples of proficient student responses—about specific texts from each grade. Questions will require students to demonstrate that they follow the details of what is explicitly stated and are able to make non-trivial inferences beyond what is explicitly stated in the text to what logically follows from the evidence in the text. Evidence will play a similarly crucial role in student writing, speaking and listening; an increasing command of evidence in texts is essential to making progress in reading as well as the other literacy strands.

C. Questions and tasks require careful comprehension of the text before asking for further connections, evaluation, or interpretation. Students will need to demonstrate a careful understanding of what they read before engaging their opinions, appraisals, or interpretations. Aligned instruction should therefore require students to demonstrate that they have followed the details and logic of an author's argument before they are asked to evaluate the thesis or compare the thesis to others. When engaging in critique, instruction should require students to return to the text to check the quality and accuracy of their evaluations and interpretations. Students can and should make connections between texts, but this activity must not supersede the close examination of each specific text.

D. Rather than emphasizing more general strategies and questions, text specific questions and tasks that reinforce focus on the text and cultivate independence will be used. Recommended reading strategies as well as broader questions and themes will be embedded in the actual reading of the text rather than being taught as a separate body of material. A significant portion of the time spent with each text will provide opportunities for student independent work within and outside of class analyzing the text.

Lastly, all content-area teachers will be encouraged to set up a literacy-rich classroom, through the use of classroom libraries, periodicals, a variety of appropriate texts, and word walls. All vocabulary used on the word walls will mirror the instruction for that subject area. Content area and elective teachers will incorporate reading and literacy instruction to assist students with achieving academic

progress across the curriculum through reading and literacy.

9 * Explain how the school will address writing from sources as a means to strengthen and deepen text comprehension, increase domain-specific knowledge, and provide meaningful writing opportunities.

- How will writing from sources be supported in reading intervention courses to accelerate student literacy development? Describe how students will have consistent access to appropriate texts for researching and synthesizing information?
- How will writing from sources be incorporated across the curriculum in content-area courses? Describe how content-area courses will provide frequent opportunities for students to engage in short research projects to research and write on various content-area topics?

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All activities will be documented in lesson plans. School administrators and reading coaches will review lesson plans and conduct classroom walk-throughs to ensure the alignment of reading and writing across the curriculum in all classrooms to deepen comprehension. Ongoing professional development that will address all areas of writing and how it applies to all curricular areas will be provided by the reading coach or consultant.

10 * What supportive reading opportunities will be provided before school, after school, and during summer school, including mentoring and tutoring activities? Include criteria for student eligibility and how these opportunities are linked to reading instruction provided during the school day.

The before, after, and summer school reading activities that will be utilized in Gadsden includes mentoring and tutoring activities. More specifically, school will use district-approved supplementary core and/or non core reading materials provided by the reading coaches to assist with offering effective tutoring, mentoring, and/or enrichment programs before, after, and beyond the school day. Throughout the district, 21st Century After-school and Summer School Tutorials and/or Supplemental Educational Services' tutorials are held at several sites during the school year and throughout the summer. Students are prioritized based on FCAT data with students scoring Level 1 having top priority.

Eligibility for before, after, and summer school will be determined by, but not limited to, the most recent FCAT data wherein the students scoring at the lowest levels will have first priority. Results of teacher administered reading assessments and benchmark assessments along with their observations may be used to recommend students for participation. To ensure that activities are linked to reading instruction provided during the day, teachers will communicate and collaborate with program leaders/instructors so that instructional models and practices are seamlessly continued into the

extended school day. Intensive instruction in extended day sessions is to be aligned with the CIM recommended focus calendars and will target tier 2 and tier 3 remediation in identified areas.

- 11.1 * Which assessments are administered to determine reading intervention placement for the following student populations:

Non-English speaking ELL students

✓ The district coordinator for ELL administers the IDEA Aural-Oral assessment to all students who answer yes on the home language survey to any of the following questions: Is there a language other than English spoken in the home, does the student speak a language other than English, and was the student's first language something other than English? If the test results indicate that the student is non-English speaking or limited English speaking, the student is placed in a developmental Language Arts class.

- 11.2 Severe speech/auditory impaired

✓ Students with severe speech/auditory impairments are administered the same assessments as "regular education students."

- 11.3 Students with severe visual impairments?

✓ Students with severe visual impairments are administered the same assessments as "regular education students" along with the assistance of ocular instruction.

- 11.4 Grades 9 and above transfer students who do not have any FCAT 2.0 Reading score and/or other standardized reading scores. NOTE: If no scores are available, an appropriate assessment should be administered to determine the overall reading ability of the student and to identify appropriate placement.

The teacher and/or reading coach will administer the Florida Assessment for Instruction in Reading (FAIR) and work together to determine appropriate placement based on these scores.

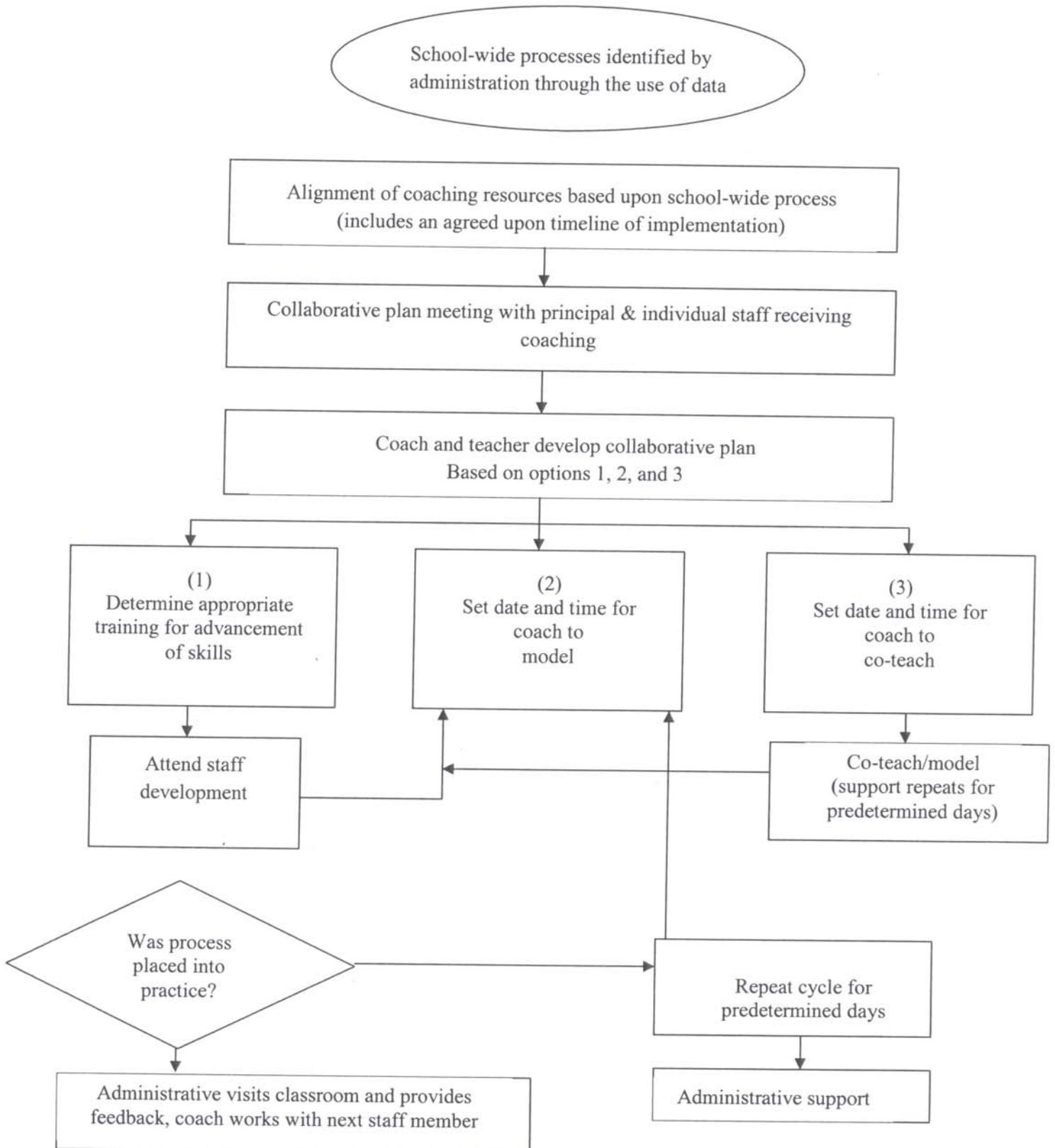
✓ Also, teachers will have the option of using the diagnostic data from Achieve 3000. This powerful piece from Achieve 3000 will provide teachers with real-time diagnostic data on students' performance. The Level Set on-line tool can be used to assess students' non-fiction reading comprehension (lexile) levels when needed.

Lastly, teachers have the option of using the placement test from Hampton Brown Edge.

**Data Driven
Reading Coach Process Chart**

Gadsden District Data Driven Reading Coach Process Chart

Data Driven Coaching A Process for Teaching Coaching to Increase Student Achievement



Professional Development

Back to Form
Wednesday, July 16, 2014 1:11 PM
District : Gadsden
Professional Development in Reading

Chart is Identical to Previous Approved Version New or Revised Chart

Chart A: Grade Level

- Elementary School
- Middle School
- High School

Name of Professional Development:

NGCAR-PD Bundle

Information about the delivery model:

Who will provide the professional development?

Florida Department of Education and Gadsden Reading Coaches

Who is the targeted audience for the professional development?

Content Area Teachers

How will the professional development be delivered?

Face-to-Face

What is the length of the professional development?

90 hours

Professional Development in Assessment and the Five Components of Reading

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other
- Other
- Other

Evidence of Scientific Basis

- Just Read, Florida! Developed or Approved
(Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study
- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First
- Other
- Other
- Other

Follow-up provided by:

- Reading Coach

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.

Mentor Teacher

Principal

Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observation, and by evaluating instructional plans.

Assistant Principal

Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.

District Staff

District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment.

Publisher

Contracted Follow-up

FLaRE Coordinator

Reading First PD Coordinator

Other

A representative from the Florida Department of Education will provide site-based follow-up as requested.

Other

Other

Back to Form
Wednesday, July 16, 2014 1:11 PM
District : Gadsden
Professional Development in Reading

Chart is Identical to Previous Approved Version New or Revised Chart

Chart A: Grade Level

- Elementary School
- Middle School
- High School

Name of Professional Development:

Overview of District K-12 Comprehensive Reading Plan Update

Information about the delivery model:

Who will provide the professional development?

The District Reading Contact and Gadsden Reading Coaches

Who is the targeted audience for the professional development?

K-5th grade teachers of reading, ESE/ESOL teachers, and secondary teachers of reading and English

How will the professional development be delivered?

Face-to-Face Workshops

What is the length of the professional development?

One hour minimum per session

Professional Development in Assessment and the Five Components of Reading

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other

Increasing and/or solidifying program knowledge to ensure implementing the instructional program with fidelity.

Other

Other

Evidence of Scientific Basis

- Just Read, Florida! Developed or Approved
(Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study

Report of the National Reading Panel

Preventing Reading Difficulties in Young Children

University of Oregon (DIBELS)

USDOE Developed ~ Put Reading First

Other

Other

Other

Follow-up provided by:

Reading Coach

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.

Mentor Teacher

Principal

Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observation, and by evaluating instructional plans.

Assistant Principal

Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.

District Staff

District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment.

Publisher

Contracted Follow-up

FLaRE Coordinator

Reading First PD Coordinator

Other

Other

Other

Wednesday, July 16, 2014 1:19 PM

District : Gadsden

Professional Development in Reading

Chart is Identical to Previous Approved Version New or Revised Chart

Chart A: Grade Level

- Elementary School
- Middle School
- High School

Name of Professional Development:

Florida Assessment for Instruction in Reading (FAIR) Training for Elementary Reading Teachers (K-5)

Information about the delivery model:

Who will provide the professional development?

Teachers that have been trained as master trainers in FAIR

Who is the targeted audience for the professional development?

All elementary reading teachers that will be administering the FAIR assessment

How will the professional development be delivered?

Face-to-face

What is the length of the professional development?

K and 1st Grade - 12.5 hours (spread out over a period of time) How to administer assessment - 6 hours; K-2 Data Entry - 1 1/2 hours; K-2 Electronic Scoring Tool - 1 hour; K-2 Instructional Implications - 4 hours 2nd Grade - 10.5 hours (spread out over a period of time) How to administer assessment - 4 hours; K-2 Data Entry - 1 1/2 hours; K-2 Electronic Scoring Tool - 1 hour; K-2 Instructional Implications - 4 hours 3rd-5th Grade - 5.5 hours (spread out over a period of time) How to administer assessment - 1 1/2 hours; 3-12 Web-Based Assessment Module (WAM) - 1 hour; 3-5 Instructional Implications - 3 hours

Professional Development in Assessment and the Five Components of Reading

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other
- Other
- Other

Evidence of Scientific Basis

- Just Read, Florida! Developed or Approved (Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study
- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First
- Other
- Other

Other

Follow-up provided by:

Reading Coach

The reading coach will follow up by assisting teachers in the proper implementation of administering the FAIR assessment.

Mentor Teacher

The master trainer will follow up by assisting teachers in the proper implementation of administering the FAIR assessment.

Principal

Principal will conduct frequent Classroom Walk-throughs to observe proper administration of the FAIR assessment.

Assistant Principal

Assistant Principal will follow up by assisting teachers in the proper implementation of administering the FAIR assessment.

District Staff

District staff will conduct walk-throughs to observe proper administration of the FAIR assessment.

Publisher

Contracted Follow-up

FLaRE Coordinator

Reading First PD Coordinator

Other

Other

Other

Wednesday, July 16, 2014 1:19 PM

District : Gadsden

Professional Development in Reading

Chart is Identical to Previous Approved Version New or Revised Chart

Chart A: Grade Level

- Elementary School
- Middle School
- High School

Name of Professional Development:

Florida Assessment for Instruction in Reading (FAIR) Training for Secondary Teachers (6-12)

Information about the delivery model:

Who will provide the professional development?

Teachers that have been trained as master trainers in FAIR

Who is the targeted audience for the professional development?

All secondary reading, intensive reading and content area teachers that will be administering the FAIR assessment

How will the professional development be delivered?

Face-to-face

What is the length of the professional development?

5 hours for reading/intervention teachers and 3.5 hours for content area teachers (spread out over a period of time)
Reading/Intervention Teachers - How to administer assessment - 1 1/2 hours; 3-12 Web-Based Assessment Module (WAM) - 1 hour; 6-12 Instructional Implications - 2 1/2 hours
Content Area Teachers - How to administer - 1 1/2 hours; 3-12 Web-Based Assessment Module (WAM) - 1 hour; 6-12 Instructional Implications - 1 hour

Professional Development in Assessment and the Five Components of Reading

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment

Other

Other

Other

Evidence of Scientific Basis

- Just Read, Florida! Developed or Approved
(Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study

- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First
- Other

Other

Other

Follow-up provided by:

Reading Coach

The reading coach will follow up by assisting teachers in the proper implementation of administering the FAIR assessment.

Mentor Teacher

The master trainer will follow up by assisting teachers in the proper implementation of administering the FAIR assessment.

Principal

Principal will conduct frequent Classroom Walk-throughs to observe proper administration of the FAIR assessment.

Assistant Principal

Assistant Principal will follow up by assisting teachers in the proper implementation of administering the FAIR assessment.

District Staff

District staff will conduct walk-throughs to observe proper administration of the FAIR assessment.

Publisher

Contracted Follow-up

FLaRE Coordinator

Reading First PD Coordinator

Other

Other

Other

Back to Form
Wednesday, July 16, 2014 1:12 PM
District : Gadsden
Professional Development in Reading

Chart is Identical to Previous Approved Version New or Revised Chart

Chart A: Grade Level

- Elementary School
- Middle School
- High School

Name of Professional Development:

K-5 Screening/Diagnostic Assessment and Data Analysis (i.e. Florida Assessment for Instruction in Reading)

Information about the delivery model:

Who will provide the professional development?

Trained Facilitators

Who is the targeted audience for the professional development?

K-5th grade reading teachers, secondary reading and English teachers, ESE/ESOL teachers, elementary and secondary administrators, elementary and secondary reading coaches, Reading Assessment Teams, and Reading Leadership Teams

How will the professional development be delivered?

Face-to-Face Workshop(s)

What is the length of the professional development?

Four days

Professional Development in Assessment and the Five Components of Reading

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other

Learn how to administer and/or interpret results from the Florida Assessments for Instruction in Reading and to make data-driven decisions that guide instruction in reading.

Other

Other

Evidence of Scientific Basis

- Just Read, Florida! Developed or Approved
(Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study

Report of the National Reading Panel

Preventing Reading Difficulties in Young Children

University of Oregon (DIBELS)

USDOE Developed ~ Put Reading First

Other

Other

Other

Follow-up provided by:

Reading Coach

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.

Mentor Teacher

Principal

Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observation, and by evaluating instructional plans.

Assistant Principal

Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.

District Staff

District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment.

Publisher

Contracted Follow-up

FLaRE Coordinator

Reading First PD Coordinator

Other

Other

Other

Wednesday, July 16, 2014 1:16 PM

District : Gadsden

Professional Development in Reading

Chart is Identical to Previous Approved Version New or Revised Chart

Chart A: Grade Level

Elementary School

Middle School

High School

Name of Professional Development:

Journeys Common Core Reading Program (K - 6)

Information about the delivery model:

Who will provide the professional development?

Houghton Mifflin Harcourt Trained Consultants, Reading Coaches and District Reading Specialists

Who is the targeted audience for the professional development?

K - 6th grade teachers of reading, ESE/ESOL teachers, elementary and middle school administrators, and reading coaches

How will the professional development be delivered?

Face-to-Face Workshop(s) or via online with Classroom Connect (On-Demand eLearning)

What is the length of the professional development?

One-half day minimum per session

Professional Development in Assessment and the Five Components of Reading

Phonemic Awareness

Phonics/Words Analysis

Fluency

Vocabulary

Comprehension

Assessment

Other

Reading Toolkit (Intensive Intervention for below-level students)

Other

Other

Evidence of Scientific Basis

Just Read, Florida! Developed or Approved

(Including FLARE, Reading First PD, NEFEC, FCRR)

DOE Developed

Favorable Review by FCRR

Name of Researcher or Name of Scientific Study

Report of the National Reading Panel

Preventing Reading Difficulties in Young Children

University of Oregon (DIBELS)

USDOE Developed ~ Put Reading First

Other

Other

Other

Follow-up provided by:

Reading Coach

Reading Coach will follow up by assisting teachers and/or modelling effective techniques at the school level.

Mentor Teacher

Principal

Principal will follow up by conducting frequent classroom walk-throughs for formal and/or informal observation.

Assistant Principal

Assistant principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.

District Staff

District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective literacy environment.

Publisher

Publisher will follow up by assigning highly trained consultants to provide guidance and support with program implementation.

Contracted Follow-up

FLaRE Coordinator

Reading First PD Coordinator

Other

Other

Other

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District : Gadsden

Professional Development in Reading

Chart is Identical to Previous Approved Version New or Revised Chart

Chart A: Grade Level

Elementary School

Middle School

High School

Name of Professional Development:

Text Complexity

Information about the delivery model:

Who will provide the professional development?

DOE, Reading Coaches

Who is the targeted audience for the professional development?

K-12 Teachers, Administrators, Reading Coaches

How will the professional development be delivered?

Face-to-face, workshops

What is the length of the professional development?

All day

Professional Development in Assessment and the Five Components of Reading

Phonemic Awareness

Phonics/Words Analysis

Fluency

Vocabulary

Comprehension

Assessment

Other

Other

Other

Evidence of Scientific Basis

Just Read, Florida! Developed or Approved

(Including FLARE, Reading First PD, NEFEC, FCRR)

DOE Developed

Favorable Review by FCRR

Name of Researcher or Name of Scientific Study

Report of the National Reading Panel

Preventing Reading Difficulties in Young Children

University of Oregon (DIBELS)

USDOE Developed ~ Put Reading First

Other

Other

Other

Follow-up provided by:

Reading Coach

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.

Mentor Teacher

Principal

Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observations, and by evaluating instructional plans.

Assistant Principal

Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.

District Staff

District staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment.

Publisher

Contracted Follow-up

FLaRE Coordinator

Reading First PD Coordinator

Other

Other

Other

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District : Gadsden
Professional Development in Reading

Chart is Identical to Previous Approved Version New or Revised Chart

Chart A: Grade Level

- Elementary School
- Middle School
- High School

Name of Professional Development:

Competency 1 - District Approved College Course

Information about the delivery model:

Who will provide the professional development?

College Instructor

Who is the targeted audience for the professional development?

K-12 teachers seeking the reading endorsement

How will the professional development be delivered?

Face-to-face or on-line

What is the length of the professional development?

3 semester hours

Professional Development in Assessment and the Five Components of Reading

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other
- Other
- Other

Evidence of Scientific Basis

- Just Read, Florida! Developed or Approved
(Including FLaRE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study
- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First
- Other
- Other
- Other

Follow-up provided by:

- Reading Coach

Mentor Teacher

Principal

Assistant Principal

District Staff

District staff will review official transcript to assure competency content and specific indicators have been met.

Publisher

Contracted Follow-up

FLaRE Coordinator

Reading First PD Coordinator

Other

Other

Other

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Professional Development in Reading

Chart is Identical to Previous Approved Version New or Revised Chart

Chart A: Grade Level

Elementary School

Middle School

High School

Name of Professional Development:

Competency 2 - District Approved College Course

Information about the delivery model:

Who will provide the professional development?

College instructor

Who is the targeted audience for the professional development?

K-12 teachers seeking the reading endorsement

How will the professional development be delivered?

Face-to-face or on-line

What is the length of the professional development?

3 semester hours

Professional Development in Assessment and the Five Components of Reading

Phonemic Awareness

Phonics/Words Analysis

Fluency

Vocabulary

Comprehension

Assessment

Other

Other

Other

Evidence of Scientific Basis

Just Read, Florida! Developed or Approved
(Including FLARE, Reading First PD, NEFEC, FCRR)

DOE Developed

Favorable Review by FCRR

Name of Researcher or Name of Scientific Study

Report of the National Reading Panel

Preventing Reading Difficulties in Young Children

University of Oregon (DIBELS)

USDOE Developed ~ Put Reading First

Other

Other

Other

Follow-up provided by:

Reading Coach

Mentor Teacher

Principal

Assistant Principal

District Staff

District staff will review official transcript to assure competency content and specific indicators have been met.

Publisher

Contracted Follow-up

FLaRE Coordinator

Reading First PD Coordinator

Other

Other

Other

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Professional Development in Reading

Chart is Identical to Previous Approved Version New or Revised Chart

Chart A: Grade Level

- Elementary School
- Middle School
- High School

Name of Professional Development:

Competency 3 - District Approved College Course

Information about the delivery model:

Who will provide the professional development?

College Instructor

Who is the targeted audience for the professional development?

K-12 teachers seeking the reading endorsement

How will the professional development be delivered?

Face-to-face or on-line

What is the length of the professional development?

3 semester hours

Professional Development in Assessment and the Five Components of Reading

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other
- Other
- Other

Evidence of Scientific Basis

- Just Read, Florida! Developed or Approved
(Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study
- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First
- Other
- Other
- Other

Follow-up provided by:

- Reading Coach

Mentor Teacher

Principal

Assistant Principal

District Staff

District staff will review official transcript to assure competency content and specific indicators have been met.

Publisher

Contracted Follow-up

FLaRE Coordinator

Reading First PD Coordinator

Other

Other

Other

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Professional Development in Reading

Chart is Identical to Previous Approved Version New or Revised Chart

Chart A: Grade Level

- Elementary School
- Middle School
- High School

Name of Professional Development:

Competency 4 - District Approved College Course

Information about the delivery model:

Who will provide the professional development?

College Instructor

Who is the targeted audience for the professional development?

K-12 teachers seeking the reading endorsement

How will the professional development be delivered?

Face-to-face or online

What is the length of the professional development?

3 semester hours

Professional Development in Assessment and the Five Components of Reading

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment

Other

Other

Other

Evidence of Scientific Basis

- Just Read, Florida! Developed or Approved
(Including FLare, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study

Report of the National Reading Panel

Preventing Reading Difficulties in Young Children

University of Oregon (DIBELS)

USDOE Developed ~ Put Reading First

Other

Other

Other

Follow-up provided by:

Reading Coach

Mentor Teacher

Principal

Assistant Principal

District Staff

District staff will review official transcript to assure competency content and specific indicators have been met.

Publisher

Contracted Follow-up

FLaRE Coordinator

Reading First PD Coordinator

Other

Other

Other

Back to Form
Wednesday, July 16, 2014 1:19 PM
District : Gadsden
Professional Development in Reading

Chart is Identical to Previous Approved Version New or Revised Chart

Chart A: Grade Level

- Elementary School
- Middle School
- High School

Name of Professional Development:

Comprehension Instructional Sequence (CIS)

Information about the delivery model:

Who will provide the professional development?

DOE personnel, Consultant(s), Reading Coaches

Who is the targeted audience for the professional development?

K-12 Teachers, Administrators, Reading Coaches

How will the professional development be delivered?

Face-to-face

What is the length of the professional development?

All day

Professional Development in Assessment and the Five Components of Reading

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other
- Other
- Other

Evidence of Scientific Basis

- Just Read, Florida! Developed or Approved
(Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study
- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First
- Other
- Other
- Other

Follow-up provided by:

- Reading Coach

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.
<input type="checkbox"/> Mentor Teacher
<input checked="" type="checkbox"/> Principal
Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observations, and by evaluating instructional plans.
<input checked="" type="checkbox"/> Assistant Principal
Assistant Principal will follow up by assisting teachers in planning, sequencing and/or maximizing instructional delivery models.
<input checked="" type="checkbox"/> District Staff
District staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment.
<input type="checkbox"/> Publisher
<input type="checkbox"/> Contracted Follow-up
<input type="checkbox"/> FLaRE Coordinator
<input type="checkbox"/> Reading First PD Coordinator
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<input type="checkbox"/> Other

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District : Gadsden
Professional Development in Reading

Chart is Identical to Previous Approved Version New or Revised Chart

Chart A: Grade Level

- Elementary School
- Middle School
- High School

Name of Professional Development:

Print Rich Environment/Word Walls

Information about the delivery model:

Who will provide the professional development?

Gadsden Reading Coaches

Who is the targeted audience for the professional development?

K-5th grade teachers of reading, ESE/ESOL teachers, middle and high school reading teachers

How will the professional development be delivered?

Face-to-Face Workshop(s)

What is the length of the professional development?

One hour minimum per session

Professional Development in Assessment and the Five Components of Reading

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other

Learn how to set up print rich environment and to integrate using the word walls throughout the day to enhance reading instruction.

Other

Other

Evidence of Scientific Basis

Just Read, Florida! Developed or Approved
(Including FLARE, Reading First PD, NEFEC, FCRR)

DOE Developed

Favorable Review by FCRR

Name of Researcher or Name of Scientific Study

Report of the National Reading Panel

Preventing Reading Difficulties in Young Children

University of Oregon (DIBELS)

USDOE Developed ~ Put Reading First

Other

Other

Other

Follow-up provided by:

Reading Coach

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.

Mentor Teacher

Principal

Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observation, and by evaluating instructional plans.

Assistant Principal

Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.

District Staff

District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment.

Publisher

Contracted Follow-up

FLARE Coordinator

Reading First PD Coordinator

Other

Other

Other

Elementary School
Student Achievement & Instruction
Charts

Chart C

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Wednesday, July 16, 2014 1:23 PM

CHART C: ELEMENTARY INSTRUCTIONAL MATERIALS INFORMATION

District Name: GADSDEN: 1415

School Name	CCRP	CIRP/SIRP/Ed Tech	Reading Instruction Minutes Per Day	Assessments (K-2):	Assessments (3-5):	Immediate Intensive Intervention Minutes Per Day	Immediate Intensive Intervention Days Per Week	Group Size Cap for Immediate Intensive Intervention
CARTER PARRAMORE ACADEMY 0231	Houghton Mifflin Harcourt Florida Journeys Common Core-5,6 <u>Other:</u>	<u>Other:</u> Kaleidscope (4-6) READ 180 (6)	K : 0 1 : 0 2 : 0 3 : 0 4 : 30 5 : 30 6 : 0	Screening NA Progress monitoring reported NA Diagnostic NA Outcome NA Other The school does not contain students in grades K-2.	Screening Florida Assessments for Instruction in Reading Progress monitoring reported Florida Assessments for Instruction in Reading Diagnostic Florida Assessments for Instruction in Reading Outcome Florida Assessments for Instruction in Reading Other Progress Monitoring: Journeys - FL Benchmark and Unit Tests (3-5) District Assessment (3-5) Outcome Measures: FCAT SSS (4-5)	K : 0 1 : 0 2 : 0 3 : 0 4 : 30 5 : 30 6 : 0	K : 0 1 : 0 2 : 0 3 : 0 4 : 5 5 : 5 6 : 0	K : 0 1 : 0 2 : 0 3 : 0 4 : 8 5 : 8 6 : 0
CHATTAHOOCHEE	Houghton Mifflin Harcourt Florida Journeys Common Core-K,1,2,3,4,5,6 <u>Other:</u>	SRA Early Interventions in Reading-K,1,2,3 <u>Other:</u> Phonemic Awareness (K-K,1,2,3,4,5,6) Early Reading Tutor (K-3) Kaleidoscope (2-5)	K : 30 1 : 30 2 : 30	Screening Florida Assessments for Instruction in Reading Progress monitoring reported Florida Assessments for Instruction in Reading Diagnostic	Screening Florida Assessments for Instruction in Reading Progress monitoring reported Florida Assessments for Instruction in Reading Diagnostic	K : 30 1 : 30 2 : 30	K : 5 1 : 5 2 : 5	K : 8 1 : 8 2 : 8

0151		SuccessMaker (K-5)	3 :90 4 :90 5 :90 6 :90	Florida Assessments for Instruction in Reading Outcome Florida Assessments for Instruction in Reading Other Screening: FLKRS (Kdg), Early STAR Literacy (K-1), STAR (2-5) Progress Monitoring: Journeys - FL Benchmark and Unit Tests (K- 2)	Florida Assessments for Instruction in Reading Outcome Florida Assessments for Instruction in Reading Other Progress Monitoring: Journeys - FL Benchmark and Unit Tests (3-5) FCIM Assessments (3-5) District Assessments Outcome Measure: FCAT NGSSS (3-5)	3 :30 4 :30 5 :30 6 :30	3 :5 4 :5 5 :5 6 :5	3 :8 4 :8 5 :8 6 :8
GADSDEN CENTRAL ACADEMY 9106	Other: Opt Out	Other: Opt Out	K :0 1 :0 2 :0 3 :0 4 :0 5 :0 6 :0	Screening Opt Out Progress monitoring reported Opt Out Diagnostic Opt Out Outcome Opt Out Other Opt Out	Screening Opt Out Progress monitoring reported Opt Out Diagnostic Opt Out Outcome Opt Out Other Opt Out	K :0 1 :0 2 :0 3 :0 4 :0 5 :0 6 :0	K :0 1 :0 2 :0 3 :0 4 :0 5 :0 6 :0	K :0 1 :0 2 :0 3 :0 4 :0 5 :0 6 :0
	Houghton Mifflin Harcourt Florida Journeys Common Core-	SRA Early Interventions in Reading- K,1,2,3 Other: Kaleidoscope (2-5)	K :90	Screening Florida Assessments for Instruction in Reading Progress monitoring reported Florida Assessments for Instruction in Reading	Screening Florida Assessments for Instruction in Reading Progress monitoring reported Florida Assessments for Instruction in Reading	K :30	K :5	K :5

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GADSDEN MAGNET 0101	K,1,2,3,4,5,6 Other:	SuccessMaker (K-5)	1 :90 2 :90 3 :90 4 :90 5 :90 6 :90	Diagnostic Florida Assessments for Instruction in Reading Outcome Florida Assessments for Instruction in Reading Other Screening; FLKRS (K) Progress Monitoring: FL Benchmark and Unit Tests (K-2) District Assessment (K-2) Diagnostic: FLKRS (K)	Diagnostic Florida Assessments for Instruction in Reading Outcome Florida Assessments for Instruction in Reading Other Progress Monitoring: Journeys - FL Benchmark and Unit Tests (3-5) District Assessment (3-5) Outcome Measures: FCAT SSS (3-6)	1 :30 2 :30 3 :30 4 :30 5 :30 6 :30	1 :5 2 :5 3 :5 4 :5 5 :5 6 :5	1 :5 2 :5 3 :5 4 :5 5 :5 6 :5
GADSDEN VIRTUAL FRANCHISE 7004	Other: N/A	Other: N/A	K :0 1 :0 2 :0 3 :0 4 :0 5 :0 6 :0	Screening N/A Progress monitoring reported N/A Diagnostic N/A Outcome N/A Other N/A	Screening N/A Progress monitoring reported N/A Diagnostic N/A Outcome N/A Other N/A	K :0 1 :0 2 :0 3 :0 4 :0 5 :0 6 :0	K :0 1 :0 2 :0 3 :0 4 :0 5 :0 6 :0	K :0 1 :0 2 :0 3 :0 4 :0 5 :0 6 :0
	Other: Glencoe:6 Scott	Other: K-2: Skills for Success,		Screening	Screening			

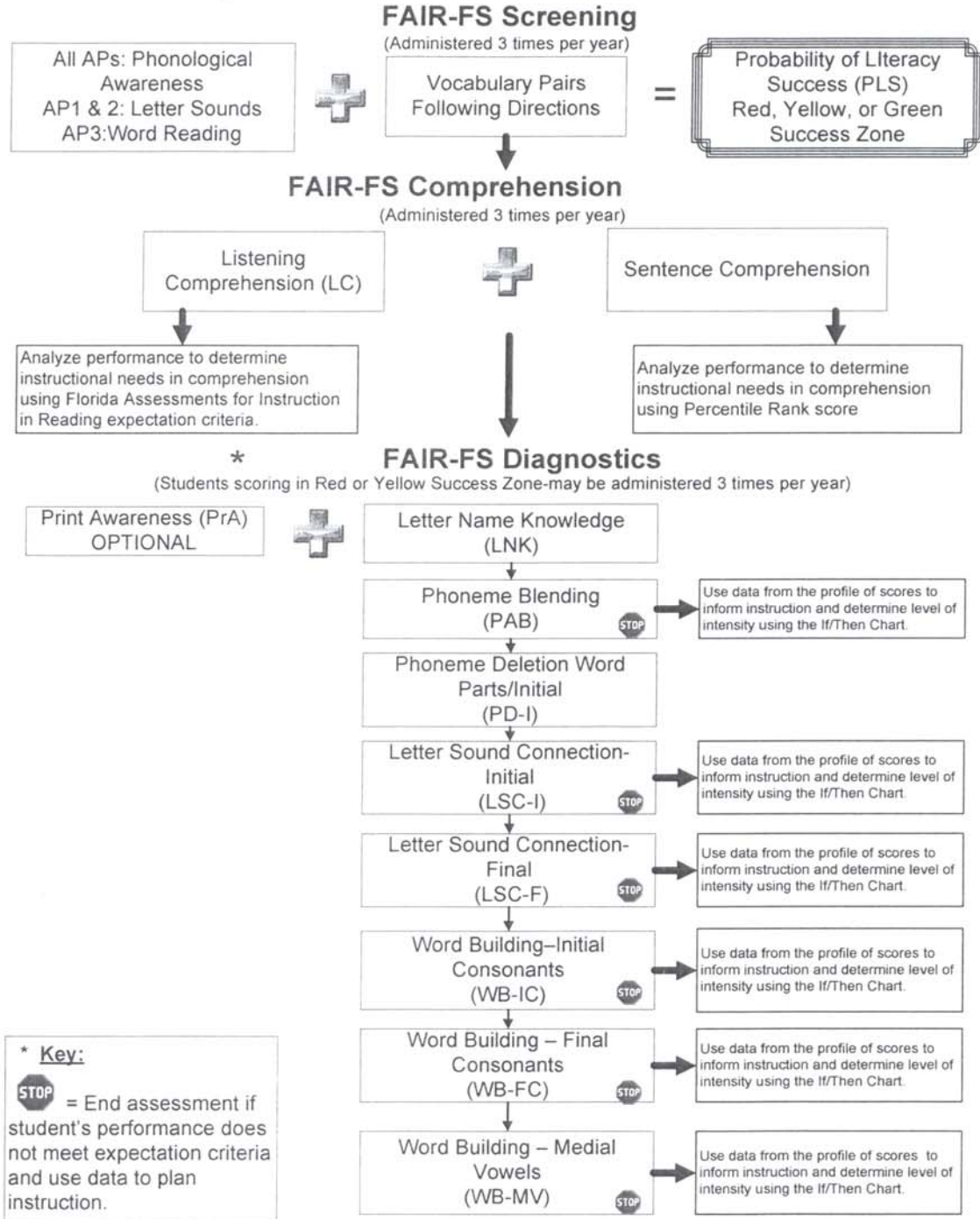
<p>GADSDEN VIRTUAL INSTRUCTION PROGRAM 7001</p>	<p>Foresman Reading Street- K,1,2,3,4,5</p>	<p>HeadSprout, Skills Tutor, Raz-Kids, Hooked on Phonics, Compass Learning, Reading A-Z 3-6:Skills for Success, HeadSprout, Skills Tutor, Raz-Kids, Hooked on Phonics (3-4 only), Reading A to Z, Book Club, Talented Literature Study (Junior Great Books), PACE Grades 3-6</p>	<p>See "Other"</p> <p>Progress monitoring reported See "Other"</p> <p>Diagnostic See "Other"</p> <p>Outcome See "Other"</p> <p>Other Screening, Progress monitoring and Diagnostic assessments are determined and carried out by virtual school program of their choice. Upon request, the</p>	<p>See "Other"</p> <p>Progress monitoring reported See "Other"</p> <p>Diagnostic See "Other"</p> <p>Outcome See "Other"</p> <p>Other Screening, Progress monitoring and Diagnostic assessments are determined and carried out by virtual school program of their choice. Upon request, the</p>	<p>K :90 1 :90 2 :90 3 :90 4 :90 5 :90 6 :90</p>	<p>K :150 1 :150 2 :150 3 :150 4 :150 5 :150 6 :150</p>	<p>K :5 1 :5 2 :5 3 :5 4 :5 5 :5 6 :5</p>	<p>K :20 1 :20 2 :20 3 :20 4 :20 5 :20 6 :20</p>
<p>GEORGE W. MUNROE 0041</p>	<p>Houghton Mifflin Harcourt Florida Journeys Common Core- K,1,2,3,4,5 <u>Other:</u></p>	<p>SRA Early Interventions in Reading- K,1,2,3 <u>Other:</u> Phonemic Awareness (K- 1) Early Reading Tutor (K-3) Kaleidoscope (2-5) SuccessMaker (K-5)</p>	<p>Screening Florida Assessments for Instruction in Reading</p> <p>Progress monitoring reported Florida Assessments for Instruction in Reading</p> <p>Diagnostic Florida Assessments for Instruction in Reading</p> <p>Outcome Florida Assessments for Instruction in Reading</p> <p>Other</p>	<p>Screening Florida Assessments for Instruction in Reading</p> <p>Progress monitoring reported Florida Assessments for Instruction in Reading</p> <p>Diagnostic Florida Assessments for Instruction in Reading</p> <p>Outcome Florida Assessments for Instruction in Reading</p> <p>Other</p>	<p>K :90 1 :90 2 :90 3 :90 4 :90 5 :90 6 :0</p>	<p>K :30 1 :30 2 :30 3 :30 4 :30 5 :30 6 :0</p>	<p>K :5 1 :5 2 :5 3 :5 4 :5 5 :5 6 :0</p>	<p>K :3 1 :3 2 :4 3 :4 4 :5 5 :5 6 :0</p>

				Screening: FLKRS (K) Progress Monitoring: Fluency Probes (K-2) and CIM Assessments (K-2) Progress Monitoring: FL	FL Benchmark and Unit Tests (3-5) Fluency Probes (3-5) FCIM Assessments (3-5) District Assessments (3-5) Outcome Measure: FCAT SSS (3-5)			
GREENSBORO 0141	Houghton Mifflin Harcourt Florida Journeys Common Core-K,1,2,3,4,5 Other:	SRA Early Interventions in Reading-K,1,2,3 Other: Phonemic Awareness (K-1) Early Reading Tutor (K-3) Kaleidoscope (2-5) SuccessMaker (K-5)	K :90 1 :90 2 :90 3 :90 4 :90 5 :90 6 :0	Screening Florida Assessments for Instruction in Reading Progress monitoring reported Florida Assessments for Instruction in Reading Diagnostic Florida Assessments for Instruction in Reading Outcome Florida Assessments for Instruction in Reading Other Screening: FLKRS (K) Progress Monitoring: Fluency Probes (1-2) and FCIM Assessments (1-2) Progress Monitoring: Journeys -	Screening Florida Assessments for Instruction in Reading Progress monitoring reported Florida Assessments for Instruction in Reading Diagnostic Florida Assessments for Instruction in Reading Outcome Florida Assessments for Instruction in Reading Other Progress Monitoring: Journeys - FL Benchmark and Unit Tests (3-5) Fluency Probes (3-5) District Assessments (3-5) Outcome Measure: FCAT SSS (3-5)	K :30 1 :30 2 :30 3 :30 4 :30 5 :30 6 :0	K :5 1 :5 2 :5 3 :5 4 :5 5 :5 6 :0	K :6 1 :6 2 :6 3 :6 4 :6 5 :6 6 :0
GREYNA 0171	Houghton Mifflin Harcourt Florida Journeys Common Core-K,1,2,3,4,5 Other:	SRA Early Interventions in Reading-K,1,2,3 Other: Phonemic Awareness (K-1) Early Reading Tutor (K-3) Kaleidoscope (2-5) SuccessMaker (K-5)	K :90 1 :90 2 :90 3 :90 4 :90 5 :90	Screening Florida Assessments for Instruction in Reading Progress monitoring reported Florida Assessments for Instruction in Reading Diagnostic Florida Assessments for Instruction in Reading Outcome Florida Assessments for Instruction in Reading	Screening Florida Assessments for Instruction in Reading Progress monitoring reported Florida Assessments for Instruction in Reading Diagnostic Florida Assessments for Instruction in Reading Outcome Florida Assessments for Instruction in Reading	K :30 1 :30 2 :30 3 :30 4 :30 5 :30	K :5 1 :5 2 :5 3 :5 4 :5 5 :5	K :8 1 :8 2 :8 3 :8 4 :8 5 :8

			6 :0	Other Screening; FLKRS (K) Progress Monitoring: Fluency Probes (1-2) Progress Monitoring: Journeys - FL Benchmark and Unit Tests (K-5)	Other Progress Monitoring: Journeys - FL Benchmark and Unit Tests (3-5) Fluency Probes (3-5) District Assessments (3-5) Outcome Measure: FCAT SSS (3-5)	6 :0	6 :0	6 :0
HAVANA 0091	Houghton Mifflin Harcourt Florida Journeys Common Core-K,1,2,3,4,5 <u>Other:</u>	SRA Early Interventions in Reading-K,1,2,3 <u>Other:</u> Phonemic Awareness (K-1) Early Reading Tutor (K-3) Kaleidoscope (2-5) SuccessMaker (2-5)	K :90 1 :90 2 :90 3 :90 4 :90 5 :90 6 :0	Screening Florida Assessments for Instruction in Reading Progress monitoring reported Florida Assessments for Instruction in Reading Diagnostic Florida Assessments for Instruction in Reading Outcome Florida Assessments for Instruction in Reading Other Screening: FLKRS (K) Progress Monitoring: Journeys - FL Benchmark Unit Tests (K-2) Fluency Probes (K-2), STAR Literacy, FCIM Assessments	Screening Florida Assessments for Instruction in Reading Progress monitoring reported Florida Assessments for Instruction in Reading Diagnostic Florida Assessments for Instruction in Reading Outcome Florida Assessments for Instruction in Reading Other FL Benchmark and Unit Tests (3-5) Fluency Probes (3-5), FCIM Assessments (3-5) District Assessments (3-5) Outcome Measure: FCAT SSS (3-5)	K :30 1 :30 2 :30 3 :30 4 :30 5 :30 6 :0	K :5 1 :5 2 :5 3 :5 4 :5 5 :5 6 :0	K :6 1 :6 2 :6 3 :6 4 :6 5 :6 6 :0
ST. JOHNS 0191	Houghton Mifflin Harcourt Florida Journeys Common Core-K,1,2,3,4,5 <u>Other:</u>	SRA Early Interventions in Reading-K,1,2,3 <u>Other:</u> Phonemic Awareness (K-1) Early Reading Tutor (K-3) Kaleidoscope (2-5) SuccessMaker	K :90 1 :90 2 :90 3 :90 4 :90	Screening Florida Assessments for Instruction in Reading Progress monitoring reported Florida Assessments for Instruction in Reading Diagnostic Florida Assessments for Instruction in Reading Outcome	Screening Florida Assessments for Instruction in Reading Progress monitoring reported Florida Assessments for Instruction in Reading Diagnostic Florida Assessments for Instruction in Reading Outcome	K :30 1 :30 2 :30 3 :30 4 :30	K :5 1 :5 2 :5 3 :5 4 :5	K :8 1 :8 2 :8 3 :8 4 :8

		(K-5)	5 :90 6 :0	Florida Assessments for Instruction in Reading Other Screening: FLKRS (Kdg), STAR Literacy (K-2) Progress Monitoring: Journeys - FL Benchmark and Unit Tests (K-2) District Assessments (K-2)	Florida Assessments for Instruction in Reading Other Progress Monitoring: Journeys - FL Benchmark and Unit Tests (3-5) District Assessments (3-5) FCIM Assessments (3-5) Outcome Measure: FCAT SSS(3-5)	5 :30 6 :0	5 :5 6 :0	5 :8 6 :0
STEWART STREET 0201	Houghton Mifflin Harcourt Florida Journeys Common Core- K,1,2,3,4,5 Other:	SRA Early Interventions in Reading- K,1,2,3 Other: Phonemic Awareness (K-1) Early Reading Tutor (K-3) Kaleidoscope (2-5) SuccessMaker (K-5)	K :120 1 :120 2 :120 3 :120 4 :90 5 :90 6 :0	Screening Florida Assessments for Instruction in Reading Progress monitoring reported Florida Assessments for Instruction in Reading Diagnostic Florida Assessments for Instruction in Reading Outcome Florida Assessments for Instruction in Reading Other Screening: FLKRS (K) Progress Monitoring: Journeys - FL Benchmark and Unit Tests (K-2) District Assessments (K-2)	Screening Florida Assessments for Instruction in Reading Progress monitoring reported Florida Assessments for Instruction in Reading Diagnostic Florida Assessments for Instruction in Reading Outcome Florida Assessments for Instruction in Reading Other Progress Monitoring: Journeys - FL Benchmark and Unit Tests (3-5) Focus CIM Assessments (3-5) District Assessments (3-5) Outcome Measure: FCAT SSS(3-5)	K :30 1 :30 2 :30 3 :30 4 :30 5 :30 6 :0	K :5 1 :5 2 :5 3 :5 4 :5 5 :5 6 :0	K :5 1 :5 2 :5 3 :5 4 :5 5 :5 6 :0

Kindergarten Curriculum and Assessment Decision Tree



* **Key:**
STOP = End assessment if student's performance does not meet expectation criteria and use data to plan instruction.

1st Grade Curriculum and Assessment Decision Tree

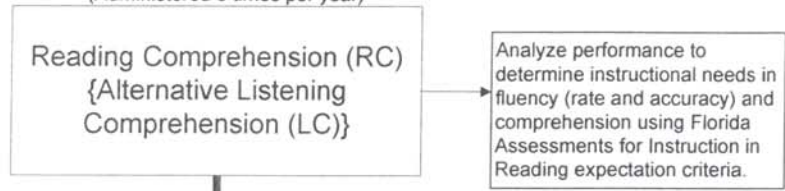
FAIR-FS Screening

(Administered 3 times per year)



FAIR-FS Comprehension

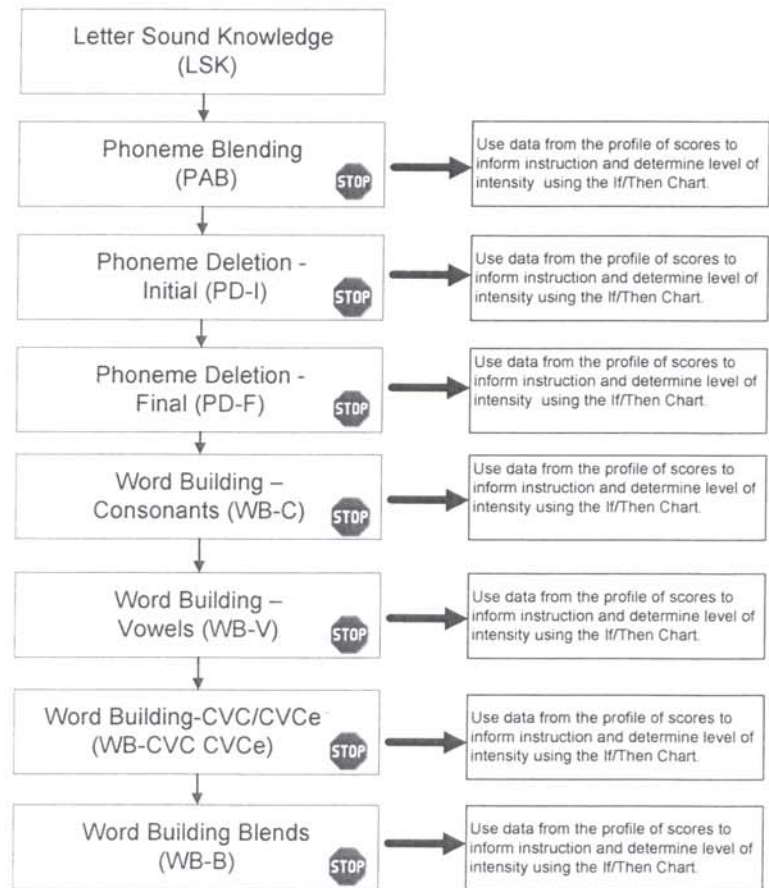
(Administered 3 times per year)



*

FAIR-FS Diagnostic

(Students scoring in Red or Yellow Success Zone-may be administered 3 times per year)



Key:
 STOP = End assessment if student's performance does not meet expectation criteria and use data to plan instruction.

2nd Grade Curriculum and Assessment Decision Tree

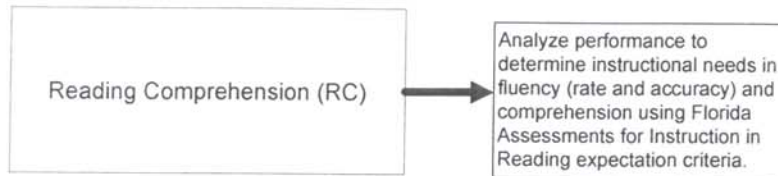
FAIR-FS Screening

(Administered 3 times per year)



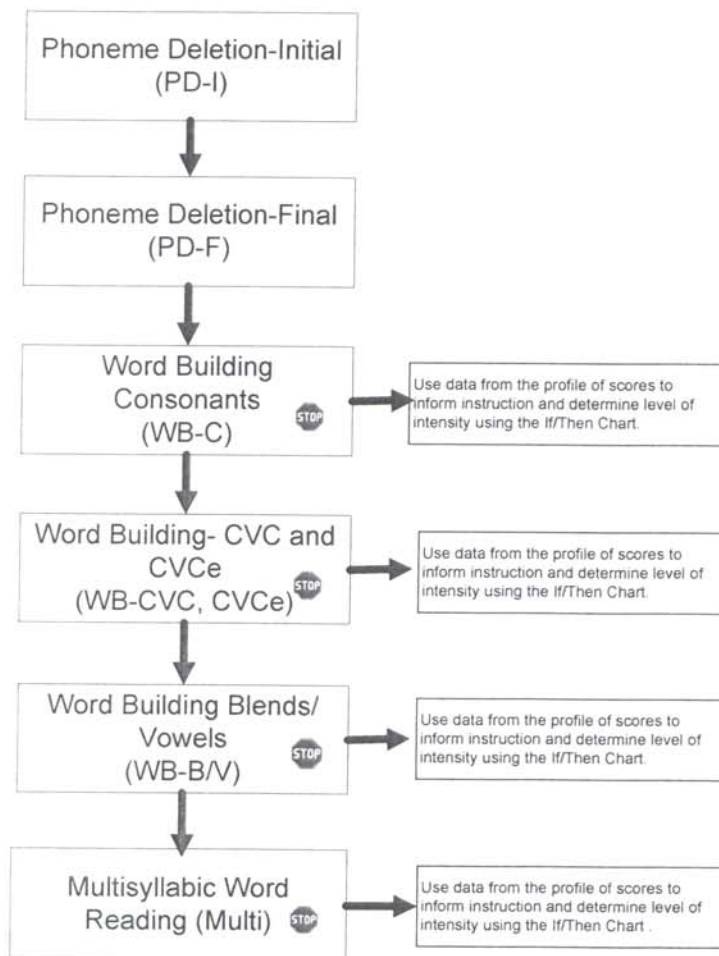
FAIR-FS Comprehension

(Administered 3 times per year)



FAIR-FS Diagnostic

(Students scoring in Red or Yellow Success Zone may be administered 3 times per year)



*** Key:**

STOP = End assessment if student's performance does not meet expectation criteria and use data to plan instruction.

Chart D1 – K-2 Assessment/Curriculum Decision Tree Using the Florida Assessments for Instruction in Reading (Gadsden)

Continued

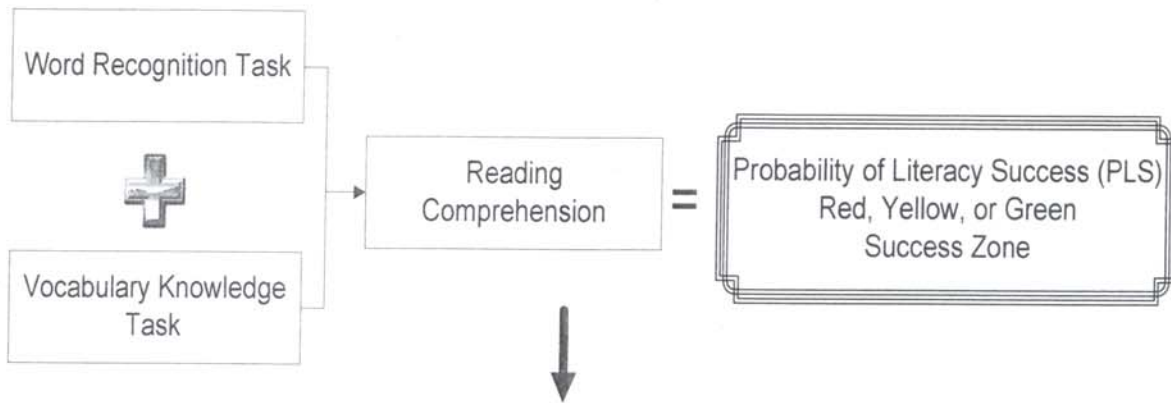
Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
<p>Kindergarten-2nd Grade</p> <p>Administer FAIR-FS</p>	<p>Assessment Period 1: August/September 2014</p> <p>Assessment Period 2: January 2015</p> <p>Assessment Period 3: April 2015</p>	<p>Student’s Probability of Literacy Success (PLS) score is at or above 85% (Green Success Zone) and Listening/Reading Comprehension score is 4 or above</p>	<p>Continue with enhanced instruction that follows a developmental reading continuum including instruction with higher level comprehension, vocabulary, oral language, phonics and fluency at the word and/or connected text level.</p>	<p>Houghton Mifflin Harcourt Journeys Common Core</p>
	<p>Student’s Probability of Literacy Success (PLS) score is 16-84% (Yellow Success Zone)</p>	<p>Administer Sentence Comprehension & Diagnostic Inventory. Because there is a wide discrepancy between students scoring in the yellow success zone, use the profile* of screening and diagnostic scores to determine the level of daily differentiated intervention required for students.</p> <p>Note: Students scoring in the Yellow Success Zone will need to receive intensified interventions (more time and smaller group size) in addition to or an extension of the 90-minute reading block.</p>	<p>-Houghton Mifflin Harcourt Journeys Common Core</p> <p>-Phonemic Awareness Elements of Reading Vocabulary Write-In Reader Language and Literacy Guide Curious About Words SuccessMaker</p> <p>-Daily small group differentiated intervention targeted to meet student’s instructional needs (Students will need intervention in addition to or an extension of the 90-minute reading block.) -Use the profile of scores to determine areas of strengths and weaknesses to target intervention with phonological awareness, letter-sound correspondence, vocabulary, and oral language.</p>	

		<p>Student's Probability of Literacy Success (PLS) score is below 16% (Red Success Zone)</p>	<p>Administer Sentence Comprehension & Diagnostic Inventory. Use the profile* of scores to determine the level of daily differentiated intervention required for students. Provide more intensity through additional time, smaller group size, and more targeted instruction.</p>	<p>-Houghton Mifflin Harcourt Journeys Common Core</p> <p>-Phonemic Awareness Early Reading Tutor Early Interventions in Reading Houghton Mifflin Harcourt Reading Tool Kit Curious About Words Kaleidoscope Elements of Reading – Vocabulary SuccessMaker</p> <p>-Daily small group or individualized differentiated intervention in addition to or an extension of the 90-minute reading block targeted to meet student's instructional needs -Use the profile of scores to determine areas of strengths and weaknesses and target intervention with phonological awareness, letter-sound correspondence, vocabulary, and oral language.</p>
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For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data.

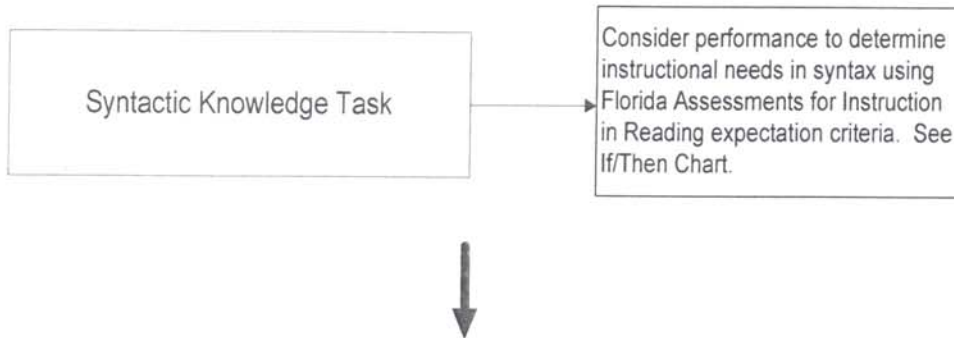
Grades 3-10 Assessment/Curriculum Decision Tree

FAIR-FS Screening (Administered 3 times per year)



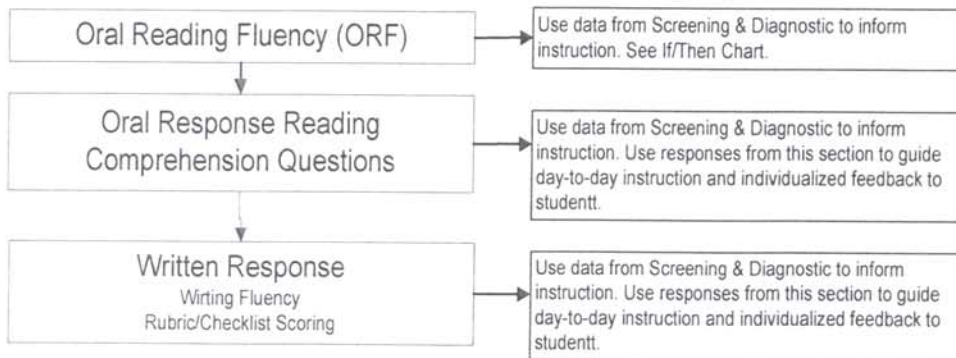
Diagnostic Task

(Students scoring in Red or Yellow Success Zone-may be administered 3 times per year)



Optional Open Response Diagnostic Tasks

(Optional for students scoring in Red, Yellow, or Green Success Zone)



Consider using the ELA Formative Assessment System to monitor progress in each of the targeted skills and standards between Assessment Periods.

Chart D2 - 3-5(6) Assessment/Curriculum Decision Tree Using the Florida Assessments for Instruction in Reading (Gadsden)
Continued

Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
<p>Grade 3 Administer FAIR-FS to students who have been identified with a reading deficiency as determined by district selected assessment criteria.</p> <p>Grades 4-10 Administer FAIR-FS for students scoring below expectations on the state accountability assessment.</p>	<p>Assessment Period 1: August/September 2014</p> <p>Assessment Period 2: January 2015</p> <p>Assessment Period 3: April 2015</p>	<p>Student's Probability of Literacy Success (PLS) score is at or above 85% (Green Success Zone)</p>	<p>Green Success Zone*</p> <ul style="list-style-type: none"> • Consider individual students' strengths & weaknesses in decoding, vocabulary, and comprehension for targeting small group instruction. • Provide current levels of instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards <ul style="list-style-type: none"> ○ What programs/strategies do we have available to address these needs? 	<p>Green Success Zone List programs/strategies available in the district to address these needs.</p> <p>Houghton Mifflin Harcourt Journeys Common Core Comprehension Instructional Sequence (CIS) Lessons SuccessMaker</p>
		<p>Student's Probability of Literacy Success (PLS) score is 84% or less (Yellow or Red Success Zone)</p>	<p>Students receive the Syntactic Knowledge score. Use this score along with the WRT & VKT scores to form a profile[†] to determine the appropriate programs/materials/strategies to meet student needs.</p> <p>WRT, VKT, SKT scores are above 30th percentile Provide <i>enhanced</i> instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.</p>	<p>If a student's scores indicate sufficient decoding (WRT) and oral language skills (VKT, SKT). List programs/strategies available in the district to address these needs.</p> <p>Houghton Mifflin Harcourt Journeys Common Core Comprehension Instructional Sequence (CIS) Lessons SuccessMaker Write-In Reader Kaleidoscope</p>

WRT is below 30th percentile

- Assess fluency (rate, accuracy and expression) through having the student orally read a passage. If the student reads fluently, then work on comprehension strategies.
- If the student struggles with reading fluently, then work on strategies addressing fluency (rate and accuracy).
- If the student has a high error rate, provide instruction in basic phonics (letter/sound patterns, syllable types, etc.)

VKT is below 30th percentile

- Provide instruction in base/root words and prefixes/suffixes.
- Provide other intensive vocabulary instruction.

SKT is below 30th percentile

- Provide explicit instruction in sentence construction and determining how clauses and ideas relate to one another throughout a text.

*Consider use of the Open Response task to further assist in determining student misconceptions and instructional needs.

****Note:** The 30th percentile cut point used in this document is given as a guide to estimate the level of instructional support necessary for student success. This cut point may need to be refined within each school and district depending on local circumstances such as available resources and student performance. The 30th percentile cut point will be reevaluated by the Florida Center for Reading Research and Just Read, Florida! after data is collected with the new end-of-year outcome assessment.

If a student's scores indicate difficulties with word recognition (WRT, fluency) only.
List programs/strategies available in the district to address these needs.

Write – In Reader
Leveled Libraries
Kaleidoscope
Houghton Mifflin Harcourt Reading Tool Kit (Oral Reading Fluency)
SuccessMaker

If a student's scores indicate difficulties with oral language (VKT, SKT) only.
List programs/strategies available in the district to address these needs.

Write – In Reader
Leveled Libraries
Kaleidoscope
Houghton Mifflin Harcourt Reading Tool Kit (Vocabulary)
SuccessMaker

If a student's scores indicate difficulties with both decoding (WRT) and oral language (VKT, SKT).
List programs/strategies available in the district to address these needs.

Kaleidoscope
Write-In Reader
Houghton Mifflin Harcourt Reading Tool Kit
Early Reading Tutor
SuccessMaker

*Use Ongoing Progress Monitoring (OPM) or the ELA Formative Assessment System to monitor student progress between Assessment Periods.

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For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data.

**Middle School
Student Achievement & Instruction
Charts**

Chart F

[Back](#)

Wednesday, July 16, 2014 1:26 PM

CHART F: MIDDLE SCHOOL INSTRUCTIONAL MATERIALS INFORMATION

District Name: GADSDEN: 1415

School Name	Development Reading (For Students on or Above Grade Level in Reading Required to Take a Reading Course)	CIRP/SIRP/Ed Tech	Assessments:	Reading Intervention Minutes/Day for Level 1 and 2 Disfluent Students Grades 6-8	Reading Intervention Days/Week for Level 1 and 2 Disfluent Students Grades 6-8	Reading Intervention Minutes/Day for Level 1 and 2 Fluent Students Grades 6-8	Reading Intervention Days/Week for Level 1 and 2 Fluent Students Grades 6-8	Class Size Cap for Reading Intervention Courses	Content Area Reading Intervention Provided to Fluent Level 2 Readers	Class Size Cap for Content Area Reading Intervention Courses	
CARTER PARRAMORE ACADEMY 0231	Houghton Mifflin Daybooks-7,8 Other: Glencoe Literature Florida Treasures 7,8 Houghton Mifflin Harcourt Florida Journeys Common Core-6	READ 180-7,8 Other: Classroom Libraries Houghton Mifflin Harcourt Tool Kit Achieve 3000		Screening Florida Assessments for Instruction in Reading Progress monitoring reported (fluent) Florida Assessments for Instruction in Reading Progress monitoring reported (disfluent) Florida Assessments for Instruction in Reading Outcome measure Florida Assessments for Instruction in Reading 2014-15 Student Placement Screening/Diagnostic/Other Screening/Diagnostic: SRI (Scholastic Reading Inventory) Comprehensive Screening	6 :100 7 :100 8 :100	6 :5 7 :5 8 :5	6 :50 7 :50 8 :50	6 :5 7 :5 8 :5	15	Yes	15
	Other: N/A	Other: N/A		Screening					N/A	No	

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GADSDEN CENTRAL ACADEMY 9106			<p>N/A</p> <p>Progress monitoring reported (fluent)</p> <p>N/A</p> <p>Progress monitoring reported (disfluent)</p> <p>N/A</p> <p>Outcome measure</p> <p>N/A</p> <p>2014-15 Student Placement Screening/Diagnostic/Other</p> <p>N/A</p>	6:0	6:0	6:0	6:0			
GADSDEN MAGNET 0101	<p>Other:</p> <p>Glencoe Literature Florida Treasures 7,8 Houghton Mifflin Harcourt Florida Journeys Common Core 6</p>	<p>Other:</p> <p>Classroom Libraries Literature Circles SuccessMaker</p>	<p>Screening</p> <p>Florida Assessment for Instruction in Reading</p> <p>Progress monitoring reported (fluent)</p> <p>Florida Assessment for Instruction in Reading</p> <p>Progress monitoring reported (disfluent)</p> <p>Florida Assessment for Instruction in Reading</p> <p>Outcome measure</p> <p>FCAT 2.0</p> <p>2014-15 Student Placement Screening/Diagnostic/Other</p> <p>Screening / Diagnostic: FAIR</p> <p>Progress Monitoring: District Assessments</p>	6:100	6:5	6:50	6:5	22	Yes	22
	<p>Other:</p> <p>N/A</p>	<p>Other:</p> <p>N/A</p>	<p>Screening</p> <p>N/A</p> <p>Progress monitoring reported (fluent)</p> <p>N/A</p>					N/A	Yes	N/A

GADSDEN VIRTUAL FRANCHISE 7004			Progress monitoring reported (disfluent) N/A Outcome measure N/A 2014-15 Student Placement Screening/Diagnostic/Other N/A	6 :0 7 :0 8 :0	6 :0 7 :0 8 :0	6 :0 7 :0 8 :0	6 :0 7 :0 8 :0			
GADSDEN VIRTUAL INSTRUCTION PROGRAM 7001	<u>Other:</u> Glencoe: 6-8 used in Intensive Language Arts course	Fast ForWord- 6,7,8 <u>Other:</u> Skills for Success, HeadSprout, Skills Tutor, Raz-Kids, Reading A to Z, Book Club, Talented Literature Study (Junior Great Books), PACE Grades 3-6	Screening See "Other" Progress monitoring reported (fluent) See "Other" Progress monitoring reported (disfluent) See "Other" Outcome measure See "Other" 2014-15 Student Placement Screening/Diagnostic/Other Screening, Progress monitoring and Diagnostic assessments are determined and carried out by	6 :150 7 :150 8 :150	6 :5 7 :5 8 :5	6 :150 7 :150 8 :150	6 :5 7 :5 8 :5	20	Yes	20
HAVANA MIDDLE 0061	Houghton Mifflin Daybooks-7,8 <u>Other:</u> Glencoe Literature Florida Treasures 7,8 Houghton Mifflin Harcourt Journeys	READ 180-7,8 <u>Other:</u> Classroom Libraries Houghton Mifflin Harcourt Tool Kit SuccessMaker	Screening Florida Assessments for Instruction in Reading Progress monitoring reported (fluent) Florida Assessments for Instruction in Reading Progress monitoring reported (disfluent) Florida Assessments for Instruction in Reading Outcome measure	6 :100 7 :100 8 :100	6 :5 7 :5 8 :5	6 :100 7 :100 8 :100	6 :5 7 :5 8 :5	22	Yes	22

	Common Core 6		Florida Assessments for Instruction in Reading 2014-15 Student Placement Screening/Diagnostic/Other Screening/Diagnostic: SRI (Scholastic Reading Inventory) Comprehensive Screening							
HOPE ACADEMY 9102	Other: N/A	Other: N/A	Screening N/A Progress monitoring reported (fluent) N/A Progress monitoring reported (disfluent) N/A Outcome measure N/A 2014-15 Student Placement Screening/Diagnostic/Other N/A	6:0	6:0	6:0	6:0	N/A	No	
JAMES A. SHANKS MIDDLE 0211	Houghton Mifflin Daybooks-7,8 Other: Glencoe Literature Florida Treasures 7,8 houghton Mifflin Harcourt Florida Journeys Common Core 6	READ 180-7,8 Other: Classroom Libraries 6,7,8 Houghton Mifflin Harcourt Tool Kit Achieve 3000	Screening Florida Assessments for Instruction in Reading Progress monitoring reported (fluent) Florida Assessments for Instruction in Reading Progress monitoring reported (disfluent) Florida Assessments for Instruction in Reading Outcome measure Florida Assessments for Instruction in Reading 2014-15 Student Placement Screening/Diagnostic/Other	6:100	6:5	6:100	6:5	22	Yes	22

				Screening/Diagnostic: SRI (Scholastic Reading Inventory) Comprehensive Screening							
WEST GADSDEN HIGH 0051	Houghton Mifflin Daybooks-7,8 Other: Glencoe Literature Florida Treasures 7,8 Common Core Exemplars 6,7,8 Houghton Mifflin Harcourt Florida Journeys Reading 6 Common Core 6	Other: Class Set Novels 6,7,8 Common Core Exemplars Achieve 3000		Screening Florida Assessments for Instruction in Reading Progress monitoring reported (fluent) Florida Assessments for Instruction in Reading Progress monitoring reported (disfluent) Florida Assessments for Instruction in Reading Outcome measure Florida Assessments for Instruction in Reading 2014-15 Student Placement Screening/Diagnostic/Other Screening: Florida Toolkit, FAIR, FCAT 2.0 Progress Monitoring: Florida	6 :100 7 :100 8 :100	6 :5 7 :5 8 :5	6 :100 7 :100 8 :100	6 :5 7 :5 8 :5	22	Yes	22

Chart F

[Back](#)

Wednesday, July 16, 2014 1:27 PM

CHART F: MIDDLE SCHOOL INSTRUCTIONAL MATERIALS INFORMATION

District Name: GADSDEN: 1415

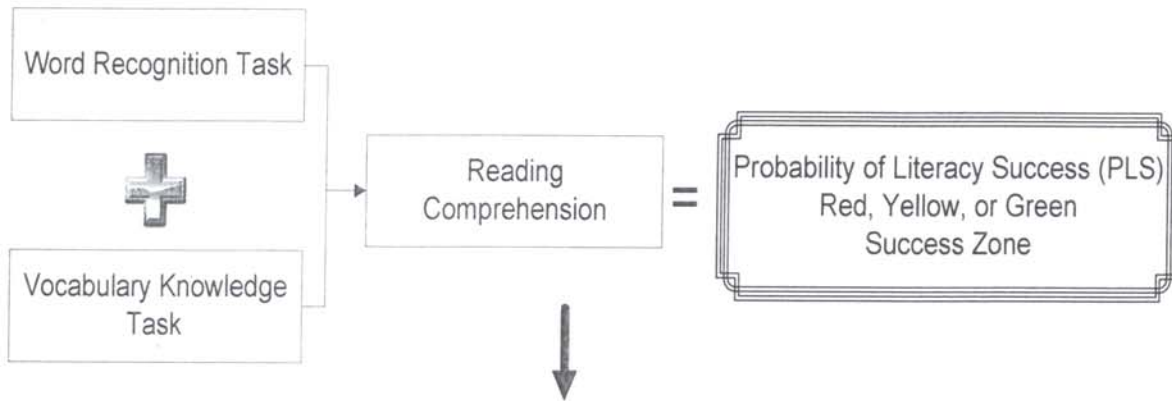
School Name	Development Reading (For Students on or Above Grade Level in Reading Required to Take a Reading Course)	CIRP/SIRP/Ed Tech	Assessments	Reading Intervention Minutes/Day for Level 1 and 2 Disfluent Students Grades 6-8	Reading Intervention Days/Week for Level 1 and 2 Disfluent Students Grades 6-8	Reading Intervention Minutes/Day for Level 1 and 2 Fluent Students Grades 6-8	Reading Intervention Days/Week for Level 1 and 2 Fluent Students Grades 6-8	Class Size Cap for Reading Intervention Courses	Content Area Reading Intervention Provided to Fluent Level 2 Readers
CARTER PARRAMORE ACADEMY 0231	Houghton Mifflin Daybooks-7,8 Other: Glencoe Literature Florida Treasures 7,8 Houghton Mifflin Harcourt Florida Journeys Common Core-6	READ 180-7,8 Other: Classroom Libraries Houghton Mifflin Harcourt Tool Kit Achieve 3000		Screening Florida Assessments for Instruction in Reading Progress monitoring reported (fluent) Florida Assessments for Instruction in Reading Progress monitoring reported (disfluent) Florida Assessments for Instruction in Reading Outcome measure Florida Assessments for Instruction in Reading 2014-15 Student Placement Screening/Diagnostic/Other Screening/Diagnostic: SRI (Scholastic Reading Inventory) Comprehensive Screening	6 :100 7 :100 8 :100	6 :5 7 :5 8 :5	6 :50 7 :50 8 :50	6 :5 7 :5 8 :5	15
GADSDEN CENTRAL ACADEMY 9106	Other: N/A	Other: N/A		Screening N/A Progress monitoring reported (fluent) N/A Progress monitoring reported (disfluent) N/A Outcome measure N/A 2014-15 Student Placement Screening/Diagnostic/Other N/A	6 :0 7 :0 8 :0	6 :0 7 :0 8 :0	6 :0 7 :0 8 :0	6 :0 7 :0 8 :0	N/A
GADSDEN MAGNET 0101	Other: Glencoe Literature Florida Treasures 7,8 Houghton Mifflin Harcourt Florida Journeys Common	Other: Classroom Libraries Literature Circles SuccessMaker		Screening Florida Assessment for Instruction in Reading Progress monitoring reported (fluent) Florida Assessment for Instruction in Reading Progress monitoring reported (disfluent) Florida Assessment for Instruction in Reading Outcome measure	6 :100 7 :100 8 :100	6 :5 7 :5 8 :5	6 :50 7 :50 8 :50	6 :5 7 :5 8 :5	22

	Core 6		FCAT 2.0						
			2014-15 Student Placement Screening/Diagnostic/Other Screening / Diagnostic: FAIR Progress Monitoring: District Assessments						
GADSDEN VIRTUAL FRANCHISE 7004	Other: N/A	Other: N/A	Screening N/A Progress monitoring reported (fluent) N/A Progress monitoring reported (disfluent) N/A Outcome measure N/A	6 : 0	6 : 0	6 : 0	6 : 0		N/A
			2014-15 Student Placement Screening/Diagnostic/Other N/A	7 : 0	7 : 0	7 : 0	7 : 0		
				8 : 0	8 : 0	8 : 0	8 : 0		
GADSDEN VIRTUAL INSTRUCTION PROGRAM 7001	Other: Glencoe: 6-8 used in Intensive Language Arts course	Fast ForWord- 6,7,8 Other: Skills for Success, HeadSprout, Skills Tutor, Raz-Kids, Reading A to Z, Book Club, Talented Literature Study (Junior Great Books), PACE Grades 3-6	Screening See "Other" Progress monitoring reported (fluent) See "Other" Progress monitoring reported (disfluent) See "Other" Outcome measure See "Other"	6 : 150	6 : 5	6 : 150	6 : 5		20
			2014-15 Student Placement Screening/Diagnostic/Other Screening, Progress monitoring and Diagnostic assessments are determined and carried out by	7 : 150	7 : 5	7 : 150	7 : 5		
				8 : 150	8 : 5	8 : 150	8 : 5		
HAVANA MIDDLE 0061	Houghton Mifflin Daybooks-7,8 Other: Glencoe Literature Florida Treasures 7,8 Houghton Mifflin Harcourt Journeys Common Core 6	READ 180-7,8 Other: Classroom Libraries Houghton Mifflin Harcourt Tool Kit SuccessMaker	Screening Florida Assessments for Instruction in Reading Progress monitoring reported (fluent) Florida Assessments for Instruction in Reading Progress monitoring reported (disfluent) Florida Assessments for Instruction in Reading Outcome measure Florida Assessments for Instruction in Reading	6 : 100	6 : 5	6 : 100	6 : 5		22
			2014-15 Student Placement Screening/Diagnostic/Other	7 : 100	7 : 5	7 : 100	7 : 5		
				8 : 100	8 : 5	8 : 100	8 : 5		

			Screening/Diagnostic: SRI (Scholastic Reading Inventory) Comprehensive Screening							
HOPE ACADEMY 9102	Other: N/A	Other: N/A	Screening N/A Progress monitoring reported (fluent) N/A Progress monitoring reported (disfluent) N/A Outcome measure N/A 2014-15 Student Placement Screening/Diagnostic/Other N/A	6:0 7:0 8:0	6:0 7:0 8:0	6:0 7:0 8:0	6:0 7:0 8:0			N/A
JAMES A. SHANKS MIDDLE 0211	Houghton Mifflin Daybooks-7,8 Other: Glencoe Literature Florida Treasures 7,8 Houghton Mifflin Harcourt Florida Journeys Common Core 6	READ 180-7,8 Other: Classroom Libraries 6,7,8 Houghton Mifflin Harcourt Tool Kit Achieve 3000	Screening Florida Assessments for Instruction in Reading Progress monitoring reported (fluent) Florida Assessments for Instruction in Reading Progress monitoring reported (disfluent) Florida Assessments for Instruction in Reading Outcome measure Florida Assessments for Instruction in Reading 2014-15 Student Placement Screening/Diagnostic/Other Screening/Diagnostic: SRI (Scholastic Reading Inventory) Comprehensive Screening	6:100 7:100 8:100	6:5 7:5 8:5	6:100 7:100 8:100	6:5 7:5 8:5			22
WEST GADSDEN HIGH 0051	Houghton Mifflin Daybooks-7,8 Other: Glencoe Literature Florida Treasures 7,8 Common Core Exemplars 6,7,8 Houghton Mifflin Harcourt Florida Journeys Reading 6 Common Core 6	Other: Class Set Novels 6,7,8 Common Core Exemplars Achieve 3000	Screening Florida Assessments for Instruction in Reading Progress monitoring reported (fluent) Florida Assessments for Instruction in Reading Progress monitoring reported (disfluent) Florida Assessments for Instruction in Reading Outcome measure Florida Assessments for Instruction in Reading 2014-15 Student Placement Screening/Diagnostic/Other Screening: Florida Toolkit, FAIR, FCAT 2.0 Progress Monitoring: Florida	6:100 7:100 8:100	6:5 7:5 8:5	6:100 7:100 8:100	6:5 7:5 8:5			22

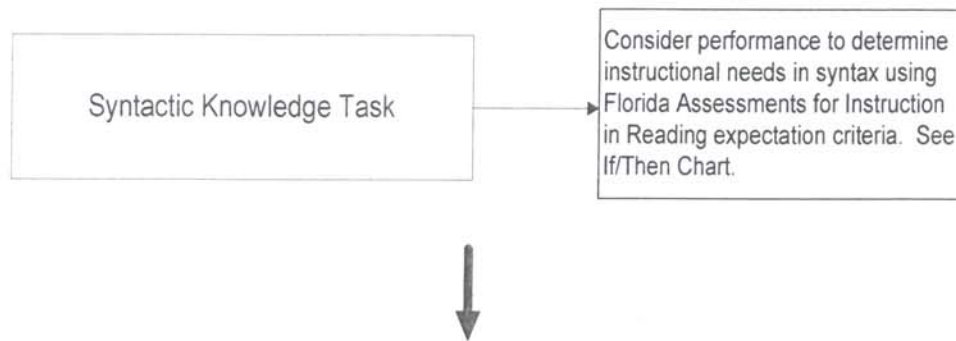
Grades 3-10 Assessment/Curriculum Decision Tree

FAIR-FS Screening (Administered 3 times per year)



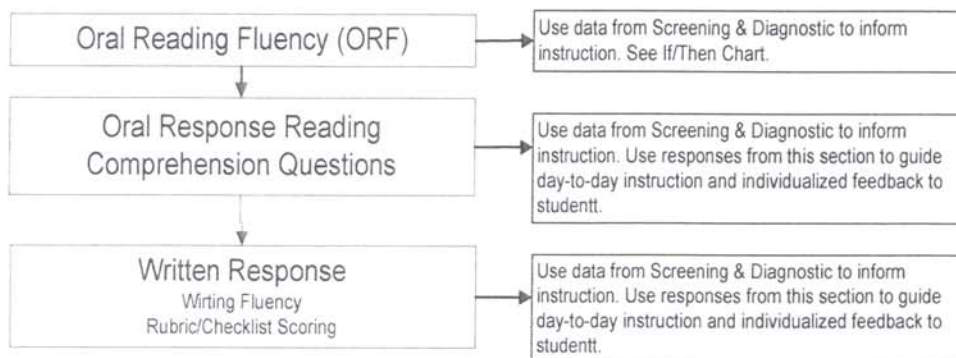
Diagnostic Task

(Students scoring in Red or Yellow Success Zone-may be administered 3 times per year)



Optional Open Response Diagnostic Tasks

(Optional for students scoring in Red, Yellow, or Green Success Zone)



Consider using the ELA Formative Assessment System to monitor progress in each of the targeted skills and standards between Assessment Periods.

Chart G – 6-8 Assessment/Curriculum Decision Tree Using the Florida Assessments for Instruction in Reading (Gadsden)

Continued

Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
<p>Grade 3 Administer FAIR-FS to students who have been identified with a reading deficiency as determined by district selected assessment criteria.</p> <p>Grades 4-10 Administer FAIR-FS for students scoring below expectations on the state accountability assessment.</p>	<p>Assessment Period 1: August/September 2014</p> <p>Assessment Period 2: January 2015</p> <p>Assessment Period 3: April 2015</p>	<p>Student's Probability of Literacy Success (PLS) score is at or above 85% (Green Success Zone)</p>	<p>Green Success Zone*</p> <ul style="list-style-type: none"> • Consider individual students' strengths & weaknesses in decoding, vocabulary, and comprehension for targeting small group instruction. • Provide current levels of instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards <ul style="list-style-type: none"> ○ What programs/strategies do we have available to address these needs? 	<p>Green Success Zone List programs/strategies available in the district to address these needs.</p> <p>Glencoe Literature Florida Treasures (7,8) Houghton Mifflin Harcourt Journeys Common Core (6) Classroom Libraries Comprehension Instructional Sequence Lessons Kagan Strategies Daybook of Critical Reading & Writing SuccessMaker or Teen Biz</p>
		<p>Student's Probability of Literacy Success (PLS) score is 84% or less (Yellow or Red Success Zone)</p>	<p>Students receive the Syntactic Knowledge score. Use this score along with the WRT & VKT scores to form a profile[†] to determine the appropriate programs/materials/strategies to meet student needs.</p> <p>WRT, VKT, SKT scores are above 30th percentile Provide <i>enhanced</i> instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.</p>	<p>If a student's scores indicate sufficient decoding (WRT) and oral language skills (VKT, SKT). List programs/strategies available in the district to address these needs.</p> <p>Glencoe Literature Florida Treasures (7,8) Houghton Mifflin Harcourt Journeys Common Core (6) Classroom Libraries Comprehension Instructional Sequence Lessons Kagan Strategies Daybook of Critical Reading & Writing Write-In Reader SuccessMaker or Teen Biz</p>

		<p>WRT is below 30th percentile</p> <ul style="list-style-type: none"> Assess fluency (rate, accuracy and expression) through having the student orally read a passage. If the student reads fluently, then work on comprehension strategies. If the student struggles with reading fluently, then work on strategies addressing fluency (rate and accuracy). If the student has a high error rate, provide instruction in basic phonics (letter/sound patterns, syllable types, etc.) <p>VKT is below 30th percentile</p> <ul style="list-style-type: none"> Provide instruction in base/root words and prefixes/suffixes. Provide other intensive vocabulary instruction. <p>SKT is below 30th percentile</p> <ul style="list-style-type: none"> Provide explicit instruction in sentence construction and determining how clauses and ideas relate to one another throughout a text. <p>*Consider use of the Open Response task to further assist in determining student misconceptions and instructional needs.</p> <p>**Note: The 30th percentile cut point used in this document is given as a guide to estimate the level of instructional support necessary for student success. This cut point may need to be refined within each school and district depending on local circumstances such as available resources and student performance. The 30th percentile cut point will be reevaluated by the Florida Center for Reading Research and Just Read, Florida! after data is collected with the new end-of-year outcome assessment.</p>	<p>If a student's scores indicate difficulties with word recognition (WRT, fluency) only. List programs/strategies available in the district to address these needs.</p> <p>Classroom or Leveled Libraries Write-In Reader Houghton Mifflin Harcourt Tool Kit (Oral Reading Fluency) Kagan Strategies READ 180 SuccessMaker or Teen Biz</p> <p>If a student's scores indicate difficulties with oral language (VKT, SKT) only. List programs/strategies available in the district to address these needs.</p> <p>Write-In Reader READ 180 Daybook of Critical Reading and Writing SuccessMaker or Teen Biz</p> <p>If a student's scores indicate difficulties with both decoding (WRT) and oral language (VKT, SKT). List programs/strategies available in the district to address these needs.</p> <p>Literacy and Language Guide Literacy Tool Kit READ 180 SuccessMaker or Teen Biz</p> <p>*Use Ongoing Progress Monitoring (OPM) or the ELA Formative Assessment System to monitor student progress between Assessment Periods.</p>
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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.

**High School
Student Achievement & Instruction
Charts**

Chart I

Back

Wednesday, July 16, 2014 1:56 PM

CHART I: HIGH SCHOOL INSTRUCTIONAL MATERIALS INFORMATION

District Name: GADSDEN: 1415

School Name	CIRP/SIRP/Ed Tech	Assessments:	Reading Intervention Minutes/Day for Level 1 and 2 Disfluent Students Grades 9-12	Reading Intervention Days/Week for Level 1 and 2 Disfluent Students Grades 9-12	Reading Intervention Minutes/Day for Level 1 and 2 Fluent Students Grades 9-12	Reading Intervention Days/Week for Level 1 and 2 Fluent Students Grades 9-12	Class Size Cap for Reading Intervention Courses	Content Area Reading Intervention Provided to Fluent Level 2 Readers	Class Size Cap for Content Area Reading Intervention Courses
CARTER PARRAMORE ACADEMY 0231	Hampton Brown Edge-9,10,11,12 Other: Classroom Libraries ACT/SAT College Readiness English 4-Florida College Prep		Screening Florida Assessments for Instruction in Reading Progress monitoring reported (fluent) Florida Assessments for Instruction in Reading Progress monitoring reported (disfluent) Florida Assessments for Instruction in Reading Outcome measure Florida Assessments for Instruction in Reading 2014-15 Student Placement Screening/Diagnostic/Other Screening: FORF Comprehension Placement Test, Progress Monitor for Fluent and Disfluent	9 :100 10 :100 11 :100 12 :100	9 :5 10 :5 11 :5 12 :5	9 :50 10 :50 11 :50 12 :50	9 :5 10 :5 11 :5 12 :5	20	Yes
DROP BACK IN ACADEMY 9108	Other: N/A		Screening N/A Progress monitoring reported (fluent) N/A Progress monitoring reported (disfluent) N/A Outcome measure N/A 2014-15 Student Placement Screening/Diagnostic/Other N/A	9 :0 10 :0 11 :0 12 :0	9 :0 10 :0 11 :0 12 :0	9 :0 10 :0 11 :0 12 :0	9 :0 10 :0 11 :0 12 :0	N/A	Yes
EAST GADSDEN HIGH 0071	Hampton Brown Edge-9,10,11,12 Other: Classroom Libraries ACT/SAT College Readiness English 4-Florida College Prep Vocabulary Word Power		Screening Florida Assessments for Instruction in Reading Progress monitoring reported (fluent) Florida Assessments for Instruction in Reading Progress monitoring reported (disfluent) Florida Assessments for Instruction in Reading Outcome measure Florida Assessments for Instruction in Reading	9 :90 10 :90 11 :90 12 :90	9 :5 10 :5 11 :5 12 :5	9 :50 10 :50 11 :50 12 :50	9 :5 10 :5 11 :5 12 :5	22	Yes

	Achieve 3000	2014-15 Student Placement Screening/Diagnostic/Other Screening: FORF Comprehension Placement Test, Progress Monitor for Fluent and Disfluent									
FLORIDA STATE HOSPITAL 0241	Other: N/A	Screening NA Progress monitoring reported (fluent) NA Progress monitoring reported (disfluent) 9 :0 10 :0 Outcome measure 11 :0 12 :0 2014-15 Student Placement Screening/Diagnostic/Other This is not a school, but rather a program in the Gadsden School District.	9 :0 10 :0 11 :0 12 :0	9 :0 10 :0 11 :0 12 :0	9 :0 10 :0 11 :0 12 :0	9 :0 10 :0 11 :0 12 :0			N/A	No	
GADSDEN CENTRAL ACADEMY 9106	Other: N/A	Screening NA Progress monitoring reported (fluent) NA Progress monitoring reported (disfluent) 9 :0 10 :0 Outcome measure 11 :0 12 :0 2014-15 Student Placement Screening/Diagnostic/Other	9 :0 10 :0 11 :0 12 :0	9 :0 10 :0 11 :0 12 :0	9 :0 10 :0 11 :0 12 :0	9 :0 10 :0 11 :0 12 :0			N/A	No	
GADSDEN TECHNICAL INSTITUTE 0245	Other: N/A	Screening NA Progress monitoring reported (fluent) NA Progress monitoring reported (disfluent) 9 :0 10 :0 Outcome measure 11 :0 12 :0 2014-15 Student Placement Screening/Diagnostic/Other	9 :0 10 :0 11 :0 12 :0	9 :0 10 :0 11 :0 12 :0	9 :0 10 :0 11 :0 12 :0	9 :0 10 :0 11 :0 12 :0			N/A	No	
	Hampton Brown Edge- 9,10,11,12 Other:	Screening							22	Yes	2

GADSDEN VIRTUAL FRANCHISE 7004	Classroom Libraries Exemplars ACT/SAT College Readiness English 4 - Florida College Prep Achieve 3000	Florida Assessment for Instruction in Reading	9 :90	9 :5	9 :50	9 :5						
Progress monitoring reported (fluent)												
Florida Assessment for Instruction in Reading			10 :90	10 :5	10 :50	10 :5						
Progress monitoring reported (disfluent)												
Florida Assessment for Instruction in Reading			11 :90	11 :5	11 :50	11 :5						
Outcome measure												
FCAT or assessment on Florida Standards												
2014-15 Student Placement Screening/Diagnostic/Other												
Other: Students requiring reading intervention are strongly encouraged to remain in												
GADSDEN VIRTUAL INSTRUCTION PROGRAM 7001	Other: Reading interventions and differentiation determined by proprietary reading profile assessment and available student assessment data.	Screening Florida Assessments for Instruction in Reading					TBD once the intensive reading course pilot is completed in June 2010.				Yes	1
Progress monitoring reported (fluent)												
Florida Assessment for Instruction in Reading												
Progress monitoring reported (disfluent)			9 :90	9 :5	9 :60	9 :5						
Florida Assessment for Instruction in Reading			10 :90	10 :5	10 :60	10 :5						
Outcome measure												
Florida Assessment for Instruction in Reading			11 :90	11 :5	11 :60	11 :5						
Florida Assessment for Instruction in Reading			12 :90	12 :5	12 :60	12 :5						
2014-15 Student Placement Screening/Diagnostic/Other												
Screening, Progress monitoring and Diagnostic assessments are determined and carried out by												
HOPE ACADEMY 9102	Other: N/A	Screening NA					N/A				No	
Progress monitoring reported (fluent)												
NA												
Progress monitoring reported (disfluent)												
NA			9 :0	9 :0	9 :0	9 :0						
Outcome measure												
NA			10 :0	10 :0	10 :0	10 :0						
NA			11 :0	11 :0	11 :0	11 :0						
NA			12 :0	12 :0	12 :0	12 :0						
2014-15 Student Placement Screening/Diagnostic/Other												
WEST GADSDEN HIGH 0051	Hampton Brown Edge- 9,10,11,12 Other: Classroom Libraries Common Core Exemplars Achieve 3000 Prepme (ACT)	Screening Florida Assessments for Instruction in Reading					22				Yes	2
Progress monitoring reported (fluent)												
Florida Assessments for Instruction in Reading												
Progress monitoring reported (disfluent)			9 :100	9 :5	9 :50	9 :5						
Florida Assessments for Instruction in Reading			10 :100	10 :5	10 :50	10 :5						
Outcome measure												
Florida Assessments for Instruction in Reading			11 :100	11 :5	11 :50	11 :5						
Florida Assessments for Instruction in Reading			12 :100	12 :5	12 :50	12 :5						

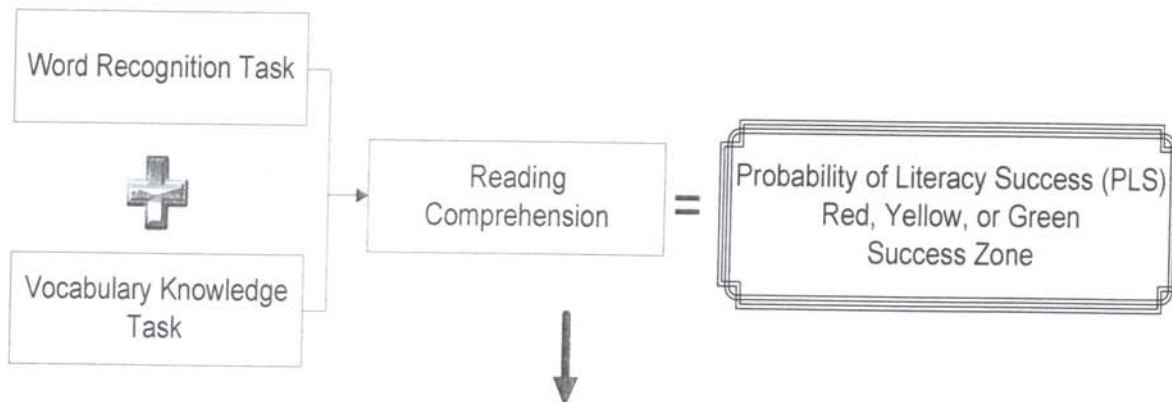
Florida Assessments for
Instruction in Reading

**2014-15 Student Placement
Screening/Diagnostic/Other**

Screening: FORF Comprehension
Placement Test, Progress Monitor
for Fluent and Disfluent

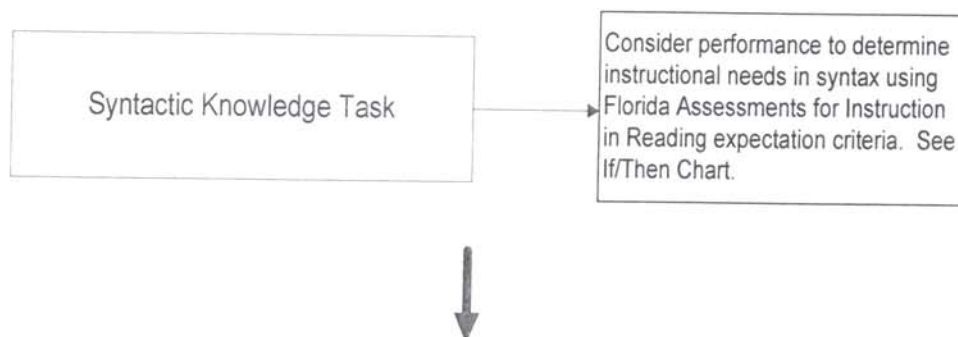
Grades 3-10 Assessment/Curriculum Decision Tree

FAIR-FS Screening (Administered 3 times per year)



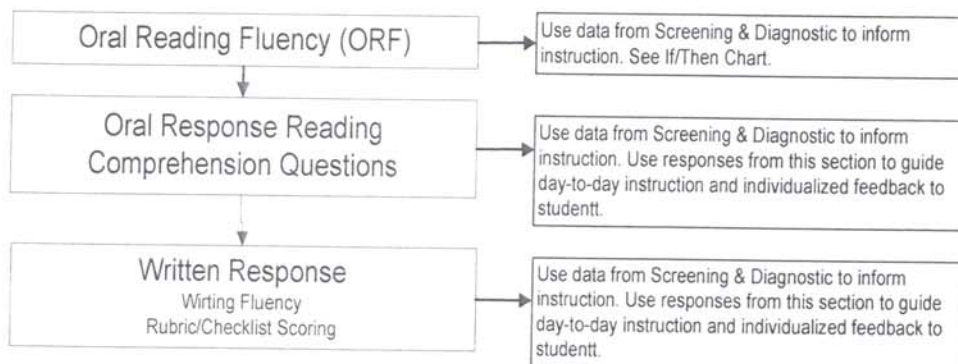
Diagnostic Task

(Students scoring in Red or Yellow Success Zone-may be administered 3 times per year)



Optional Open Response Diagnostic Tasks

(Optional for students scoring in Red, Yellow, or Green Success Zone)



Consider using the ELA Formative Assessment System to monitor progress in each of the targeted skills and standards between Assessment Periods.

Chart J- 9-10 Assessment/Curriculum Decision Tree Using the Florida Assessments for Instruction in Reading (Gadsden)

Continued

Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
<p>Grade 3 Administer FAIR-FS to students who have been identified with a reading deficiency as determined by district selected assessment criteria.</p> <p>Grades 4-10 Administer FAIR-FS for students scoring below expectations on the state accountability assessment.</p>	<p>Assessment Period 1: August/September 2014</p> <p>Assessment Period 2: January 2015</p> <p>Assessment Period 3: April 2015</p>	<p>Student's Probability of Literacy Success (PLS) score is at or above 85% (Green Success Zone)</p>	<p>Green Success Zone*</p> <ul style="list-style-type: none"> • Consider individual students' strengths & weaknesses in decoding, vocabulary, and comprehension for targeting small group instruction. • Provide current levels of instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards <ul style="list-style-type: none"> ○ What programs/strategies do we have available to address these needs? 	<p>Green Success Zone List programs/strategies available in the district to address these needs.</p> <p>Glencoe Literature Florida Treasures Classroom Libraries Comprehension Instructional Sequence (CIS) Lessons Ten Steps to College Reading Achieve 3000</p>
		<p>Student's Probability of Literacy Success (PLS) score is 84% or less (Yellow or Red Success Zone)</p>	<p>Students receive the Syntactic Knowledge score. Use this score along with the WRT & VKT scores to form a profile[†] to determine the appropriate programs/materials/strategies to meet student needs.</p> <p>WRT, VKT, SKT scores are above 30th percentile Provide <i>enhanced</i> instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.</p>	<p>If a student's scores indicate sufficient decoding (WRT) and oral language skills (VKT, SKT). List programs/strategies available in the district to address these needs.</p> <p>Glencoe Literature Florida Treasures Classroom Libraries Comprehension Instructional Sequence (CIS) Lessons Ten Steps to College Reading Vocabulary Word Power Achieve 3000</p>

		<p>WRT is below 30th percentile</p> <ul style="list-style-type: none"> • Assess fluency (rate, accuracy and expression) through having the student orally read a passage. If the student reads fluently, then work on comprehension strategies. • If the student struggles with reading fluently, then work on strategies addressing fluency (rate and accuracy). • If the student has a high error rate, provide instruction in basic phonics (letter/sound patterns, syllable types, etc.) <p>VKT is below 30th percentile</p> <ul style="list-style-type: none"> • Provide instruction in base/root words and prefixes/suffixes. • Provide other intensive vocabulary instruction. <p>SKT is below 30th percentile</p> <ul style="list-style-type: none"> • Provide explicit instruction in sentence construction and determining how clauses and ideas relate to one another throughout a text. <p>*Consider use of the Open Response task to further assist in determining student misconceptions and instructional needs.</p> <p>**Note: The 30th percentile cut point used in this document is given as a guide to estimate the level of instructional support necessary for student success. This cut point may need to be refined within each school and district depending on local circumstances such as available resources and student performance. The 30th percentile cut point will be reevaluated by the Florida Center for Reading Research and Just Read, Florida! after data is collected with the new end-of-year outcome assessment.</p>	<p>If a student's scores indicate difficulties with word recognition (WRT, fluency) only. List programs/strategies available in the district to address these needs.</p> <p>Hampton Brown's Edge Vocabulary Word Power Classroom Libraries Ten Steps to College Reading Fair Toolkit</p> <p>If a student's scores indicate difficulties with oral language (VKT, SKT) only. List programs/strategies available in the district to address these needs.</p> <p>Hampton Brown's Edge Vocabulary Word Power Ten Steps to College Reading Fair Toolkit Achieve 3000</p> <p>If a student's scores indicate difficulties with both decoding (WRT) and oral language (VKT, SKT). List programs/strategies available in the district to address these needs.</p> <p>Hampton Brown's Edge Vocabulary Word Power Ten Steps to College Reading Fair Toolkit Achieve 3000</p> <p>*Use Ongoing Progress Monitoring (OPM) or the ELA Formative Assessment System to monitor student progress between Assessment Periods.</p>
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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.

Budget

**District: Gadsden
Leadership: Budget**

Research-Based Reading Instruction Allocation 2014-2015

✓ Approved Section

	(dollar total)	(percentage) Percentage of Total: (rounded to the nearest percent)
Estimated Expenditures - FEFP Reading Earmark	\$ 333883	
Fund Source:		
Salaries and Benefits	\$ 112000	34 %
Full time Elementary Reading Coach Positions funded by FEFP		
Full time Middle School Reading Coach Positions funded by FEFP		
Full time High School Reading Coach Positions funded by FEFP		
Elementary Reading Intervention Teacher Positions funded by FEFP		
Middle School Reading Intervention Teacher Positions funded by FEFP		
High School Reading		

Intervention Teacher
Positions funded by
FEFP

**Detailed breakdown of
other salaries**

Salary and benefits for a PK-5 District Reading Specialist and a 6-12 District Reading Specialist. Salaries and benefits for twelve reading coaches/reading teachers are being paid from other funding sources.

Professional Development \$ 65000 19 %

Grades K-3 Amount \$ 17500

Grades K-3 Detail

Florida State Standards Training and professional development on the core reading program and intervention programs.

Grades 4-5 Amount \$ 17500

Grades 4-5 Detail

Florida State Standards Training and professional development on the core reading program and intervention programs.

Grades 6-8 Intensive Reading Amount \$ 9000

Grades 6-8 Intensive Reading Detail

Florida State Standards Training and professional development on the core English Language Arts program and intensive reading programs (i.e., Flex). Training in the use of classroom libraries.

Grades 6-8 Content Area Amount \$ 6000

Grades 6-8 Content Area Detail

Florida State Standards Training. NGCAR-PD Training. Training in the use of classroom libraries.

Grades 9-12 Intensive Reading Amount	\$ 9000	
Grades 9-12 Intensive Reading Detail	Florida State Standards Training and professional development on the core English Language Arts program and intensive reading programs (i.e., Hampton Brown Edge). Training in the use of classroom libraries.	
Grades 9-12 Content Area Amount	\$ 6000	
Grades 9-12 Content Area Detail	Florida State Standards Training. NGCAR-PD Training. Training in the use of classroom libraries.	
Assessment Costs	\$ 10000	3 %
Detailed breakdown of Elementary Assessment category	Formal/Informal Assessments (i.e., FAIR-FS, Iowa Assessments) - \$5,000	
Detailed breakdown of Middle School Assessment category	Formal/Informal Assessments (i.e., FAIR-FS) - \$2,500	
Detailed breakdown of High School Assessment category	Formal/Informal Assessments (i.e., FAIR-FS) - \$2,500	
Programs/Materials	\$ 76383	23 %
Detailed breakdown of Elementary Programs/Materials category (breakdown by CCRP, CIRP, SIRP, Ed Tech)	Core supplementary programs/materials, intervention reading programs/materials, consumable reading-related supplies and materials. \$22,383	

122

Detailed breakdown of Middle School Programs/Materials category (breakdown by CCRP, CIRP, SIRP, Ed Tech)

Core supplementary programs/materials, intervention reading programs/materials, consumable reading-related supplies and materials. \$24,000

Detailed breakdown of High School Programs/Materials category (breakdown by CCRP, CIRP, SIRP, Ed Tech)

Core supplementary programs/materials, intervention reading programs/materials, consumable reading-related supplies and materials. \$30,000

Summer Reading Camps \$ 70500 21 %

Detailed breakdown of Summer Reading Camps Category

Salaries and benefits for twelve instructional and two non-instructional employees working in the third grade summer reading camp (\$50,000). Transportation for third grade summer reading camp (\$19,000), and reading materials and supplies for third grade summer reading camp (\$1500).

Total Estimated Expenditures - FEFP Reading Earmark Fund Source \$ 333883

SUMMARY SHEET



RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10b

DATE OF SCHOOL BOARD MEETING: July 22, 2014

TITLE OF AGENDA ITEM: Medical Physicals 2014-2015

DIVISION: Transportation

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

PURPOSE AND SUMMARY OF ITEM: Recommended physicians to examine bus drivers and certain personnel for a recommended fee of \$70.00 per examination.

Capital Regional Medical Group Scharazard Gray, M.D.	Chattahoochee, FL
---	-------------------

Cardiology and Internal Medicine Helen Nitsios, M.D.	Quincy, FL
---	------------

Dr. Chookiert Emko	Quincy, FL
--------------------	------------

Dr. Mark A. Newberry	Havana, FL
----------------------	------------

Quincy Family Medicine Dr. Carla M. Holloman	Quincy, FL
---	------------

FUND SOURCE: 110

AMOUNT: \$7,000.00

PREPARED BY: Gerald A. Gay III *AGB*

POSITION: Director of Transportation

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: _____

2014 JUL -1 AM 10:09
 GADSDEN SCHOOL BOARD
 OFFICE OF ASSISTANT
 SUPERINTENDENT

The School Board of Gadsden County



"Building A Brighter Future"

May 28, 2014

REGINALD C. JAMES
SUPERINTENDENT OF SCHOOLS

35 MARTIN LUTHER KING, JR. BLVD
QUINCY, FLORIDA 32351
TEL: (850) 627-0051
FAX: (850) 627-2760
http://www.gcps.k12.fl.us

LETTER OF INTEREST

YES, I/We would be interested in being recommended to the School Board of Gadsden County to conduct physical examinations on certain Board employees for fiscal year 2014-2015.

NO, I/We would not be interested in being recommended to the School Board of Gadsden County at this time.

\$70.00 SCHOOL BOARD APPROVED FEE PER PHYSICAL EXAMINATION.

DRUG AND ALCOHOL TESTING EXCLUDED

DEXTERITY TESTING SECTION EXCLUDED

CAPITAL REGIONAL MEDICAL GROUP

Physician's Name or Group


Scharazard Gray, M.D.
(Please print or type)

409 HIGH STREET, CHATTAHOOCHEE, FL 32324

Mailing Address

(850) 663-4643

Telephone Number

 Cheryl, Market Manager

Signature of Physician or Business Manager

6-10-14

Date

PLEASE RETURN THIS FORM NO LATER THAN FRIDAY, JUNE 13, 2014

TO THE FOLLOWING ADDRESS:

MR. GERALD A. GAY, DIRECTOR OF TRANSPORTATION

35 MARTIN LUTHER KING, JR. BLVD.

QUINCY, FL 32351

FAX NUMBER - 875-8895

AUDREY D. LEWIS
DISTRICT NO. 1
HAVANA, FL 32333

JUDGE B. HELMS, JR.
DISTRICT NO. 2
QUINCY, FL 32351

ISAAC SIMMONS, JR.
DISTRICT NO. 3
CHATTAHOOCHEE, FL 32324
GREENSBORO, FL 32330

CHARLIE D. FROST
DISTRICT NO. 4
GREYNA, FL 32332
QUINCY, FL 32352

ROGER P. MILTON
DISTRICT NO. 5
QUINCY, FL 32353

The School Board of Gadsden County



"Building A Brighter Future"

May 28, 2014

REGINALD C. JAMES
SUPERINTENDENT OF SCHOOLS

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

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DRUG AND ALCOHOL TESTING EXCLUDED
DEXTERITY TESTING SECTION EXCLUDED

CARDIOLOGY AND INTERNAL MEDICINE GROUP OF N.FL.PA

HELEN NITSIOS, M.D.

Physician's Name or Group

(Please print or type)

230 EAST CRAWFORD STREET, QUINCY, FL 32351

(850) 627-4327

Mailing Address

Telephone Number

Signature of Physician or Business Manager

6-4-14

Date

PLEASE RETURN THIS FORM NO LATER THAN FRIDAY, JUNE 13, 2014

TO THE FOLLOWING ADDRESS:

MR. GERALD A. GAY, DIRECTOR OF TRANSPORTATION

35 MARTIN LUTHER KING, JR. BLVD.

QUINCY, FL 32351

FAX NUMBER - 875-8895

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QUINCY, FL 32352

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DISTRICT NO. 5
QUINCY, FL 32353

The School Board of Gadsden County



"Building A Brighter Future"

May 28, 2014

REGINALD C. JAMES
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QUINCY, FLORIDA 32351
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LETTER OF INTEREST

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\$70.00 SCHOOL BOARD APPROVED FEE PER PHYSICAL EXAMINATION.

DRUG AND ALCOHOL TESTING EXCLUDED
DEXTERITY TESTING SECTION EXCLUDED

CHOOKIERT EMKO, M.D.

Physician's Name or Group

(Please print or type)

21 NORTH LOVE STREET, QUINCY, FL 32351

Mailing Address

(850) 627-9563

Telephone Number

Jean Dowling O.M.

Signature of Physician or Business Manager

6/18/14
Date

PLEASE RETURN THIS FORM NO LATER THAN FRIDAY, JUNE 13, 2014

TO THE FOLLOWING ADDRESS:

MR. GERALD A. GAY, DIRECTOR OF TRANSPORTATION

35 MARTIN LUTHER KING, JR. BLVD.

QUINCY, FL 32351

FAX NUMBER - 875-8895

AUDREY D. LEWIS
DISTRICT NO. 1
HAVANA, FL 32333

JUDGE B. HELMS, JR.
DISTRICT NO. 2
QUINCY, FL 32351

ISAAC SIMMONS, JR.
DISTRICT NO. 3
CHATTAHOOCHEE, FL 32324
GREENSBORO, FL 32330

CHARLIE D. FROST
DISTRICT NO. 4
GRETNA, FL 32332
QUINCY, FL 32352

ROGER P. MILTON
DISTRICT NO. 5
QUINCY, FL 32353

GADSDEN COUNTY SCHOOLS

Transportation Department

May 28, 2014

Transporting Gadsden County's Future

LETTER OF INTEREST

YES, I/We would be interested in being recommended to the School Board of Gadsden County to conduct physical examinations on certain Board employees for fiscal year 2014-2015.

NO, I/We would not be interested in being recommended to the School Board of Gadsden County at this time.

\$70.00 SCHOOL BOARD APPROVED FEE PER PHYSICAL EXAMINATION.

DRUG AND ALCOHOL TESTING EXCLUDED
DEXTERITY TESTING SECTION EXCLUDED

MARK A. NEWBERRY, M.D.

Physician's Name or Group

(Please print or type)

602 E. 5TH AVENUE, HAVANA, FL 32333

Mailing Address

(850) 539-4747

Telephone Number

Mark A. Newberry, MD

Signature of Physician or Business Manager

6/19/14

Date

PLEASE RETURN THIS FORM NO LATER THAN FRIDAY, JUNE 13, 2014

TO THE FOLLOWING ADDRESS:

MR. GERALD A. GAY, DIRECTOR OF TRANSPORTATION

35 MARTIN LUTHER KING, JR. BLVD.

QUINCY, FL 32351

FAX NUMBER - 875-8895



Gerald A. Gay, III
Director of Transportation
35 Martin Luther King, Jr. Blvd.
Quincy, FL 32351

PHONE (850) 627-6858
FAX (850) 875-8895
EMAIL gayg@gcpsmail.com
WEB SITE www.gcps.k12.fl.us/



GADSDEN COUNTY SCHOOLS

Transportation Department

May 28, 2014

Transporting Gadsden County's Future

LETTER OF INTEREST

YES, I/We would be interested in being recommended to the School Board of Gadsden County to conduct physical examinations on certain Board employees for fiscal year 2014-2015.

NO, I/We would not be interested in being recommended to the School Board of Gadsden County at this time.

\$70.00 SCHOOL BOARD APPROVED FEE PER PHYSICAL EXAMINATION.

DRUG AND ALCOHOL TESTING EXCLUDED
DEXTERITY TESTING SECTION EXCLUDED

QUINCY FAMILY MEDICINE, INC.
Physician's Name or Group

CARLA M. HOLLOWMAN, D.O.
(Please print or type)

300 EAST JEFFERSON STREET, QUINCY, FL 32351-2503
Mailing Address

(850) 875-1146
Telephone Number

[Signature]
Signature of Physician or Business Manager

6/18/14
Date

PLEASE RETURN THIS FORM NO LATER THAN FRIDAY, JUNE 13, 2014

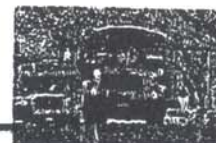
TO THE FOLLOWING ADDRESS:

MR. GERALD A. GAY, DIRECTOR OF TRANSPORTATION
35 MARTIN LUTHER KING, JR. BLVD.
QUINCY, FL 32351
FAX NUMBER - 875-8895



Gerald A. Gay, III
Director of Transportation
35 Martin Luther King, Jr. Blvd.
Quincy, FL 32351

PHONE (850) 627-6858
FAX (850) 875-8895
EMAIL gayg@gcpsmail.com
WEB SITE www.gcps.k12.fl.us/



Submitter

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 11a

DATE OF SCHOOL BOARD MEETING: July 22, 2014

TITLE OF AGENDA ITEM: Request to Advertise – Notice of Intent to Amend a Policy

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM:

F.S. Chapter 120 requires and annual review and adoption of the Gadsden County School District's Code of Student Conduct. Permission is requested to advertise the Notice of Intent.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: *RWS* Rosalyn W. Smith

POSITION: Deputy Superintendent

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered

CHAIRMAN'S SIGNATURE: page(s) numbered

REVIEWED BY:

**THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA
NOTICE OF INTENT TO AMEND A POLICY**

DATE OF THIS NOTICE: July 22, 2014

The School Board of Gadsden County, Florida hereby gives notice of its intent to amend Gadsden County School Board Policy Numbered 5500 (Student Conduct).

PURPOSE AND EFFECT: The purpose and effect of this policy revision is to comply with Florida Administrative Code No. 6A-7.0411.

RULEMAKING AUTHORITY: Subsection 1000.41, and 1000.43, Florida Statutes

LAWS IMPLEMENTED: 1000.40, 1000.42, and 1000.43, 1003.31 Florida Statutes

SUMMARY OF THE ESTIMATED ECONOMIC IMPACT: NONE

FACTS AND CIRCUMSTANCES JUSTIFYING RULE: It is necessary to amend Policy Numbered 5500 (Code of Student Conduct) for an annual adoption of the Code of Student Conduct as required by F.S. Chapter 120.

**A PUBLIC HEARING WILL BE HELD DURING THE BOARD MEETING SCHEDULED FOR 6:00 P.M.
ON:** Tuesday, July 22, 2014

PLACE: Max D. Walker School Administration Building
35 Martin Luther King, Jr., Blvd.
Quincy, Florida 32351

IF A PERSON DESIRES TO APPEAL ANY DECISION MADE BY THE SCHOOL BOARD WITH RESPECT TO ANY MATTER CONSIDERED AT ANY SUCH HEARING, HE/SHE WILL NEED A RECORD OF THE PROCEEDINGS, AND FOR SUCH PURPOSE HE/SHE MAY NEED TO ENSURE THAT A VERBATIM RECORD OF THE PROCEEDINGS IS MADE, WHICH RECORD INCLUDES THE TESTIMONY AND EVIDENCE UPON WHICH THE APPEAL IS TO BE BASED.

NAME OF THE PERSON ORIGINATING THIS RULE:

Rosalyn W. Smith
Deputy Superintendent

NAME OF THE PERSON WHO APPROVED THIS RULE:

Reginald C. James
Superintendent of Schools

DATE OF SUCH APPROVAL: August 26, 2014

A COPY OF THE POLICY PROPOSED FOR AMENDMENT MAY BE EXAMINED DURING BUSINESS HOURS AT THE MAX D. WALKER SCHOOL ADMINISTRATION BUILDING, 35 MARTIN LUTHER KING, JR. BLVD., QUINCY, FLORIDA 32351.

Reginald C. James, Superintendent of Schools
For Gadsden County, Florida, and Secretary and
Chief Executive Officer of the School Board of
Gadsden County, Florida.

The School Board of Gadsden County Bylaws & Policies

Unless a specific policy has been amended and the date of the policy was revised is noted at the bottom of that policy, the bylaws and policies of The School Board of Gadsden County were adopted on June 25, 2013, and were in effect beginning June 26, 2013.

5500 - STUDENT CONDUCT

Respect for law and for those persons in authority shall be expected of all students. This includes conformity to school rules as well as general provisions of law affecting students. Respect for the rights of others, consideration of their privileges, and cooperative citizenship shall also be expected of all members of the school community.

Respect for real and personal property; pride in one's work; achievement within the range of one's ability; and exemplary personal standards of courtesy, decency, and honesty shall be maintained in the schools of this District.

The School Board has zero tolerance for conduct that poses a serious threat to school safety. Zero tolerance policies must apply equally to all students, and are not intended to be rigorously applied to petty acts of misconduct and misdemeanors. This zero tolerance policy does not require the reporting of petty acts of misconduct and misdemeanors to a law enforcement agency. Petty acts of misconduct, include, but are not limited to, disorderly conduct, disrupting a school function, simple assault or battery, verbal abuse or use of profanity, cheating, theft of less than \$300, trespassing, and vandalism of less than \$1,000, possession or use of tobacco, and other school-based offenses delineated in the Student Code of Conduct.

Florida law requires that students found to have committed one of the following offenses:

- A. bringing a firearm or weapon, as defined in F.S. Chapter 790, to school, to any school function, or onto any school-sponsored transportation, or possessing a firearm at school; or
- B. making a threat or false report, as defined by F.S. 790.162 and 790.163, involving school or school personnel's property, school transportation, or a school-sponsored activity;

shall be expelled, with or without continuing educational services, from the student's regular school for a period of not less than one (1) full year, and that the student shall be referred to the criminal justice or juvenile justice system.

The Superintendent may consider the one (1) year expulsion requirement on a case-by-case basis and request that the Board modify the requirement by assigning a student to a disciplinary program or second chance school. The Superintendent's request for modification must be in writing, and the Board may approve the request if it is determined to be in the best interest of the student and the school system. If a student committing either of the offenses enumerated above is a student who has a disability, the Board shall comply with applicable State Board of Education rules for discipline of such students.

The District shall enter into agreements with local law enforcement specifying procedures so that acts that pose a serious threat to school safety, whether committed by a student or adult, are reported to a law enforcement agency having jurisdiction.

Those acts that pose a serious threat to school safety include, but are not limited to,:

- A. possession of firearms or other weapons

- B. placing, discharging, or throwing an explosive item or noxious substance or making threats to do so
- C. arson
- D. felony assault
- E. violations of the rules regarding possession of alcohol and/or illegal drugs in the Board-adopted Student Code of Conduct

Notwithstanding any other provision of Board policy, pursuant to F.S. 1006.13(5), any student found to have committed an act of assault or aggravated assault, or battery or aggravated battery, on any elected official of the School District, teacher, administrator, or other School District personnel, shall be recommended for expulsion or placement in an alternative school setting, as appropriate, for a minimum period of one (1) year. Upon being charged with such offense, the student shall be removed from the classroom immediately and placed in an alternative school setting pending disposition.

The Code of Student Conduct that is adopted annually shall provide for review of a decision to suspend or expel a student pursuant to this policy and the Code, consistent with F.S. 1006.07.

Furthermore, if the Board receives notice from the Department of Juvenile Justice, as required by law, that a student enrolled in the District has been adjudicated guilty of or delinquent for, or is found to have committed, regardless of whether adjudication is withheld, or pleads guilty or *nolo contendere* to, a felony violation as set forth in F.S. 1006.13(6)(a), the Board shall, pursuant to State law and the adopted cooperative agreement with the Department of Juvenile Justice, require that any no contact order entered by a court be enforced and that all of the necessary steps be taken to protect the victim of the offense, or a sibling of the victim.

The principal, a teacher, or any other staff member may temporarily detain and question a student when circumstances indicate that such student has committed, is committing, or is about to commit a violation of Florida statutes or Board rules. Any activity involving student detention, search, and seizure shall be in accordance with procedures set forth in the *Code of Student Conduct*. Students may be subject to discipline for violation of the *Code of Student Conduct* even if that conduct occurs on property not owned or controlled by the Board but that is connected to activities or incidents that have occurred on property owned or controlled by the Board, or conduct that, regardless of where it occurs, is directed at a Board official or employee, or the property of such official or employee.

The principal shall ensure that all school personnel are properly informed as to their responsibilities regarding crime reporting, that appropriate delinquent acts and crimes are properly reported, and that actions taken in cases with special circumstances are properly taken and documented.

Student conduct shall be governed by the rules and provisions set forth in the *Code of Student Conduct* that is reviewed and adopted annually in accordance with F.S. Chapter 120.

F.S. 1006.07, 1006.13

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985.101 Taking a child into custody.—

(1) A child may be taken into custody under the following circumstances:

(a) Pursuant to an order of the circuit court issued under this chapter, based upon sworn testimony, either before or after a petition is filed.

(b) For a delinquent act or violation of law, pursuant to Florida law pertaining to a lawful arrest. If such delinquent act or violation of law would be a felony if committed by an adult or involves a crime of violence, the arresting authority shall immediately notify the district school superintendent, or the superintendent's designee, of the school district with educational jurisdiction of the child. Such notification shall include other education providers such as the Florida School for the Deaf and the Blind, university developmental research schools, and private elementary and secondary schools. The information obtained by the superintendent of schools pursuant to this section must be released within 48 hours after receipt to appropriate school personnel, including the principal of the child's school, or as otherwise provided by law. The principal must immediately notify the child's immediate classroom teachers. Information provided by an arresting authority under this paragraph may not be placed in the student's permanent record and shall be removed from all school records no later than 9 months after the date of the arrest.

(c) By a law enforcement officer for failing to appear at a court hearing after being properly noticed.

(d) By a law enforcement officer who has probable cause to believe that the child is in violation of the conditions of the child's probation, home detention, postcommitment probation, or conditional release supervision; has absconded from nonresidential commitment; or has escaped from residential commitment.

Nothing in this subsection shall be construed to allow the detention of a child who does not meet the detention criteria in part V.

(2) Except in emergency situations, a child may not be placed into or transported in any police car or similar vehicle that at the same time contains an adult under arrest, unless the adult is alleged or believed to be involved in the same offense or transaction as the child.

(3) When a child is taken into custody as provided in this section, the person taking the child into custody shall attempt to notify the parent, guardian, or legal custodian of the child. The person taking the child into custody shall continue such attempt until the parent, guardian, or legal custodian of the child is notified or the child is delivered to a juvenile probation officer under ss. 985.14 and 985.145, whichever occurs first. If the child is delivered to a juvenile probation officer before the parent, guardian, or legal custodian is notified, the juvenile probation officer shall continue the attempt to notify until the parent, guardian, or legal custodian of the child is notified. Following notification, the parent or guardian must provide identifying information, including name, address, date of birth, social security number, and driver's license number or identification card number of the parent or guardian to the person taking the child into custody or the juvenile probation officer.

Proposed Language by GCCTA

F. Pursuant to Florida law pertaining to a lawful arrest, if a student commits a delinquent act or violation of law which would be a felony if committed by an adult or involves a crime of violence, after the arresting authority notifies the district school superintendent, or the superintendent's designee, the information must be released within 48 hours after receipt to appropriate school personnel, including the principal of the child's school, or as otherwise provided by law. The principal must immediately notify all the child's assigned classroom teachers.

GADSDEN COUNTY SCHOOL DISTRICT



"Building a Brighter Future"

Code of Student Conduct

~~2013-2014~~ **2014-2015**

Mr. Reginald C. James
Superintendent of Schools
35 Martin Luther King, Jr. Blvd.
Quincy, Florida 32351
(850) 627-9651
Fax: (850) 627-2760

School Board Members

Audrey Lewis District No. 1 Havana, FL 32333 Midway, FL 32343	Judge B. Helms, Jr. District No. 2 Quincy, FL 32351	Isaac Simmons, Jr. District No. 3 Chattahoochee, FL 32324 Greensboro, FL 32330	Charlie Frost District No. 4 Gretna, FL 32332 Quincy, FL 32352	Roger P. Milton District No. 5 Quincy, FL 32351
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Board Approved
00/00/0000

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The School Board of Gadsden County



"Building A Brighter Future"

REGINALD C. JAMES
SUPERINTENDENT OF SCHOOLS

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

SUPERINTENDENT'S MESSAGE

In order for the Gadsden County School District to perform effectively, we must operate within a system of rules. These rules are written in the **Code of Student Conduct** to ensure a safe learning environment for the students who attend our schools. We know that there are many factors which contribute to discipline problems in a school; consequently, schools have the responsibility to encourage, promote, and maintain effective disciplinary practices.

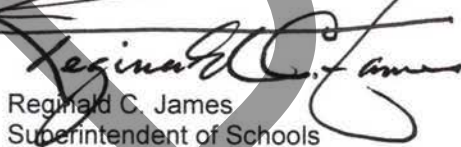
The contents of this document apply to all students in grades **PreK-12**, unless otherwise stated. The information contained in the **Code of Student Conduct** is written specifically to ensure that each student associated with school activities has positive experiences in a safe learning environment.

This document will explain the rules of the Gadsden County School District, student rights and student responsibilities, disciplinary actions, and the disposition of school records. While this document does not contain the exact Florida Statutes referenced herein, a copy of those statutes can be obtained from the district office at 35 Martin Luther King, Jr. Boulevard in Quincy upon request or viewed on the State of Florida website at <http://www.flsenate.gov/statutes>.

The administrators and school personnel will continue to promote and maintain the kind of discipline that will foster a *healthy dose* of intervention, prevention, and the encouragement to discontinue those behaviors that are not acceptable to a safe learning environment. As we continue to find ways to make all of our schools safer, we realize that consequences for inappropriate behavior must be fair, consistent, and comply with policies as conflicts are resolved and undesirable behavior is modified.

Please read and thoroughly discuss this document with your child. Help us maintain the safe school status which we all desire throughout our district. As we work together to build a brighter future, we want to ensure that each student will have positive experiences in a safe learning environment.

Respectfully yours,



Reginald C. James
Superintendent of Schools

RCJ:RWS:mjwb

AUDREY D. LEWIS
DISTRICT NO. 1
HAVANA, FL 32333

JUDGE B. HELMS, JR.
DISTRICT NO. 2
QUINCY, FL 32351

ISAAC SIMMONS, JR.
DISTRICT NO. 3
CHATTAHOOCHEE, FL 32324
GREENSBORO, FL 32330

CHARLIE D. FROST
DISTRICT NO. 4
GRETNA, FL 32332
QUINCY, FL 32352

ROGER P. MILTON
DISTRICT NO. 5
QUINCY, FL 32353

VISION

The Gadsden County Public School District is committed to working together to *"Build A Brighter Future"* for our boys and girls.

We, the partners for excellence, recognize the need for multicultural awareness and education and envision that schools, communities, and parents/guardians will cooperatively embrace one another to offer an educational program that will meet the needs of students, parents/guardians, and the community. We further believe that ALL children can learn, and we envision that schools, using new and emerging technologies in conjunction with traditional approaches, will provide academic, intellectual, emotional, psychological, physical, and social experiences that will develop the whole student. Our product will be students who possess foundational, marketable, and/or functional skills that will enable them to broaden their horizons in any post-secondary endeavor upon which they might choose to embark.

MISSION STATEMENT

The mission of the district is *"To Build a Brighter Future as We Prepare Students for Success in Life"*.

JURISDICTION OF THE SCHOOL BOARD

The Code of Student Conduct and the Positive Student Management Discipline Plan were adopted by the Gadsden County School Board and are compatible with the Florida State legislative codes. Subject to law and rules and regulations of the State Board of Education of the State of Florida, each student enrolled in a school shall, during the time he/she is being transported to or from school at public expense, during the time he/she is attending school, including the time during which he/she is proceeding from one school center to another during the school day, and during the time he/she is on the premises of any publicly supported school in this district, be under the control and direction of the principal or teacher in charge of the school, and under the immediate control and direction of the teacher or other member of the instructional staff or the bus driver to whom such responsibility may be assigned by the principal; and each such student shall, during the time he/she is otherwise en route to or from school at public expense, or is presumed by law to be attending school, be under the control and direction of the principal or teacher in charge of the school where he/she is enrolled.

DISCRIMINATION STATEMENT

No person shall, on the basis of race, color, religion, sex, national origin, handicap, age, or marital status, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under, any education program or activity.

This practice shall apply equally to students, employees and all persons having business with the School Board.

STUDENTS' RIGHTS AND RESPONSIBILITIES

It is the intent of the Students' Rights and Responsibilities, as expressed in the Code of Student Conduct, that students understand that their rights must be accompanied by corresponding responsibilities.

Florida's School Improvement and Accountability System states that all school communities will provide an environment that is alcohol and drug-free and protects students' health, safety, and civil rights.

I. ATTENDANCE

All questions relating to the attendance policy are to be directed to the school's attendance office first, and then if needed, the school principal.

Florida law requires each parent/guardian of a child from age six (6) to sixteen (16) years to be responsible for the child's school attendance. Regular attendance is the actual attendance of a pupil during the school day as defined by law and regulations of the state board.

The school attendance law was amended by the 1997 Florida Legislature to require that any sixteen or seventeen year old student withdrawing from school must file a formal declaration of intent to terminate school enrollment with the district school board.

A student is considered "truant" when he/she is not in attendance without approval of the principal and/or consent of the parent/guardian. School-based interventions will occur for all truant students.

A student is considered a "habitual truant" when he/she has 15 unexcused absences within 90 calendar days.

Rights:

Students will be given an explanation of excused absences, unexcused absences, and tardies. Students can make up work for credit if the absence is excused.

A student who attains the age of 16 years during the school year is not subject to compulsory attendance beyond the date upon which he or she attains that age if the student files a Student Declaration of Intent to Terminate School Enrollment form. This form is available from the school administration or guidance office.

Responsibilities:

Students are required to attend school every school day. If absent, a written note from the parent/guardian stating why the student was absent must be brought to school on the day the student returns. The principal shall consider each absence as being either "excusable," "permissible," or "unexcused."

It is the responsibility of the student's parent/guardian to notify the school when his/her child will not be in attendance. The school is to be notified of an absence the morning the student is absent or within twenty-four hours.

Excusable Absence:

An excusable absence is one caused by illness of the student or by serious illness or death in the family, legal reasons and other special conditions or extenuating circumstances. The student shall be given an opportunity to make up all missed work.

Excused Absence for Religious Holidays:

A student shall be excused from attendance for observation of a religious holiday or because the tenets of his religion forbid secular activity on that day. Prior notification to the school principal is required.

A student who has been excused for observance of a religious holiday shall be given up to 3 school days to complete any work missed, including examinations and work assignments. No adverse or prejudicial effects shall result from any such religious observance.

Permissible Absence (Excused):

A permissible absence is one which has the sanction of the parents/guardians and the school. This may include activities such as an individual educational trip or other extenuating circumstances. Any such individual educational trip must be planned by the parent/guardian and teacher, and a written report of the trip must be presented to the teacher. The student shall be given an opportunity to make up all missed work.

Unexcused Absence:

An unexcused absence (this does not include suspensions) is one which does not have the approval of the school, or which is due to disciplinary action against the student. Ordinarily, in such case, the work missed may not be made up by the student for credit. Pursuant to Florida Statute 1006.09, no student who is required by law to attend school shall be suspended for unexcused absence or truancy. Therefore, suspension is not an appropriate disciplinary action for students who fall within the mandatory state attendance requirements.

Students who are more than five (5) minutes late for a class will be recorded as being tardy.

Rule:

All students between the ages of six (6) and sixteen (16) must attend school regularly.

Disciplinary Action:

A student may receive counseling, attendance conferences, parent/guardian contact, and may be referred to other appropriate disciplinary programs.

The law allows absences for illness and certain other special circumstances. Under these circumstances, district and school policies regard these absences as excused absences. A student with an excused absence is not subject to any disciplinary or academic penalties for that absence. It is the student's responsibility to obtain and complete all makeup work. An unexcused absence takes place any time a child is out of school for reasons not recognized in the law. In these cases, the child may be subject to academic penalties.

For students in grades 9-12 a minimum of 135 hours in attendance is required to earn a credit in a course. In order to be eligible to receive a credit, a student must meet course requirements and be present at least 67.5 hours each 18 week grading period or demonstrate mastery of the course performance standards for the defined course by passing the semester exam. Credits are awarded at the end of each 18 week grading period.

Each school must implement procedures to increase student attendance. An attendance committee will be established at each school to review the reason(s) for absence(s).

Minimum School-Based Intervention Procedures for Truant Students

Minimum School-Based Intervention Procedures for Truant Students may be as follows (Appropriate Documentation of Interventions Must Be Maintained):

1. After 3 days of unexcused absences, within a 90-day period, a parent/guardian/student contact/conference is conducted by teacher/school designee.
2. After 5 days of unexcused absences, within a 90-day period, a referral is made to the principal to send a certified letter to parents/guardians and possibly to convene a student study team. *NOTE: A student study team is to convene when a student misses 5 unexcused absences within 30 calendar days, or when a student misses 10 days within 90 calendar days.*
3. After 10 days of unexcused absences within a 90-day period, the student is referred to the visiting teacher.
4. After 15 unexcused absences within a 90-day period, the student is considered "habitually truant." Florida statutes 1003.27(b).

The Florida Legislature enacted requirements that school districts report to the Department of Highway Safety and Motor Vehicles (DHSMV) the names, birthdates, sex, and social security numbers of minors who attain the age of 14 and accumulate 15 unexcused absences in a period of 90 calendar days. The legislation further provides that those minors under age 18 who thus fail to satisfy attendance requirements or drop out of (voluntarily withdraw from) school will be ineligible for driving privilege. Additional information about procedures and waivers is available from the school administration or guidance office.

Middle-High School Attendance

A minimum of 135 hours of attendance is required for students to earn a credit in a course. In order to be eligible to receive a credit, a student must meet course requirements and be present at least 67.5 hours each semester or demonstrate mastery of the course performance standards for the defined course by passing the semester exam.

Each school will document attempts to notify parents/guardians of each student's absence either through an automated system or other method. However, failure to successfully notify parents/guardians shall not negate the attendance policy.

Absences

- Students are to sign in/out when missing a class for excusable appointments or emergencies and are to comply with the individual school procedures established with the school attendance office. Failure to sign out may result in an unexcused absence and the consequences thereof.
- Excused absences/tardies may only be used for the following legitimate, documented reasons:
 1. Illness and/or medical care
 2. Death in the family
 3. Legal reasons
 4. Religious Holidays, administratively pre-approved observance
 5. Pre-arranged absences approved by an administrator, school sponsored field trips, or school approved activities
 6. Other special circumstances or insurmountable conditions
- In the event 4 or more unexcused absences occur in a course during a 9-week grading period, an attendance conference may be held to determine which, if any, absences are excusable.
- For each course in which the student has four (4) unexcused absences, that are not for one of the legitimate purposes described above, a grade of "F" will be assigned for that grading period.
- The teacher's grade book and/or the attendance sheet signed by the teacher will be the final authority in determining the number of absences for each student.

Attendance Conference / Appeal Procedures

- In order to appeal an unexcused absence, the following must occur:
 1. The student and parent/guardian must request a hearing by completing and submitting an Attendance Conference Application (form available at school).
 2. Written documentation of absences from a doctor or recognized agency, legal proceedings or other relevant information should be attached to the application when it is submitted, and may be accepted in lieu of an attendance conference provided all absences are included.
 3. An attendance conference may not be necessary if written documentation for each absence is submitted to the attendance office. Other circumstances made known to the attendance office may also make the conference unnecessary. The need for a conference will be made by the principal/designee. The school will notify the parent/guardian(s) if a conference is not necessary.
- The school will make every effort to schedule conferences at a time convenient for parents/guardians, including evening hours when necessary.
- One administrator/designee and two teachers will hear and rule on the appeal.
- The parent/guardian will be notified of the decision in a timely manner.
- Teachers will be notified of the decision in a timely manner.
- The principal may overrule the findings of the attendance committee should special circumstances occur or excuse any student from any consequence arising from recorded absences.

Other Considerations

- Students who are suspended will be considered administratively absent and the absences will not count toward the “four unexcused” policy for the nine weeks grading period.
- Students who are absent for an “educationally valuable experience” other than a field trip may receive an excused absence if the following criteria are met:
 - a. The absence must be pre-approved at least one week in advance.
 - b. There must be stated and written educational objectives for the trip that are related to the performance standards for each course in which the student is enrolled and include at least one objective for each course. This information shall be attached to the Prior Approval Request Form when it is turned in to the attendance office and initialed by the teacher of each course.
 - c. The attendance administrator and/or the attendance committee will review the pre-arranged absence request. The absences may then be pre-excused pending the completion of (d) below.
 - d. Within ten (10) calendar days of the student’s return to school following the trip, the student and parent/guardian will present a student prepared report and other appropriate exhibits to the attendance committee documenting the completion of each written objective. The committee shall determine whether the absences are to be excused.
- College recruitment trips are to be scheduled when school is not in session. Days missed will be considered as part of the three (3) allowed per 9-week grading period. Administrative exception may be granted for a planned program scheduled for a specific day if the student has a pre-planned appointment, with a specific college administrator that is verified in writing by the college.
- Any student with fifteen (15) or more absences due to a physical or mental condition, which confines the student to a home or a hospital, may be referred to the Homebound Program. If placed in the Homebound Program, attendance records become the responsibility of the Homebound Program.

II. RESPECT FOR PERSONS AND PROPERTY

Rights:

Students are recognized as individuals. Their rights include a safe, healthy, and drug-free environment.

Responsibilities:

Students should treat others, school property, and property of others with respect. Respectful behavior includes, but is not limited to, following school, classroom, and bus rules. Unacceptable behavior includes, but is not limited to, fighting, stealing, destroying property, and violating school rules.

Rule:

Students will treat others and their property with dignity and respect.

Disciplinary Action:

A student not respecting the right and property of others may be subject to disciplinary action allowed by School Board policy. Disciplinary action may range from counseling to expulsion.

III. RIGHT TO LEARN

Rights:

Students have a right to be in an environment conducive to learning and will have appropriate educational programs.

Responsibilities:

Students should come to school prepared to take advantage of all educational opportunities offered. Students should inform school personnel if they have a problem at home or at school that keeps them from doing their best.

Rule:

Students will participate in educational opportunities and complete classroom assignments and homework to the best of their abilities.

Disciplinary Action:

Students who fail to comply with the above stated rule may hinder their educational progress and be subject to other disciplinary procedures allowed by the local school-wide discipline plan.

IV. RIGHT OF ASSEMBLY

Rights:

Students may meet in an orderly manner on the school grounds or building(s) if proper authorization has been granted.

Responsibilities:

The meetings must be approved by the principal/designee and must not interfere with other planned activities.

Rule:

With proper school authorization, students may assemble in an orderly manner.

Disciplinary Action:

Unauthorized or disorderly meetings will be terminated immediately by the principal/designee, and violators may be subject to further administrative disciplinary action.

V. RIGHT OF PRIVACY

Rights:

1. Only authorized persons may have access to student records as governed by Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. §1232g. Regulations: 34 CFR Part 99.)
2. Students and their storage area, under the jurisdiction of the School Board, may be searched in cases of reasonable suspicion. Strip searching is prohibited. The use of metal detectors or specially trained animals is permissible.

Responsibilities:

1. Students, parents/guardians should give the school any information needed to work with the student.
2. Students should not bring prohibited items to school.

Rule:

Students will respect the privacy of others.

Disciplinary Action:

Prohibited items will be confiscated by school personnel and the students will be subject to disciplinary actions allowed by School Board policy.

VI. PARTICIPATION IN SCHOOL PROGRAMS AND ACTIVITIES

Rights:

All students will be a part of classroom instruction and other school activities for which they are qualified, without regards to their race, sex, religion, national origin, age, marital status, disability, or perceived disability.

Responsibilities:

Students should do their best in school or while participating in school activities. They should also be aware of the rights and responsibilities of others so as to make the school the best place of learning possible.

Rule:

Students who participate in or attend school activities will do so in a manner which promotes the objectives of the school and/or the activity.

Disciplinary Action:

Students who violate the above stated rule may be subject to disciplinary actions allowed by School Board policy.

VII. DRESS AND GROOMING

Rights:

Students have a right to dress comfortably.

Responsibilities:

Students have a responsibility to wear clothes that are not dangerous to their health or safety and to dress in a manner that is not disrupting to the educational process. Clothes worn should not advertise drugs, gangs, alcohol, tobacco, inappropriate language and/or sexual behavior.

Rule:

Student will dress and groom in such a way as to express personal preferences within the guidelines of the school dress code. Students are prohibited from wearing bandannas, dropped pants, low riding jeans, and shorts revealing the buttocks or underwear, short tops revealing the belly button, and inappropriate short dresses, shorts, or skirts. Middle and high school students are required to have shirts tucked in and pants are to be worn with a belt.

Elementary and Middle School Requirements:

Appropriate dress is the primary responsibility of the student and his/her parent or guardian. In order to promote safety, personal hygiene, academic well-being and moral and character development, students shall be expected to comply with reasonable requirements relating to dress, grooming and personal appearance as follows:

- 1) All students in elementary or middle school shall wear a school uniform while in attendance during the regular school day and on school sponsored field trips.
- 2) Colors shall be that of the official school colors and other colors as recommended by the School Advisory Committee and approved by the principal of the school.
- 3) Shirts/blouses must have a collar. T-shirts may be worn at the discretion of the individual school. Shirts must be tucked into pants.
- 4) Uniform style bottoms will be dark blue, black, tan (khaki). No sweat pants, overalls, or jeans will be allowed.
- 5) The legs of pants shall not extend below the heels of shoes.
- 6) Uniform knee-length shorts/skirts will be acceptable.
- 7) Sneakers and leather shoes are both acceptable, but must be black, or white with matching shoelaces.
- 8) Socks must be black, white, or other color as approved by the principal.
- 9) Boys and girls must wear belts if pants/shorts have belt loops. No sagging of pants will be allowed.
- 10) Outer garments for cold weather are permissible.

A student who transfers from one school to another in the county will be required to wear the “generic school uniform”, and will have 15 days to acquire the new school’s uniform.

The “generic uniform” shall consist of the following:

- A. Khaki or black pants, shorts, or skirt
- B. White collared shirt
- C. Dark or white leather shoes or sneakers with black, dark brown, or white socks

At the beginning of the school year, students will be required to conform to the uniform dress code within but no later than the first ten (10) school days. Likewise, students transferring into the district will have the first fifteen (15) days of school enrollment in order to conform to the uniform dress code.

Elementary/Middle School Disciplinary Action:

Any student enrolled in an elementary or middle school who reports to school improperly attired shall be disciplined as follows:

- A. First and second offense consequences are:
 - a. Notification of parent or guardian and require student to change into appropriate attire
- B. Third offense consequences are:
 - a. Notification of parent or guardian and require student to change in to appropriate attire and
 - b. One day of in-school suspension (if available) or three (3) days of after school detention.
- C. The fourth and subsequent offenses are considered to be willful disobedience that will result in further disciplinary action that may include additional days of in-school suspension, after school detention, or work detail.
- D. Any absence resulting from a violation of the uniform dress code will be excused.

High School Disciplinary Action:

Any student enrolled in a high school who violates the dress code may receive counseling and/or parent/guardian(s) will be contacted.

Clothing and/or other personal adornment that is so unusual or non-traditional that it attracts undue attention and distracts from the academic climate of the classroom cannot be allowed.

APPROPRIATE ATTIRE

- When young ladies wear shorts, skirts, and dresses, the length must be near their knees. This knee length is determined by the indentation of the tip of the student's middle finger when placed against the student's attire.
- Bound sleeveless shirts and/or dresses that cover the armpits may be worn.
- Shirts/blouses must cover the midriff at all times.
- Young men must wear belts or suspenders with their pants. Elastic waist band/draw strings are acceptable.
- Hats and hoods may be worn outside of the building only.
- Shirts and blouses that are designed to be worn inside will be tucked into the pants/skirts.
- Undergarment shirts need to be white or grey.

INAPPROPRIATE ATTIRE

- Tight-fitting stretchy pants, leotards, bicycle pants, or body gloves
- Blouses or shirts that are unbuttoned, see-through, halter tops, tank tops, or muscle shirts and dresses that are strapless, spaghetti strap, or sun dresses,
- Section cutout garments with holes
- Clothes that advertise gangs, alcoholic beverages, tobacco, drugs, suggestive or sexually explicit logos, or offensive racial slogans
- Headbands, bandannas, scarves, stocking/wave caps, or any other head gear
- Bare feet, bedroom slippers, flip-flops or beach shoes
- Hair combs, hair picks, or hair rollers
- Drop pants / saggy pants (F.S. 1006.07 and F.S. 1006.15)
- No hoodies allowed on campus.

* These dress code guidelines are subject to the interpretation of the administration, faculty, and staff. Any other type of clothing or garment that is distracting, immodest, or interferes with learning will not be allowed.

ALL STUDENTS (ELEMENTARY, MIDDLE AND HIGH) FOUND IN VIOLATION OF THE DRESS CODE WILL BE SUBJECTED TO THE FOLLOWING OPTIONS:

- For first offenders, the school is required to give the student a verbal warning, and the principal must call the student's parent or guardian;
- For second offenders, the student is ineligible to participate in extracurricular activities for up to 5 days, and the principal must meet with the parent or guardian;
- For the third or subsequent offenders, the extracurricular activity exclusion is extended to up to 30 days; the school must place the student in in-school suspension for up to 3 days; and the principal must both call and send written notice to a parent or guardian.

VIII. DISCRIMINATION/SEXUAL HARASSMENT

Rights:

Students have the right to attend school and learn in an environment free from discrimination and sexual harassment.

Responsibilities:

Students should report occurrences of discrimination or sexual harassment to the principal through the proper grievance procedures.

Rules:

No student shall on the basis of race, sex, religion, national origin, age, marital status, disability, or perceived disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination/sexual harassment under any educational program or activity.

Disciplinary Actions:

Students who violate the above-stated rule may be subject to disciplinary actions allowed by School Board policy.

IX. COUNSELING

Rights:

Students have the right:

1. To be informed as to the nature of the guidance services available in their school.
2. To have access to individual and group counseling.
3. To request a change of counselor as applicable.
4. Students have the right of confidentiality except in the following circumstances:
 - a. Reports of abuse or neglect,
 - b. Indication of harm to self/others.

Responsibilities:

Students have the responsibilities:

1. To use guidance services for their own educational and personal improvement.
2. To schedule appointments in advance unless the problem or concern is one of an emergency.
3. To work cooperatively with all school personnel.

Rule:

Students should participate appropriately in the counseling process.

Disciplinary Action:

Students who fail to participate appropriately in the counseling process may temporarily have their opportunities for counseling suspended, or other disciplinary measures may be taken.

X. FREE SPEECH AND PUBLICATION

Rights:

1. Students will be given the opportunity to participate freely in class discussions.
2. Students may, with the approval of the principal/designee, write and distribute non-commercial printed materials. This shall include freedom of the press for all student publications.
3. Students may decide whether or not to participate in symbolic (e.g. flag salute) or religious activities.
4. After receiving permission from the principal, students may display posters, notices, magazines, or articles.
5. Students participation in classroom instruction or other school activities may not be denied based on race, sex, religion, national origin, age, marital status, exceptionality, or perceived disability.

Responsibilities:

1. Students must use appropriate language when expressing their thoughts, concerns, and opinions.
2. Students must respect the principal's decision concerning the request to display printed material.
3. Students should respect others' rights, responsibilities, and opinions.

Rule:

The principal/designee will ensure that all printed materials distributed in the school reflect appropriate journalistic ethics and are not obscene or offensive by school and community standards.

Disciplinary Action:

The principal may discipline any student for infraction of the above stated rule.

XI. STUDENT GOVERNMENT

Rights:

Students have the following rights:

1. To form and operate a student government at their respective schools under the direction of a faculty advisor.
2. To have access to policies of the School Board and the individual school.
3. To seek office in student government, or any school organization, regardless of race, sex, religion, national origin, age, marital status, disability, or perceived disability.
4. To attend, as student government officers and representatives, official student government meetings upon approval of such meetings by the school principal.

Responsibilities:

Students have the following responsibilities:

1. To elect student government officers and representatives who are responsive to the needs of the school and who will work constructively toward the resolution of such needs.
2. To become knowledgeable of School Board and individual school policies governing the actions of students.
3. To conduct election campaigns in a positive, mature manner, with all due respect provided their opponents.
4. To attend regularly scheduled meetings, if an elected student representative, and exhibit appropriate conduct at all times.

Rule:

Students will use the democratic process to conduct student government operations.

Disciplinary Action:

The principal/designee may apply disciplinary procedures as appropriate.

XII. STUDENT RECORDS

Rights:

Students/Parents/guardians have the following rights:

1. Information contained in records that relates directly to the student may be inspected, reviewed, and challenged.
2. Personal identifiable information will be protected by legal provisions which prohibit its release to any person who is not legally authorized by the consent of the parent, guardian, or eligible student. (An eligible student is one who is 18 years of age or over and/or one who attends a post-secondary institution.)
3. Parents/guardians will receive annual notification, written in their native language, stating that they may review their child's record.

Rules/Procedures Relating to Student Records:

Student Records: The principal of each school shall be responsible for all student records and will ensure that all state and federal rules are followed. The Superintendent will make all rules available to principals.

- I. Purposes. Rules cover all school records of all students.
- II. Definitions:
 - A. Education Records: Records required by law containing information about the student
 1. Category A - Permanent Information: student information that is required by law to be kept indefinitely.
 2. Category B - Temporary Information: student information that may be kept for a

short time then discarded or changed

- B. Child: a person who is under 18 years of age
- C. Pupil/Student: a person who is enrolled in a school
- D. Eligible Student: a person who is 18 years old or older and who is enrolled in one or more offered educational programs by the Gadsden County district (see section IV.)

III. The Cumulative Record: The principal is responsible for all cumulative records. These records must be kept at school and may be relocated to other schools upon appropriate written request.

A. Content of Category A Records: Category A records contain the permanent report card and education records. These records are kept up to date and cannot be changed without the permission of the principal. The person making the change will initialize each change.

1. Student's birth certificate name
2. Birth date, place of birth, race, and sex
3. Current address of the student
4. Name of parent(s) or guardian(s)
5. Name of last school attended
6. Number of days present, absent
7. Date enrolled, date withdrawn
8. Classes/subjects taken, grades received
9. Date of graduation or program completion

B. Content of Category B Records:

1. Health information
2. Information about the student's family
3. Test scores
4. School and vocational plans
5. Honors and school activities
6. Reports of special classes required by law
7. List of schools attended
8. Driver education certificate
9. Letters from other groups
10. Written requests for permission to review the record
11. List of people who requested and received a copy of the record
12. Written information indicating any changes made in the record
13. Summary of state student assessment test results
14. Copies of exceptional student education placement reports as required by law.
15. Records of discipline, suspension, and expulsion
16. Records of counselors' and teachers' conferences with students
17. Free lunch applications, work experience interviews, and other records

IV. The following strategies may be used for an eligible student or parent/guardian to change or remove a portion of the student record:

- A. A written request must be submitted to the principal, clearly identifying the part of the record to be changed, and specifying why it is inaccurate or misleading.
- B. If the request is approved, the change or removal shall be made in writing and signed and

dated by the eligible student or parent/guardian and a school official. The written agreement shall show only that the record has been corrected or a portion removed.

- C. If the District denies the request for the change of record, the District will notify the eligible student or parent/guardian of the decision, advising them of their right to a hearing. Information regarding the hearing procedures will be provided to the eligible student or parent/guardian.
- D. If a hearing is held and a decision is made to keep the record intact without the proposed change, the eligible student or parent/guardian may include a written statement in the record. The statement may indicate disagreement with the decision and state reasons for disagreement.

V. Procedures for Transfer of Education Records.

- A. Records shall be transferred immediately upon written request from an eligible student or parent/guardian or from a school to which a student has transferred. The principal or designee shall transfer all Category A and Category B information and shall keep a copy of Category A information.
- B. Records shall not be prohibited from transfer for unpaid fees or fines assessed by the school.
- C. For all Gadsden County schools, current records shall be passed to a middle or high school upon student promotion to that school. This transfer will occur automatically without request.
- D. If a school is closed by order of the School Board, student records shall be transferred to the school at which students will attend the following year. If students will not attend school the following year, the Superintendent shall decide where records will be kept.

Notification of Rights for Elementary and Secondary Schools

FERPA affords parents/guardians and students over 18 years of age (“eligible students”) certain rights with respect to the student’s educational records. These rights are:

1. The right to inspect and review the student’s education records within 45 days of the day the School receives a request for access. Parents/guardians or eligible students should submit to the School principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent/guardian or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student’s education records that the parent/guardian or eligible student believes are inaccurate or misleading. Parents/guardians or eligible students may ask the School to amend a record that they believe is inaccurate or misleading. They should write the School principal (or appropriate official), clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the School decides not to amend the record as requested by the parent/guardian or eligible student, the School will notify the parent/guardian or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an

administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. (Optional) Upon request, the School discloses educational records without consent to officials of another school district in which a student seeks or intends to enroll.

Parents/guardians have the following rights:

- a. They may review their child's school records.
 - b. They may give permission for others to review the records.
 - c. They may challenge information in the records.
 - d. Upon request they will receive a copy of this rule from the Superintendent's office.
4. Eligible students or parents/guardians of the student may review individual records. Copies of records may be obtained through written request to the principal or School Board contact person. All requests will be granted within 5 working days.
 5. An eligible student or parent/guardian may give permission for others to review letters or statements in the student's records. Permission must be in writing and signed by the eligible student or parent/guardian. Access by others to a student's record will be closed upon written request by the eligible student or parent/guardian.
 6. The fee for copying the school records shall be as provided by School Board Policy.
 7. Student records are located at the school/district office.
 8. Records that give personal information may not be released without an appropriate request, except to the following:
 - a. District and school administrators and supervisors
 - b. District and school personnel, their interns, and substitutes
 - c. Administrative secretaries (as required for record keeping duties)
 - d. Gadsden County Health Department (health records only)
 - e. Florida Diagnostic and Learning Resource System personnel
 - f. Officials from a school to which a student has moved
 - g. State and federal officers, if records are needed to meet legal requirements, including judicial and law enforcement agencies as specified within signed interagency agreements.
 - h. Persons requiring information for the purpose of donating money for tuition and other related expenses
 - I. State and local people who collect data for factual reporting
 - j. Colleges/Universities needing information for the benefit of students
 - k. People who set standards for schools
 - l. Parents/guardians for tax reasons
 - m. To comply with a court order
 - n. Any person requiring information for health or safety emergencies
 - o. Persons needing information for student expulsion hearings
 - p. Educational researchers who will not publish personal identification, and who destroy the information at the end of the study
 9. Parents/guardians eligible students have the right to file complaints with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of the Family Educational Rights and Privacy Act (FERPA). Inquiries may be addressed to:

Responsibilities:

Students/Parents/guardians have the following responsibilities:

1. To inform the school of any information that may be useful in making appropriate educational decisions.
2. To authorize release of pertinent information to those individuals or agencies who are working actively and constructively for the benefit of the student.

Rule:

Students and parents/guardians must comply with board policies related to student records.

Disciplinary Action:

Failure of students/parents/guardians to provide accurate information may result in inaccurate maintenance of student records and a delay in delivery of services in a timely manner. For additional information regarding student records, and procedures, see Appendix.

XIII. GRADES

Rights:

Students have the following rights:

1. To receive a teacher's grading criteria at the beginning of each year or semester course.
2. To receive reasonable notification of failure or potential failure at any time during the grading period when it is apparent unsatisfactory work is being performed.
3. To receive periodic academic reports which may include, but not be limited to, academic and/or conduct grades. A conduct grade may not affect an academic grade.

Responsibilities:

Students have the following responsibilities:

1. To become informed of the grading criteria and behavior standards.
2. To maintain standards of academic performance commensurate with ability.

Rules:

Students enrolled in the Gadsden County School District will comply with the provisions of the Student Progression Plan.

GENERAL DISCIPLINARY PROCEDURES

Students are under the authority of the principal/designee, teacher, or bus driver any time they are going to or from school, at school, or at any school activity. Law enforcement or other appropriate agencies may be notified by the principal/designee as deemed necessary. Law enforcement must be notified for battery, homicide, kidnapping and sexual battery.

I. PRESENCE OF PUPILS, WHEN AND WHERE AUTHORIZED

Students have permission to be on the school grounds during the regular school day and during special activities. The principal will use appropriate disciplinary procedures with any student who is found on campus without permission.

II. AUTHORITY OF THE TEACHER

- A. The principal gives to the teacher authority to control students while on school campus or at any school event.
- B. Florida Statutes 1003.32 authorizes the teacher to remove from class, students with abusive, disruptive, or unruly behavior. According to the statute, a teacher may remove from class a student whose behavior the teacher determines interferes with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn. Each district school board, each district school superintendent, and each school principal shall support the authority of teachers to remove disobedient, violent, abusive, uncontrollable, or disruptive students from the classroom.

III. OFFENSES

- A. Students shall not be subject to discipline which is verbally abusive, severe, or humiliating. Discipline shall not consist of the denial of breakfast, lunch, or toileting.
- B. The principal may discipline any student for, including but not limited to, the following misbehaviors:
 - 1. disobeying or threatening any school personnel
 - 2. profanity; offensive gestures
 - 3. destroying property
 - 4. disturbing school functions (FS 1006.145)
 - 5. leaving school without proper permission
 - 6. excessive tardies and/or unexcused absences from school
 - 7. breaking school rules
 - 8. serious misconduct
 - 9. sexual harassment
 - 10. multiple offenses
 - 11. fighting (to include instigating a fight)
 - 12. usage of wireless communication devices and all other electronic devices (such as pagers, cellular phones, iPods, MP3 players)
 - 13. possession of weapons and/or any firearm, to include imitation firearm
 - 14. possession or use of alcohol, tobacco, or other drugs
- C. Serious misconduct or multiple offenses may result in expulsion of the student by the School Board.

- D. When a non-English-proficient student and/or parent/guardian(s) are involved in any disciplinary procedure, an interpreter will participate in the process.
- E. When a student is guilty of any act or threat of violence to any school personnel on campus or at a school activity, the principal may discipline the student by suspension and/or request that the School Board expel the student.
- F. School personnel should use the disciplinary method commensurate with the offense. The discipline will be fair and will be given to each student on an individual basis. Before the student is disciplined, the student has the right to tell his/her side of the story and he/she should be told why he/she is receiving the punishment.
- G. If a student is to be suspended, he/she will be told why before being suspended and will also get an explanation of the evidence and a chance to tell his/her side. Every effort will be made to notify the parent/guardian(s) as soon as possible. A principal may suspend for five days. If the suspension is for more than five days, or if the student is recommended for expulsion, a hearing will be held. If the student is a danger to other students or constantly keeps others from learning, he/she may be immediately removed from class and/or school. Only the School Board can expel a student. (See VIII A-B.) When a student is suspended, privileges to participate in extra-curricular activities will be revoked.
- H. All disciplinary referrals will be maintained in the district's student database.

IV. DEFERRED PUNISHMENT FOR OFFENSES

Disciplinary action for offenses occurring near the end of the school year may be carried over to the next school term.

BULLYING AND HARASSMENT – GADSDEN SCHOOL BOARD POLICY #5.321

The Gadsden County School Board prohibits acts of bullying and harassment. The School Board has determined that a safe and civil environment in school is necessary for students to learn and achieve high academic standards. Bullying or harassment, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment. Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate bullying or harassment is expected of administrators, faculty, staff, and volunteers to provide positive examples for student behavior.

Bullying or harassment is any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts – i.e. internet, cell phone, or wireless handheld device) that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression; or a mental, physical, or sensory disability or impairment; or by any other distinguishing characteristic. Such behavior is considered harassment or bullying whether it takes place on or off school property, at any school-sponsored function, or in a school vehicle.

- 1. Statement Prohibiting Bullying and Harassment
 - A. It is the policy of the Gadsden County School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying. The District will not tolerate bullying and harassment of any kind. Conduct that constitutes bullying and harassment, as defined herein, is prohibited.
 - B. The District upholds that bullying or harassment of any student or school employee is prohibited:
 - 1. During any education program or activity conducted by a public K- 12 educational institution;
 - 2. During any school-related or school-sponsored program or activity;
 - 3. On a school bus of a public K-12 educational institution; or
 - 4. Through the use of data or computer software that is accessed through a computer, computer system, or computer network of a public K- 12 education institution.

2. Definitions

- A. **Bullying** means systematically and chronically inflicting physical hurt or psychological distress on one or more students, or employees. It is further defined as unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by a student or adult, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation; and may involve but is not limited to:
1. Unwanted teasing;
 2. Social Exclusion;
 3. Threatening;
 4. Intimidation;
 5. Stalking;
 6. Cyberstalking;
 7. Cyberbullying;
 8. Physical violence;
 9. Theft;
 10. Sexual, religious, or racial harassment;
 11. Public humiliation;
 12. Rumor or spreading falsehoods; or
 13. Destruction of school or personal property.
- B. **Harassment** means any threatening, insulting or dehumanizing gesture, use of technology, computer software, or written, verbal or physical conduct directed against a student or school employee that:
1. Places a student or school employee in reasonable fear of harm to his/her person or damage to his/her property;
 2. Has the effect of substantially interfering with a student's educational performance, or employee's work performance, or either's opportunities, or benefits;
 3. Has the effect of substantially negatively impacting a student's or employee's emotional or mental well-being; or
 4. Has the effect of substantially disrupting the orderly operation of a school.
- C. **Cyberstalking** is defined in F. S. 784.084(d) means to engage in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at or about a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.
- D. **Cyberbullying** is defined as the willful and repeated harassment and intimidation of a person through the use of digital technologies, including, but not limited to, email, blogs, social websites (e.g., MySpace, Facebook), chat rooms, and instant messaging.
- E. **Bullying, Harassment, and/or Cyberbullying** also encompass:
1. Retaliation against a student or school employee by another student or school employee for asserting or alleging an act of bullying or harassment. Reporting an act of bullying or harassment that is not made in good faith is considered retaliation.
 2. Perpetuation of conduct listed in the definition of bullying or harassment by an individual or group with intent to demean, dehumanize, embarrass, or cause emotional or physical harm to a student or school employee by
 - a. Incitement or coercion;
 - b. Accessing or knowingly and willingly causing or providing access to data or computer software through a computer, computer system, or computer network within the scope of the District school system;
 - c. Acting in a manner that has an effect substantially similar to the effect of bullying or harassment.
 3. Unwanted harm towards a student or employee in regard to their real or perceived: sex, race, color, religion, national origin, age, disability (physical, mental, or educational), marital status, socio-economic background, ancestry, ethnicity, gender, gender identity or expression, linguistic preference, political beliefs, sexual orientation, or social/family background or being viewed as different in its education programs or admissions to

education programs and therefore prohibits bullying of any student or employee by any Board member, District employee, consultant, contractor, agent, visitor, volunteer, student, or other person in the school or outside the school at school-sponsored events, on school buses, and at training facilities or training programs sponsored by the District. For Federal requirements when these acts are against Federally identified protected categories, refer to Policy 4001.1.

- F. **Accused** is defined as any District employee, consultant, contractor, agent, visitor, volunteer, student, or other person in the school or outside the school at school-sponsored events, on school buses, and at training facilities or training programs sponsored by the District who is reported to have committed an act of bullying, whether formally or informally, verbally or in writing, of bullying.
- G. **Complainant** is defined as any District employee, consultant, contractor, agent, visitor, volunteer, student, or other

3. Behavior Standards

- A. The Gadsden County School District expects students and adults to conduct themselves as appropriate for their levels of development, maturity, and demonstrated capabilities with proper regard to the rights and welfare of other students and school staff, the educational purpose underlying all school activities, and the care of school facilities and equipment.
- B. The District believes that standards for student behavior must be set cooperatively through interaction among the students, parents/legal guardians, staff, and community members producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for District and community property on the part of students, staff, and community members. Because students learn by example, school administrators, faculty, staff, and volunteers will demonstrate appropriate behavior, treat others with civility and respect, and refuse to tolerate bullying or harassment.
- C. The School District prohibits the bullying of any student or school employee:
 - a. During any educational program or activity conducted by Gadsden County Schools District;
 - b. during any school-related or school-sponsored program or activity or on a Gadsden County school bus;
 - c. Through the use of any electronic device or data while on school grounds or on a Gadsden County school bus, computer software that is accessed through a computer, computer system, or computer network of the Gadsden County School Board. The physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action initiated under this section.
 - d. Through threats using the above to be carried out on school grounds. This includes threats made outside of school hours, which are intended to be carried out during any school-related or school-sponsored program or activity, or on a Gadsden County school bus.
 - e. While the District does not assume any liability for incidences that occur at a bus stop or en route to and from school, a student or witness may file a complaint following the same procedures for bullying against a student and the school will investigate and/or provide assistance and intervention as the principal/designee deems appropriate, which may include the use of the School Resource Officer. The principal/designee shall use all District Reporting Systems to log all reports and interventions.
- D. All administrators, faculty, and staff, in collaboration with parents, students, and community members, will incorporate systemic methods for student and staff recognition through positive reinforcement for good conduct, self discipline, good citizenship, and academic success, as seen in the required school plan to address positive school culture and behavior (the school's Discipline Plan).
- E. Student rights shall be explained as outlined in this policy and in the Student Code of Conduct: Respect for Persons and Property.
- F. Proper prevention and intervention steps shall be taken based on the level of severity of infraction as outlined in the Student Code of Conduct and this Policy.

4. Stakeholder Responsibilities

- A. By August 2009, each school principal shall create a School Safety team and designate one of its members as a School Safety Liaison and contact who shall serve on a district School Safety team

that address acts of violence and school safety. The district's Safety Investigation's Officer will be head the School Safety Team. At minimum, school teams should include staff members from administration, guidance, and instruction. These persons will serve as the key school based personnel who will receive prevention/safety training and assist in the dissemination of prevention/safety procedures, intervention, and curriculum, for bullying and other issues that impact the school culture and welfare of students and staff.

- B. The Academic Services' Office, in collaboration with other District departments, will collaborate with school based staff members, families, and community stakeholders to utilize this Policy and associated procedures to promote academic success, enhance resiliency, build developmental assets, and promote protective factors within each school by ensuring that each and every staff member and student is trained on violence prevention. These trainings will work to create a climate within each school and within the District that fosters the safety and respect of children and the belief that adults are there to protect and help them. Additionally, students and staff (including but not limited to school based employees, administrators, district personnel, counseling staff, bus drivers) will be given the skills, training, and tools needed to create the foundation for preventing, identifying, investigating, and intervening when issues of bullying arise.
- C. The Parent Services' Office, in collaboration with other District departments, will train a wide range of community stakeholders, profit, non-profit, School Resource Officers, and faith based agencies to provide the dissemination and support of violence prevention curriculums to students, their families and school staff. This collaboration will make effective use of available school district and community resources while ensuring seamless service delivery in which each and every school and student receives an equitable foundation of violence prevention.
- D. The District School Safety Team will serve as the coordinators and trainers of prevention/safety for all school staff and outside agencies/community partners. The District Safety Team will receive training in violence prevention programs. These team will ensure that these programs are evidence-based and proven. The team will be responsible for implementing the evidence-based interventions and proven programs within each of their schools.
- E. The Parent Services' Office, in collaboration with other District departments, will provide opportunities and encourage parents to participate in prevention efforts with their children in meaningful and relevant ways that address the academic, social, and health needs of their children. The District will offer parents and parent associations' trainings on violence prevention as well as knowledge of and/or opportunity to participate in any violence prevention initiatives currently taking place in their school via the district and school websites, open houses, and school newsletters. Training will provide resources and support for parents by linking them with internal supports as well as referral to community-based resources as needed.
- F. Evaluations to determine the effectiveness and efficiency of the services being provided will be conducted at least every three years and shall include data-based outcomes.
- G. The Superintendent, other district administrators, as well as school principals, will be held accountable for implementation of these student support services consistent with the standards of this policy. These administrators will take steps to assure that student support services are fully integrated with their instructional components at each school as well as in policy and practice.

V. Training for all Stakeholders

- At the beginning of each school year, the school principal/designee and or appropriate area/district administrator shall provide awareness of this policy, as well as the process for reporting incidents, investigation and appeal, to students, school staff, parents, or other persons responsible for the welfare of a pupil through appropriate references in the Student Code of Conduct, Employee Handbooks, the school website, and/or through other reasonable means.

VI. Consequences

- A. Committing an act of bullying or harassment
 - 1. Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances. The physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action.

2. Consequences and appropriate remedial action for students who commit acts of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion, as outlined in the Code of Student Conduct.
 3. Consequences and appropriate remedial action for a school employee, found to have committed an act of bullying or harassment, shall be determined in accordance with District policies, procedures, and agreements. Additionally, gross acts of harassment by certified educators may result in a sanction against an educator's state issued certificate.
 4. Consequences and appropriate remedial action for a visitor or volunteer, found to have committed an act of bullying or harassment, shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.
- B. Wrongful and intentional accusation of an act of bullying or harassment
1. Consequences and appropriate remedial action for a student, found to have wrongfully and intentionally accused another as a means of bullying or harassment, range from positive behavioral interventions up to and including suspension or expulsion, as outlined in the Code of Student Conduct.
 2. Consequences and appropriate remedial action for a school employee, found to have wrongfully and intentionally accused another as a means of bullying or harassment, shall be determined in accordance with District policies, procedures, and agreements.
 3. Consequences and appropriate remedial action for a visitor or volunteer, found to have wrongfully and intentionally accused another as a means of bullying or harassment shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.
- C. Reporting an Act of Bullying or Harassment
1. At each school, the principal or the principal's designee shall be responsible for receiving complaints alleging violations of this policy.
 2. All school employees are required to report alleged violations of this policy to the principal or the principal's designee.
 3. All other members of the school community, including students, parents/legal guardians, volunteers, and visitors are encouraged to report any act that may be a violation of this policy anonymously or in person to the principal or principal's designee.
 4. The principal of each school in the District shall establish and prominently publicize to students, staff, volunteers, and parents/legal guardians, how a report of bullying or harassment may be filed either in person or anonymously and how this report will be acted upon.
 5. The victim of bullying or harassment, anyone who witnessed the bullying or harassment, and anyone who has credible information that an act of bullying or harassment has taken place may file a report of bullying or harassment.
 6. A school employee, school volunteer, student, parent/legal guardian or other persons who promptly reports in good faith an act of bullying or harassment to the appropriate school official and who makes this report in compliance with the procedures set forth in the District policy is immune from a cause of action for damages arising out of the reporting itself or any failure to remedy the reported incident.
 7. Submission of a good faith complaint or report of bullying or harassment will not affect the complainant or reporter's future employment, grades, learning or working environment, or work assignments.
 8. Any written or oral reporting of an act of bullying or harassment shall be considered an official means of reporting such act(s).
 9. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.
- D. Investigation of a Report of Bullying or Harassment
1. The investigation of a reported act of bullying or harassment is deemed to be a school-related activity and shall begin with a report of such an act.

2. The principal or designee shall select an individual(s), employed by the school and trained in investigative procedures, to initiate the investigation. The person may not be the accused perpetrator (harasser or bully) or victim.
 3. Documented interviews of the victim, alleged perpetrator, and witnesses shall be conducted privately, separately, and shall be confidential. Each individual (victim, alleged perpetrator, and witnesses) will be interviewed separately and at no time will the alleged perpetrator and victim be interviewed together.
 4. The investigator shall collect and evaluate the facts including but not limited to:
 - i. Description of incident(s) including nature of the behavior;
 - ii. Context in which the alleged incident(s) occurred;
 - iii. How often the conduct occurred;
 - iv. Whether there were past incidents or past continuing patterns of behavior;
 - v. The relationship between the parties involved;
 - vi. The characteristics of parties involved, *i.e.*, grade, age;
 - vii. The identity and number of individuals who participated in bullying or harassing behavior;
 - viii. Where the alleged incident(s) occurred;
 - ix. Whether the conduct adversely affected the student's education, educational environment or mental well-being;
 - x. Whether the alleged victim felt or perceived an imbalance of power as a result of the reported incident; and
 - xi. The date, time, and method in which the parents/legal guardians of all parties involved were contacted.
 5. Whether a particular action or incident constitutes a violation of this policy shall require a determination based on all the facts and surrounding circumstances and shall include but not limited to:
 - i. Recommended remedial steps necessary to stop the bullying and/or harassing behavior; and
 - ii. A written final report to the principal.
 6. The maximum of ten (10) school days shall be the limit for the initial filing of incidents and completion of the investigative procedural steps.
 7. The highest level of confidentiality possible will be upheld regarding the submission of a complaint or a report of bullying and/or harassment and the investigative procedures that follow.
- E. Investigation to Determine Whether a Reported Act of Bullying or Harassment is Within the Scope of the District
1. The principal or designee will assign an individual(s) who is trained in investigative procedures to initiate an investigation of whether an act of bullying or harassment is within the scope of the School District.
 2. The trained investigator(s) will provide a report on results of investigation with recommendations for the principal to make a determination if an act of bullying or harassment falls within the scope of the District.
 - i. If it is within the scope of the District, a thorough investigation shall be conducted.
 - ii. If it is outside the scope of the District and determined a criminal act, the principal shall refer the incident(s) to appropriate law enforcement.
 - iii. If it is outside the scope of the District and determined not a criminal act, the principal or designee shall inform the parents/legal guardians of all students involved.
- F. Notification to Parents/Guardians of Incidents of Bullying or Harassment
1. Immediate notification to the parents/legal guardians of a victim of bullying or harassment.
 - i. The principal, or designee, shall promptly report via telephone, personal conference, and/or in writing, the occurrence of any incident of bullying or harassment as defined by this policy to the parent or legal guardian of all students involved on the same day an investigation of the incident(s) has been initiated. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).
 - ii. If the bullying incident results in the perpetrator being charged with a crime, the principal, or designee, shall by telephone or in writing by first class mail, inform the parents/legal guardian of the victim(s) involved in the bullying incident about the Unsafe School

Choice Option (No Child Left Behind, Title IX, Part E, Subpart 2, Section 9532) that states “. . . a student who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary school or secondary school within the local educational agency, including a public charter school.”

2. Immediate notification to the parents/legal guardians of the perpetrator of an act of bullying or harassment.

The principal, or designee, shall promptly report via telephone, personal conference, and/or in writing, the occurrence of any incident of bullying or harassment as defined by this policy to the parent or legal guardian of all students involved on the same day an investigation of the incident(s) has been initiated. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

3. Notification to local agencies where criminal charges may be pursued.

Once the investigation has been completed and it has been determined that criminal charges may be pursued against the perpetrator, all appropriate local law enforcement agencies will be notified by telephone and/or in writing.

G. Referral of Victims and Perpetrators of Bullying or Harassment for Counseling

When bullying or harassment is suspected or when a bullying incident is reported, counseling services shall be made available to the victim(s), perpetrator(s), and parents/guardians.

1. The teacher or parent/legal guardian may request informal consultation with school staff, *e.g.*, school counselor, school psychologist, to determine the severity of concern and appropriate steps to address the concern. The teacher may request that the involved student’s parents or legal guardian are included.
2. School personnel or the parent/legal guardian may refer a student to the school intervention team for consideration of appropriate services. Parent or legal guardian involvement shall be required when the student is referred to the intervention team.
3. If a formal discipline report or formal complaint is made, the principal or designee must refer the student(s) to the school intervention team for determination of counseling support and interventions. Parent or legal guardian involvement shall be required.
4. The intervention team may recommend
 - i. Counseling and support to address the needs of the victims of bullying or harassment;
 - ii. Research-based counseling or interventions to address the behavior of the students who bully and harass others, *e.g.*, empathy training, anger management; and/or
 - iii. Research-based counseling or interventions which include assistance and support provided to parents/legal guardians, if deemed necessary or appropriate.

H. Reporting Incidents of Bullying and Harassment

1. Incidents of bullying or harassment shall be reported in the school’s report of data concerning school safety and discipline data required under s. 1006.09(6), F.S. The report shall include each incident of bullying or harassment and the resulting consequences, including discipline and referrals. The report shall also include each reported incident of bullying or harassment that did not meet the criteria of a prohibited act under this section with recommendations regarding such incidents.
2. The District will utilize Florida’s School Environmental Safety Incident Reporting (SESIR) Statewide Report on School Safety and Discipline Data, which includes bullying/harassment as an incident code as well as bullying-related as a related element code.
 - i. Bullying and/or harassment incidents shall be reported and coded appropriately in SESIR using the relevant incident code and the bullying-related code as indicated in the *Code of Student Conduct*.
3. Discipline and referral data shall be recorded in Student Discipline/Referral Action Report and Automated Student Information System.
4. The District shall provide bullying incident, discipline, and referral data to the Florida Department of Education in the format requested, through Survey 5 from Education Information and Accountability Services, and at designated dates provided by the Department of Education.

- I. Instruction on Identifying, Preventing, and Responding to Bullying or Harassment
1. The District shall ensure that schools sustain healthy, positive, and safe learning environments for all students. It is committed to maintain a social climate and social norms in all schools that prohibit bullying and harassment. This requires the efforts of everyone in the school environment – teachers; administrators; counselors; school nurses; other nonteaching staff such as bus drivers, custodians, cafeteria workers; school librarians; parents/legal guardians; and students.
 2. Students, parents/legal guardians, teachers, school administrators, counseling staff, and school volunteers shall be given instruction at a minimum on an annual basis on the District's policy and regulations against bullying and harassment. The instruction shall include evidence-based methods of preventing bullying and harassment as well as how to effectively identify and respond to bullying in schools.
- J. Reporting to a Victim's Parents/Legal Guardians the Actions Taken to Protect the Victim
- The principal or designee shall by telephone and/or in writing report the occurrence of any incident of bullying as defined by this policy to the parent or legal guardian of all students involved on the same day an investigation of the incident has been initiated. According to the level of infraction, parents/legal guardians will be notified by telephone and/or writing of actions being taken to protect the child; the frequency of notification will depend on the seriousness of the bullying or harassment incident. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).
- K. Publicizing the Policy
1. At the beginning of each school year, the Superintendent or designee shall, in writing, inform school staff, parents/legal guardians, or other persons responsible for the welfare of a student of the District's student safety and violence prevention policy.
 2. Each District school shall provide notice to students and staff of this policy through appropriate references in the *Code of Student Conduct* and employee handbooks and through other reasonable means.
 3. The Superintendent shall also make all contractors contracting with the District aware of this policy.
 4. Each school principal shall develop an annual process for discussing the school district policy on bullying and harassment with students.
 5. Reminders of the policy and bullying prevention messages such as posters and signs will be displayed around each school and on the District school buses.
 - 6.

Disclaimer: The Gadsden County School District prohibits bullying & harassment of any kind; if you know, heard, and/or witness any infraction, Please fill out a form from the district's website or any school in Gadsden's County. You may remain anonymous, if you desire.

PROCEDURES FOR THE DISCIPLINE OF STUDENTS WITH DISABILITIES

(as defined under Section 504 Rehab Act 1973, ADA & IDEA)

6A-6.03312. Discipline Procedures for Students with Disabilities

For students with disabilities whose behavior impedes their learning or the learning of others, strategies, including positive behavioral interventions and supports to address that behavior must be considered in the development of their **individual educational plans (IEPs)**. School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the requirements and procedures in this rule, is appropriate for a student with a disability who violates a code of student conduct.

**PROCEDURES FOR THE DISCIPLINE
OF K-12 STUDENTS INCLUDING PREKINDERGARTEN**

The use of corporal punishment, humiliation, total or extended isolation, and/or withholding of food is prohibited as a form of discipline for prekindergarten students. (ACYF/HS 4.02;45 CFR 1304). When necessary, additional assistance will be acquired to provide for the needs of individual children.

Definitions specific to this policy:

Corporal Punishment - Paddling, slapping, pulling of hair, pinching, or any other means of causing bodily harm.

Denial of Participation in Extracurricular Activities - Denying a child the opportunity to participate in out-of-class activities such as field trips or parties. When necessary, additional assistance will be acquired to provide for the needs of individual children.

Extended Isolation in the Classroom - Denying a child the opportunity to participate in classroom activities for an unreasonable period of time. (e.g. long periods in time out).

Humiliation - Using derogatory remarks when referring to a child, name calling, or any other action that could lower the pride, dignity, or self-respect of a student.

Withholding of Food - Denying a child food that is provided to his/her peers such as dessert, snack, party foods, etc.

Total Isolation - Placing a child out of view of a responsible adult.

Suspension- The temporary removal of a child from his regular school program or the school bus.

Expulsion - The removal of the right and obligation of a child to attend a public school under conditions set by the School Board for a period of time not to exceed the remainder of the school year and one (1) additional year of attendance.

Suspension and/or expulsion are NOT RECOMMENDED in disciplining prekindergarten children. These procedures should only be used for the safety, health, or welfare of any student, teacher, or staff member.

If a child's problem behavior is extensive or has escalated over a period of time, this may be an indicator of a physical or emotional problem and a referral to the prekindergarten office and the student study team may be needed.

**DISCIPLINARY PROCEDURES
GRADES K-12**

Disclaimer: The principal has authority, within Florida Statutes, to increase consequences based upon the severity of the infraction.

Discipline Guidelines and Procedures

CLASS I	MINOR OFFENSES
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*Document All Actions Taken in Class I on the Classroom Behavior Management Form

- Chewing gum, eating food, or drinking beverages during class
- Being unprepared for class/no materials
- Arriving late to class (up to 5 minutes)

- Refusing to do classroom work
- Sleeping in class
- Using offensive language in general conversation with peers
- Disrupting the classroom (talking out loud, getting out of seat, laughing or talking at inappropriate times)
- Displaying intimate affection in public
- Possessing inappropriate items, (toys, games, tape players,)
- Disrupting the class by any other minor offense

Actions To Be Taken By Teachers

1st Offense

- Contact the parent/guardian. **[required]**
- Hold a teacher/student conference with documentation **[complete applicable section of Classroom Behavior Management Form (CBM)]**.
- Collect inappropriate items from the student and return them at end of the day or when a parent/guardian collects them.

2nd Offense

- Use creative teacher interventions (may include behavior improvement plan, disciplinary work, etc.).
- Refer the student to the homeroom teacher (If student is an athlete, refer to coaches)
- Hold formal teacher-student conference and contact the parent/guardian. **(complete applicable section of CBM)**
- Refer the student to the team leader or designee, if applicable.
- Refer the student to the Guidance Counselor/Resource person/Student Study Team.
- Arrange peer mediation for the student.

3rd Offense

- Contact the parent/guardian. **[required]**
- Render a verbal reprimand.
- Provide notification of the consequences of the next offense.
- Arrange peer mediation for the student.
- Refer the student to the team leader or designee.
- Refer the student to a Guidance Counselor.

4th Offense

ACTIONS TO BE TAKEN BY ADMINISTRATORS

- Contact the parent/guardian. **[required]**
- Refer the student to an Administrator for disciplinary action/parent/guardian contact
- Suspend the student from home-based school activities for 2 weeks.
- Assign the student to after-school detention - 2 Days
- Assign work detail to the student.
- Assign the student to in-school suspension (ISS) for 3 to 5 days/parent/guardian contact.

Disclaimer: The principal has authority, within Florida Statutes, to increase consequences based upon the severity of the infraction.

CLASS II

INTERMEDIATE OFFENSES

- Repeating classroom disruptions
- Failing to serve detention or other disciplinary interventions
- Instigating conflicts by spreading rumors, false statements, accusations, threats and other statements that tend to escalate situations or incite chaos
- Throwing food or drinks in cafeteria
- Loitering in an unauthorized location

- Using obscene or profane language or gestures
- Possessing or using tobacco products
- Cheating, plagiarism, abuse of technology, or forgery
- Skipping class/Leaving class (Skipping class is also considered arriving to class after 5 minutes.)
- Throwing or propelling objects or spitting
- Intimidating or harassing another student
- Dressing in opposition to the dress code
- Repeating Class I offenses
- Unauthorized usage of electronic devices
- Drop Pants / Saggy Pants (reference page 12)
- Student use of cell telephones/wireless communication devices

Personal cell telephones may be brought to school with the following conditions:

- a. Phones must be turned off and kept out of sight during school hours and while riding on the school buses or using school transportation at any time.
- b. If emergency calls to or from students are necessary, they should be placed through the school office and not to or from the student's telephone.
- c. Phones should be kept secure to prevent theft (vehicles, purses, backpacks, lockers, etc.) The school is not responsible for lost or stolen phones or any other electronic device.

Actions To Be Taken By Administrators

- An administrator calls the parent/guardian. **[required]**
- An administrator will assign In-school suspension (ISS) for specified number of days.
- An administrator will assign 3 - 5 days out-of-school suspension (OSS) /parent/guardian contact.
- An administrator will assign 5 days OSS [school level hearing/ parent/guardian conference]
- An administrator will provide a hearing with the option to give OSS of 5 more days.
- The School Resource Officer will issue a citation.
- An administrator will provide peer mediation for the student.
- An administrator will involve the Guidance Counselors in fact-finding and counseling of students.
- Drop pants / saggy pants: verbal warning; ineligibility to participate in extracurricular activities; in-school suspension

Disclaimer: The principal has authority, within Florida Statutes, to increase consequences based upon the severity of the infraction.

CLASS III	GROUP A	MAJOR OFFENSES
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- Defying a school district employee (an attitude or action designed to provoke a confrontation)
- Defacing school property/malicious mischief
- Inciting or participating in riotous behavior
- Obstructing school employees from their duty (preventing fight breakups, etc.)
- Possessing merchandise stolen on school campus
- Trespassing
- Using school property without authorization (computers, A/V or PE equipment)
- Exhibiting lewd and lascivious behavior
- Possessing obscene literature or objects
- Stealing
- Repeating Class II offenses
- leaving school campus without permission
- under the influence of alcohol and/or drugs

Actions To Be Taken By Administrators

1st Offense

- An administrator calls the parents/guardians. **[required]**

- The teacher/administrator writes a referral and administrator confers with the student.
- An administrator assigns 3-5 days out of school suspension.
- An administrator warns the student and parents/guardians of the consequence of the second offense.
- Guidance Counselors assist with fact finding and counseling of students.
- The student/parent/guardian makes restitution
- The Resource Officer administers a civil citation.
- A law enforcement officer is called to give assistance.

- **2nd Offense**
- An administrator calls the parents/guardians. **[required]**
- The teacher/administrator writes a referral.
- An administrator confers with the student.
- An administrator assigns 5 days out of school suspension and conducts a hearing.
- An administrator warns the student and parent/guardian of the consequences of the third offense.
- An administrator informs the student and parent/guardian that all subsequent referrals will result in recommendation for alternative placement and/or expulsion.
- The student/parent/guardian makes restitution.
- The Resource Officer administers a civil citation.
- A law enforcement officer is called to give assistance.

Disclaimer: The principal has authority, within Florida Statutes, to increase consequences based upon the severity of the infraction.

CLASS III	GROUP B	MAJOR OFFENSES
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- Fighting (involvement in physical confrontation in which the participant either initiated the fight or failed to take advantage of an opportunity to avoid escalation of the incident that led to the fight)
- Creating a hostile environment that includes harassing, physical, verbal, graphic or written conduct that is sufficiently severe, pervasive or persistent as to interfere with an individual's ability to participate in or benefit from school activities. This includes all forms of sexual, racial, national origin, disability or other forms of discrimination or harassment prohibited by school board policies
- Threatening, harassing or intimidating a school district employee/adult
- Bullying & Harassment that is systematic in gesture or written, verbal, graphic, or physical acts. Also, a repeated behavior that has been already addressed.

Actions To Be Taken By Administrators

1st Offense

- An administrator calls the parents/guardians. **[required]**
- The teacher/administrator writes a referral.
- An administrator confers with the student.
- An administrator assigns 5 days out-of-school suspension.
- Guidance Counselors assist in fact finding and counseling of student.
- An administrator reads the second offense consequences to the students and parent/guardian.
- An administrator provides peer mediation.

2nd Offense

- An administrator calls the parents/guardians. **[required]**
- The teacher/administrator writes a referral.
- An administrator confers with the student.
- An administrator assigns 5 days out-of-school suspension with a hearing for possible alternative placement and/or expulsion considerations.

Disclaimer: The principal has authority, within Florida Statutes, to increase consequences based upon the severity of the infraction.

ZERO TOLERANCE OFFENSES

REFER TO THE GADSDEN COUNTY SCHOOL BOARD CODE OF STUDENT CONDUCT.

Florida Statute: 1006.13 - Zero Tolerance Policy

1. The Gadsden County School Board has a zero tolerance policy for:
 - (a) Crime and substance abuse, including the reporting of delinquent acts and crimes occurring whenever and wherever students are under the jurisdiction of the district school board.
 - (b) Victimization of students, including taking all steps necessary to protect the victim of any violent crime from any further victimization.
2. The zero tolerance policy requires students found to have committed one of the following offenses to be expelled, with or without continuing educational services, from the student's regular school for a period of not less than 1 full year, and to be referred to the criminal justice or juvenile justice system. . (See definition of expulsion.)
 - (a) Bringing a firearm, ~~imitation firearm~~, or weapon (as defined in F.S. Chapter 790) to school, to any school function, or possessing a firearm, ~~imitation firearm~~, at school. (to include the possession, use, or sell of a firearm, ~~imitation firearm~~, or explosive on campus, at a school activity, or on school sponsored transportation, including designated bus stops, or
 - (b) Making a threat or false report (as defined by subsection 790.162 and 790.163) respectively, involving school or school personnel's property, school transportation, or a school-sponsored activity, bring, possess, use, or sell a firearm, imitation firearm, or explosive on campus

The Gadsden County School Board may assign the student to a disciplinary program for the purpose of continuing educational services during the period of expulsion. District school superintendents may consider the 1-year expulsion requirement on a case-by-case basis and request the district school board to modify the requirement by assigning the student to a disciplinary program or second chance school if the request for modification is in writing and it is determined to be in the best interest of the student and the school system. If a student committing any of the offenses in this subsection is a student with a disability, the district school board shall comply with applicable State Board of Education rules.

Offenses Prohibited

1. The Gadsden County School Board's zero tolerance for students that have been found to have committed any of the offenses listed below on school property, school sponsored transportation, including designated bus stops, or during a school sponsored activity. These students will be referred to the School Board for expulsion.
 - a. homicide (murder, manslaughter) – law enforcement must be notified
 - b. sexual battery – law enforcement must be notified
 - c. armed robbery
 - d. aggravated battery – law enforcement must be notified
 - e. assault, battery or aggravated battery on a teacher or other school personnel
 - f. kidnapping or abduction – law enforcement must be notified
 - g. arson
 - h. possession, use, or sale of any firearm, ~~to include an imitation firearm~~
 - i. display, use, threaten, or attempt to use any ~~imitation~~ firearm
 - j. possession, use, or sale of any explosive device

- k. possession, use, or sale of drugs or alcohol
- l. threat or false report involving a school or school personnel's property, school transportation, or a school sponsored activity.
- m. bomb threat
- n. possession, use of hazardous chemical or substances material

(The above terms are defined in the glossary.)

- 2. Any student charged with an assault or battery on any employee of the School Board shall be removed from the classroom immediately and placed in an alternative school setting pending disposition. After an investigation, if the student is found guilty of this offense and in violation of F.S. 784.081, he/she shall be expelled or placed in an alternative school setting (F.S. 1006.13(4)).
- 3. **All incidents involving firearms, ~~imitation firearms~~, explosives, unlawful possession, use or sale of controlled substances, including alcohol, and offenses listed in 1 above will be referred immediately to law enforcement.**
- 4. In the case of a physical altercation (fight) between two or more students on campus, school bus, or at any school sponsored activity, and where it is determined by the principal/designee that one or more of the students was/were the aggressor(s), and the remainder was/were the defender(s), the aggressive behavior of the student(s) shall be considered a zero-tolerance offense for which the student(s) will be subject to expulsion procedures as outlined in the Code of Student Conduct and the Fight Intervention Program.
- 5. In implementing this policy, the district will comply with all local, state, federal laws and guidelines.

WEAPONS PROHIBITED

- 2. Students must not bring or possess weapons on campus, at any school activity, or on school-sponsored transportation, including designated bus stops. For use in this policy, weapons shall include but not be limited to the following: air rifle, BB or pellet gun, rifle, shot gun, zip gun, stun gun, pistol, ammunition or explosive device (no matter how limited), incendiary device, ice pick, knife, box cutter, pocket knife, machete, hypodermic needle(s), laser pointer, brass knuckles, club, nunchakus, razor blade, self-defense sprays (such as mace or pepper gas), sling shot, spear, sword, or any item used with intent to cause bodily harm to another individual.
- 3. The principal or designee will immediately contain/remove the student from the class or school campus and investigate the alleged offense. After the investigation has been completed, the principal may complete procedures for suspension for up to five days.
- 4. The use and/or possession of a weapon other than a firearm, imitation firearm, or explosive device will result in suspension, expulsion, or other disciplinary action.
- 5. All incidents involving weapons will be referred to law enforcement. Willful and knowing possession of these weapons (listed in A above) may be a misdemeanor or third degree felony.
- 6. In implementing this policy, the district will comply with all local, state, federal laws and guidelines.
- 7. **Pursuant to Florida Statutes, simulating a firearm or weapon or wearing clothing or accessories that depict a firearm or weapon or expressing an opinion regarding a right guaranteed by the Second Amendment of the United States Constitution is not grounds for disciplinary action or referral to the criminal justice or juvenile justice system. Simulating a firearm or weapon while playing includes, but is not limited to:**
 - **Brandishing a partially consumed pastry or other food item to simulate a firearm or weapon**
 - **Possessing a toy firearm or weapon that is 2 inches or less in overall length**
 - **Possessing a toy firearm or weapon made of plastic snap-together building blocks**
 - **Using a finger or hand to simulate a firearm or weapon**
 - **Vocalizing an imaginary firearm or weapon**
 - **Drawing a picture, or possessing an image of a firearm or weapon**

- Using a pencil, pen, or other writing or drawing utensil to simulate a firearm or weapon

Students may be subject to disciplinary action if simulating a firearm or weapon while playing substantially disrupts student learning, causes bodily harm to another person, or places another person in reasonable fear of bodily harm. The severity of the consequences imposed on the student must be proportionate to the severity of the infraction and consistent with school board policies for similar infractions. Disciplinary action resulting from a student's clothing or accessories must be determined pursuant to the school district's dress code unless the wearing of such clothing or accessories causes a substantial disruption of student learning, in which case the infraction may be addressed in a manner consistent with district school board policies for similar infractions.

DRAFT

CERTAIN DRUGS PROHIBITED

1. The use, distribution, sale and/or unlawful possession of mood modifiers, synthetic drugs, controlled substances or alcohol on campus, at school activities, or on school-sponsored transportation, including designated bus stops, is strictly prohibited. If, after an investigation, a student has been determined to be in violation of this section, he or she will be referred to the School Board for expulsion.
2. **All incidents involving unlawful possession, use or sale of controlled substances, including alcohol, will be reported to law enforcement.**
3. With written parent/guardian permission, using Form GCSB 893, a prescribed or nonprescribed medication may be given to a student by authorized school personnel. (See School Board rule 5.62.)
4. In implementing this policy, the district will comply with all local, state, federal laws and guidelines.

PROCEDURES FOR STUDENT TRANSFER-FELONY CHARGES

1. Section 1006.09, Florida Statutes provides for the transfer to an alternative program of a student enrolled at school who:
 - a. has been formally charged with a felony, or with a delinquent act which would be a felony if committed by an adult, by a prosecuting attorney; and
 - b. the incident for which he/she has been charged occurred on other than school property, and
 - c. under circumstances in which the student would not already be subject to the rules and regulations of the Gadsden County Schools; and
 - d. the incident would have an adverse impact on the educational program, discipline or welfare of the school in which the student is enrolled.
2. If the principal proposes a felony transfer, he/she will, in accordance with Section 1006.09(2), Florida Statutes, conduct an administrative hearing for the purpose of determining whether or not the student should be assigned to an alternative program pending determination of his/her guilt or innocence, or the dismissal of the charge, by a court of competent jurisdiction. The following procedures shall be followed if the principal proposes a felony transfer.
 - a. Upon receiving proper notice that a student has been formally charged with a felony or with a delinquent act which would be a felony if committed by an adult, the principal shall notify the parent/guardian of the student, in writing of the specific charges against the student and of the right to a hearing.
 - b. Such notice shall set a date for the hearing which shall not be less than two (2) school days nor more than five (5) school days from date of postmark or delivery. It shall also advise the parent/guardian of the conditions under which a waiver of discipline may be granted.* A hearing can be held without the attendance of the parent/guardian after proper notification.

***Waiver of Discipline:**

Any pupil who is subject to discipline or expulsion for unlawful possession or use of any substance controlled under chapter F.S. 893, may request a waiver of the discipline code:

- i. If the pupil divulges information leading to the arrest and conviction of the person who supplied such controlled substance to him/her, or if the pupil voluntarily discloses his/her unlawful possession of such controlled substance prior to his/her arrest. Any information divulged which leads to such arrest and conviction is not admissible in evidence in a subsequent criminal trial against the pupil divulging such information, or
- ii. If the pupil commits himself/herself, or is referred by the court in lieu of sentence, to a state licensed drug abuse program and successfully completes the program. Florida Statutes 1006.09.

3. The hearing shall be conducted by the principal, or designee, and may be attended by the student, the parent/guardian, the student's representative or counsel, and any witnesses requested by the student or the principal.
4. The student may speak in his/her own defense, may present any evidence indicating his/her eligibility for waiver of disciplinary action, and may be questioned on his/her testimony. However, the student shall not be threatened with punishment or later punished for refusal to testify.
5. In conducting the hearing, the principal/designee shall not be bound by rules of evidence or any other courtroom procedure and no transcript of testimony shall be required.
6. Following the hearing, the principal shall provide the student and parent/guardian with a decision, in writing, as to whether or not student transfer for felony charges will be made, and if so, the effective date of such transfer. In arriving at this decision, the principal shall consider the conditions under which a waiver of discipline may be granted, and may grant such a waiver when she/he determines such action to be in the best interests of the school and the student.
7. If the court determines that the pupil did commit the felony or delinquent act which would have been a felony if committed by an adult, the principal may recommend that the student be expelled. This expulsion, however, shall not affect the delivery of educational services to the pupil in any residential, nonresidential, alternative, daytime, or evening program outside of the regular school setting. (F.S. 1006.09)
8. If a student is convicted or is found to have committed, a felony or a delinquent act, which would be a felony if committed by an adult, regardless of whether adjudication is withheld, participation in interscholastic, athletic, and extra-curricular activities will be withheld.
9. **Pursuant to Florida law pertaining to a lawful arrest, if a student commits a delinquent act or violation of law which would be a felony if committed by an adult or involves a crime of violence, after the arresting authority notifies the district school superintendent, or the superintendent's designee, the information must be released within 48 hours after receipt to appropriate school personnel, including the principal of the child's school, or as otherwise provided by law. The principal must immediately notify all the child's assigned classroom teachers.**

SUSPENSION/EXPULSION

Suspension, also referred to as out-of-school suspension, is the temporary removal of a student from all classes of instruction on public school grounds and all other school sponsored activities, except as authorized by the principal or principal's designee for a period not to exceed ten (10) school days. F.S. 1003.01 During the suspension, the student is remanded to the custody of the parent/guardian with specific homework assignments for the student to complete.

Expulsion is the removal of the right and obligation of a student to attend a public school under conditions set by the School Board, and for a period of time not to exceed the remainder of the term or school year and one (1) additional year of attendance. Expulsions may be imposed with or without continuing educational services and shall be reported accordingly.

1. The principal must follow all procedures for suspensions/expulsions. Only the School Board can expel students.
2. If a student is suspended or expelled from school, the student will not be allowed to attend any other school or school activity in the district until the time of suspension or expulsion has ended, or the School Board or the Superintendent has assigned an alternative setting. Failure to adhere to this rule could result in the extension of the suspension/expulsion and/or arrest.
3. Computerized records must be kept on all disciplinary actions that involve suspension/expulsion, and alternative placement.

4. The following are procedures for suspension:
 - a. Before suspending a student, the principal/designee will investigate the alleged offense, giving the student a chance to tell his/her side of the story and obtain written statements from witnesses, if appropriate.
 - b. When a student is suspended from school, an immediate attempt will be made to contact the parent/guardian(s). The student, the parents/guardians, and the Superintendent will be sent written notice (suspension form) within twenty-four hours.
 - c. The suspension by the principal may not be for more than ten days. No student will be suspended for more than five days without a school hearing which will adhere to the following procedures:
 - i. A suspension form will be completed giving the date for the hearing (usually on the third or fourth day of the suspension), and it will also include the time, place, and the purpose for the hearing.
 - ii. The hearing will be video and/or audio taped.
 - iii. The student may bring witnesses to speak for him/her, ask other witnesses questions, and tell his/her side of the story.
 - iv. This hearing should include the student and his/her parent/guardian(s) and may also include teachers, administrators, guidance counselors, school psychologists, and/or others as appropriate.
 - v. Decisions will be based on the information presented.
 - vi. At the end of the hearing, the principal will tell the student and the parent/guardian(s) verbally and later in writing what he/she has decided to do about the misbehavior. The Principal may extend the suspension up to 10 days.

5. The following are procedures for an expellable offense:
 - a. When a student commits an expellable offense (see Zero Tolerance Policy), the Principal/Designee investigates. If after the investigation it is deemed necessary to continue the expulsion process, the Principal/Designee notifies:
 - i. parent/guardian of suspension and sets a hearing date (hand delivered)
 - ii. the District Office
 - iii. ESE, ESOL and School Psychologist (if appropriate)
 - b. At the school hearing the following will be present:
 - i. student
 - ii. parent/guardian
 - iii. school personnel
 - iv. district personnel
 - v. witnesses
 - vi. other appropriate personnel
 - c. The following guidelines will be adhered to at the school hearing:
 - i. The Principal/Designee will chair the hearing.
 - ii. All information discussed will be recorded.
 - iii. Everyone involved in the incident may give his/her side of the story.
 - iv. All pertinent information will be discussed including the student's discipline, attendance, and academic records and other significant information such as police and witness reports.
 - v. The recommendations of the Principal/Designee may also include, but not be limited to, alternative programs, counseling, community service, drug and rehabilitative treatment centers, extended suspension, and expulsion.
 - vi. If expulsion is recommended to the Superintendent, the suspension is extended for a total of 10 days. The parent/guardian is notified of the date of the School Board Meeting.
 - vii. The parent/guardian has the right to request a School Board Hearing prior to the School Board Meeting.

- d. If the Superintendent concurs with the Principal's decision, he will make a recommendation to the School Board. If the Superintendent does not agree with the expulsion recommendation, the student will be allowed to return to school.
- e. All recommendations for expulsion are placed on the School Board agenda for final action. The Superintendent will give to the Board, prior to the School Board meeting, background information on the student. The Board will act upon the recommendation of the Superintendent. The principal making the recommendation for expulsion must be present when the case goes before the School Board .

CORPORAL PUNISHMENT

Corporal punishment is prohibited.

REASONABLE FORCE

Florida Statute 1003.32(1) authorizes teachers and other instructional personnel to use reasonable force to protect himself/herself or others from injury. The Department of Education has defined reasonable force as, "appropriate professional conduct including physical force as necessary to maintain a safe and orderly environment." The Department of Education has clarified that school personnel do have the right and the authority to protect against: conditions harmful to learning, self, and others. Note: Florida Statute 1006.11(2) further provides that a principal, teacher, other staff members, or bus driver shall not be civilly or criminally liable for any action carried out in conformity with School Board rules regarding the control, discipline, and expulsion of students, except in the case of excessive force or cruel & unusual punishment.

COLLECTION OF EVIDENCE / SEARCH AND SEIZURE

The right of students as citizens to be free from unreasonable search shall be preserved in the schools. However, the principal or designee has the right to collect evidence as necessary to provide for the safe and orderly operation of the school and all of its functions. These may include, but not be limited to, the following measures:

1. **General Search:** In all cases of search the responsible school officials shall maintain an accurate written summary of the events surrounding the search incident.
2. **Lockers:** Lockers remain the property of the school and are provided to students without charge. The rights of personal property, however, as well as the rights of the school, must be afforded consideration. The school principal or his designee is authorized to open lockers in the presence of another witness and to examine their contents to include personal belongings of students when such person has reasonable suspicion to believe that the contents threaten the safety, health, or welfare of any student or include property stolen from the school personnel or other students. This policy does not preclude administrators from being able to randomly search lockers. Appropriate notices will be posted to this effect.
3. **Personal Search:** With reasonable suspicion, the administrator/designee may conduct a personal search of a student. Personal search may include: emptying of pockets, removal of shoes and socks, and removal of jacket. **FRISKING AND STRIP SEARCHES ARE PROHIBITED.**
4. **Use of Metal Detectors:** As part of an overall plan to protect the health, welfare, safety, and lives of students, faculty, staff, and visitors to the public schools, and to enforce provisions of the Code of Student Conduct, metal detectors may be used to scan and screen for firearms, imitation firearms, and other weapons which have no place in public schools due to the fact that they are life

threatening, cause bodily harm, and have adverse and disruptive effects on the educational process.

5. Search of Vehicles: Any motor vehicle parked on school property may be searched by the site administrator or designee with reasonable suspicion. Appropriate notices will be posted to this effect.
6. Use of Video Cameras: For the health, welfare, and safety of students, faculty, and staff, video cameras may be used on school buses and in school facilities as appropriate.
7. Drug-Sniffing Dog: In searching for illegal objects or substances in students' lockers or other school areas, a trained drug-sniffing dog may be used. The search procedure shall consist of the following:
 - a. Contact the Superintendent or his designee for approval.
 - b. The search will be conducted to avoid contact between students and the dog.
 - c. Contact the local law enforcement office and obtain a certified officer and a certified drug-sniffing dog, if drugs are suspected.

DRAFT

**CLASSROOM BEHAVIOR MANAGEMENT FORM FOR
MINOR OFFENSES IN K-12 SCHOOLS**

STUDENT _____ **I.D.** _____ **DATE** _____
TEACHER _____ **SUBJECT** _____ **PERIOD** _____
CIRCLE IF APPLICABLE TO STUDENT: **ESE** **ESOL**

The above student's behavior has been disruptive to the class and inhibits my ability to teach. Specifically, the problem is:

As the classroom teacher, I have taken the following steps to correct the problem:

1st Offense: An **AFTER-CLASS DISCUSSION** was held on _____ with the student regarding the above problem. The student's reaction to the problem and my suggestions for improvement were:

_____ **Favorable** _____ **Unfavorable** _____ **No reaction**

Teacher Signature

Student Signature

2nd Offense: A **FORMAL TEACHER/STUDENT CONFERENCE** was held on _____ at _____ (DATE) _____ (TIME).

The problem was again discussed, and the student was warned that further misbehavior would result in a referral to the office. The student's reaction to my suggestions for improvement were:

_____ **Favorable** _____ **Unfavorable** _____ **No reaction**

PARENT/GUARDIAN PHONE CONTACT (Name and No.) _____

_____ was called on _____. The parent/guardian was advised of the problems and the steps taken thus far by me to remedy the problem. The parent/guardian's support was requested. Parent/Guardian reaction was:

_____ **Positive** _____ **Neutral** _____ **No reaction**

3rd Offense: The following **RESOURCE PEOPLE** were consulted:

A. Department/Team Chairman/Leader: The following recommendation/s was made:

B. Guidance Counselor: The following recommendation/s was made:

C. Other: The following assistance was provided:

4th Offense: THE PROBLEM PERSISTS: I request administrative assistance with this student. [Send this form and the student to the office.]

Date/Time Student Sent

Teacher signature

White – Office Yellow – Parent/Guardian Pink – Guidance Gold – Referring Teacher

AUTHORITY OF THE SCHOOL BUS DRIVER

1. The principal/designee gives to the bus driver authority to control students to and from school or on school trips. Any student who misbehaves may be reported to the principal.
2. The bus driver will not suspend a student from riding the bus, spank a student, or put a student off the bus at any place other than his regular stop. However, if a bus driver has a note from the student's parent/guardian which has been approved by the school, the bus driver may let the student off at another stop. If there is an emergency on the bus because of student behavior, the bus driver must take care of the emergency and protect the students on the bus. The bus driver will immediately report the incident to the proper authority.

MISCONDUCT ON SCHOOL BUSES

If a student misbehaves on the school bus, the bus driver may report the misbehavior to the principal. The principal may suspend the student from riding the bus for no more than ten (10) school days per offense. Please note: If ESE students do not get a ride to school during the bus suspension, the suspension will count towards the maximum allowable ten (10) day school suspension for the year. If the suspension is for more than five (5) days, a hearing is required. The School Board may change the suspension to an expulsion from the school bus. The student may also be subject to other disciplinary actions which may include suspension or expulsion from school.

Disclaimer: The principal has authority, within Florida Statutes, to increase consequences based upon the severity of the infraction.

BUS OFFENSES

MINOR OFFENSES

- Shouting/loud talking
- Eating / drinking
- Littering
- Holding hand/head outside of the bus

Actions To Be Taken

- **BUS DRIVERS' INTERVENTIONS (use one or more)**
- Conduct a conference with the student.
- Assign a new seat assignment.
- Notify the parents/guardians.
- Write a referral and give it to an administrator.
- **ADMINISTRATORS' INTERVENTIONS**
- 1st referral: Notify parents/guardians and have a conference with the student.
- 2nd referral: 1- 3 days off bus
- 3rd referral: 3 days off bus
- 4th referral: 5 days off bus (**Hearing Requested**)

MAJOR OFFENSES

- Being out of seat when bus is in motion
- Using foul language/ racial slurs
- Defacing property
- Throwing objects
- Holding hand/head outside bus while in motion
- Fighting

- Distracting the bus driver with deviant behavior

Actions To Be Taken By Administrators

- Restitution is paid by the student/parent/guardian.
- 1st referral: 1-3 day off bus
- 2nd referral: 3-5 days off bus
- 3rd referral: 5 days off bus
- 4th referral: 5 days off bus (**Hearing Requested/expulsion considered**)

The student may also be subject to other disciplinary actions which may include suspension or expulsion from school.

ZERO TOLERANCE ON THE BUS

- Threatening/assaulting the driver
- Possessing weapons
- Possessing/using drugs/alcohol

GLOSSARY

Abuse of property/minor vandalism - to use wrongly or improperly, or to maltreat any school equipment or property

Aggravated battery - Intentionally or knowingly causing great bodily harm, permanent disability, or permanent disfigurement or using a deadly weapon while committing a battery.

Alcohol possession, use, sale, storage, or distribution - having on one's person or within one's personal property or under one's control by placement of and knowledge of the whereabouts or reasonable belief that one has assimilated, or reasonably appears, in the judgment of appropriate school officials, to be under the influence of any alcoholic substance

Armed robbery - the taking of money or other property which may be the subject of larceny from the person or custody of another, with intent to either permanently or temporarily deprive the person or the owner of the money or other property, when in the course of the taking there is the use of force, violence, assault, or putting in fear; with the use of a firearm, imitation firearm, or other deadly weapon

Arson - to willfully and unlawfully, or while in the commission of any felony, by fire or explosion, damage or cause to be damaged: any dwelling, whether occupied or not, or its contents; any structure, or contents thereof, where persons are normally present; and any other structure that the person knew or had reasonable grounds to believe was occupied by a human being

Articles disruptive to school - to possess, display or use anything that is disruptive to the general peace and welfare of a school center, school bus, or a school sponsored activity

Assault - an intentional, unlawful threat by word or act to do violence to the person of another, coupled with an apparent ability to do so which creates a well-founded fear in such other person that such violence is imminent. (F.S 784.011)

Assault on school board employee - any intentional, unlawful threat, by word or act, to do violence to a school board employee, coupled with an apparent ability to do so, and doing some act that creates a well-founded fear in another person that violence is imminent

Attempted criminal act against a person - any person who attempts to commit, or who solicits another to commit, or who agrees, conspires, combines, or confederates with another person or persons to commit the offense of a battery against another person or persons, and in such attempt does any act toward the commission of such offense, but fails in the perpetration or is intercepted or prevented in the execution of the offense

Battery (BAT)-Level I - (physical attack/harm) The physical use of force or violence by an individual against another. The attack must be serious enough to warrant consulting law enforcement and result in more serious bodily injury. (To distinguish from Fighting, report an incident as Battery only when the force or violence is carried out against a person who is not fighting back.) Law enforcement must be notified.

Battery or aggravated battery on a school board employee - a battery or aggravated battery on any elected official or school district employee whether it is committed on school property, on school sponsored transportation, during a school-sponsored activity or while the elected official or employee is on official school business

Bomb threat - intentionally making a false report to any person concerning the placement of any bomb, dynamite, explosive, or arson-causing device

Breaking and entering/burglary - the unlawful entry into a building or other structure with the intent to commit a crime

Bullying - Systematically and chronically inflicting physical hurt or psychological distress on one or more students, or employees. It is further defined as unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by a student or adult, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation; and may involve but is not limited to:

- a. Unwanted teasing;
- b. Social Exclusion;
- c. Threatening;
- d. Intimidation;
- e. Stalking;
- f. Cyberstalking;
- g. Cyberbullying;
- h. Physical violence;
- i. Theft;
- j. Sexual, religious, or racial harassment;
- k. Public humiliation;
- l. Rumor or spreading falsehoods; or
- m. Destruction of school or personal property.

Bus disruption - behavior that disrupts and/or distracts the driver from safely operating the school bus

Cheating (copying work of another, using materials not authorized to use - copying of anyone else's work or cheating on any test or assignment

Chemical/hazardous material - Any chemical compounds or dangerous materials that may be used to cause harm or vulnerability to any person(s).

Computer misuse/inappropriate use of e-mail/internet - the inappropriate use of a computer, including, but not limited to, breaking into restricted accounts or networks, modifying, or destroying files without permission, illegally copying software, and entering or distributing or printing unauthorized files; accessing or entering unauthorized internet sites; distributing inappropriate electronic messages

Confrontation/tussle - a verbal confrontation, struggle, or scuffle involving more than one person; pushing, shoving, pulling, etc. that has the propensity to escalate into a fight

Contraband, non-criminal - possession and/or use of items or contraband designated by the school as inappropriate materials such as portable paging devices, beepers, portable cellular telephones, etc.; these will be confiscated

Corporal punishment - Paddling by the principal/designee on the student's buttocks.

Criminal assault on a student/person - any intentional, unlawful threat, by word or act, to do violence to another person, coupled with an apparent ability to do so, and doing some act that creates a well-founded fear in another person that violence is imminent

Criminal battery on a student/person (non-School Board Employee) - an actual and intentional touching or striking of another person against his or her will or intentionally causing bodily harm to an individual, including child abuse; the malicious and unprovoked physical attack by an aggressor upon another person

Destructive device - A destructive device is any bomb, grenade, mine, rocket, missile, pipe bomb, or similar device containing some type of explosive that is designed to explode and is capable of causing bodily harm or property damage (F.S. 790.001(4)).

Disobedient/open defiance/insubordination - refusal or failure to obey, marked by resistance to authority; the flagrant or hostile challenge of the authority of a school staff member, bus driver, or any other adult in authority

Disobeying rules on the school bus - violation of the posted or written rules of conduct for the bus that is not necessarily a disruptive behavior; e.g.: not in assigned seat, eating or drinking on the bus

Disorderly conduct/disruption of school - any act which substantially disrupts the orderly conduct of a school function, behavior which substantially disrupts the orderly learning environment or poses a threat to the health, safety, and/or welfare of students, staff, or others

Disrespectful language - written or verbal remarks or gestures that show a lack of respect, rudeness or are inappropriate; The use of words or acts which demean, degrade, antagonize, or humiliate a person or group of persons

Disruptive behavior - behavior by its nature disrupts the educational process, but is not criminal.

Disruptive play - non-confrontational activity that is not appropriate in a school setting and is disruptive to the educational process; engaging in rowdy, rough behavior that interferes with the safe and or purposeful order of a school; e.g.: horseplay, chasing another student in the hallway of classroom, etc.

Dress code violation - to dress in a manner that would constitute a disruption in the school, create a safety hazard or exhibit impropriety; violations of the school dress code

Drug paraphernalia use, sale, storage, or distribution - to possess, use, sale, store, or distribute any equipment, device, or equipment used for the purpose of preparing or taking drugs

Drug Use/Possession Excluding Alcohol (DRU)-Level III - (illegal drug possession or use) The use or possession of any drug, narcotic, controlled substance, or any substance when used for chemical intoxication. Use means the person is caught in the act of using, admits to use or is discovered to have used in the course of an investigation.

Due process - A student has the right to a fair, reasonable, and impartial hearing for a broken or disobeyed rule. [F.S. 1006.07]

Explosive (F.S. 790.001 (5)) - any chemical compound or mixture that has the property of yielding readily to combustion or oxidation upon application of heat, flame, or shock, including but not limited to dynamite, nitroglycerin, trinitrotoluene, or ammonium nitrate when combined with other ingredients to form an explosive mixture, blasting caps, and detonators; but not including:

(a) Shotgun shells, cartridges, or ammunition for firearms;

(b) Fireworks as defined in s. 791.01(4)(a); means and includes any combustible or explosive composition or substance or combination of substances or, except as hereinafter provided, any article prepared for the purpose of producing a visible or audible effect by combustion, explosion, deflagration, or detonation. The term includes blank cartridges and toy cannons in which explosives are used, the type of balloons which require fire underneath to propel them, firecrackers, torpedoes, skyrockets, roman candles, dago bombs, and any fireworks containing any explosives or flammable compound or any tablets or other device containing any explosive substance.

(c) Smokeless propellant powder or small arms ammunition primers, if possessed, purchased, sold, transported, or used in compliance with F.. 552.241;

Explosive devices possession, use, sale, or distribution (not firecrackers, fireworks) - an explosive is any chemical compound or mixture that has the property of yielding readily to combustion or oxidation upon application of heat, flame, or shock, including but not limited to dynamite, nitroglycerin, trinitrotoluene, or ammonium nitrate when combined with other ingredients to form an explosive mixture, blasting caps, and detonators

Expulsion - Removal of the right and obligation of a student to attend a public school under conditions set by the School Board for a period of time not to exceed the remainder of the school year and one (1) additional year of attendance. Expulsion can also mean alternative placement.

Extortion/blackmail/coercion - the use of threat or intimidation to obtain anything of value from another person, including, but not limited to, money

Extracurricular - any school-authorized or education-related activity occurring during or outside the regular instructional school day. [F.S. 1006.15]

Failure to comply with class/school rules - violation of specified posted or written school or class rule that is not necessarily a disruptive behavior; e.g.: repeatedly chewing gum, repeatedly tardy for class, etc.

False fire alarm/911 call - whoever, without reasonable cause, by outcry or the ringing of bells, or otherwise makes or circulates, or causes to be made or circulated, a false alarm of fire or 911 call

False report involving school, school personnel's property, school transportation or school sponsored activity- Making a false report with intent to deceive, mislead, or otherwise misinform any person, concerning the placing or planting of any bomb, dynamite, or other deadly explosive.

Fighting - mutual participation in a hostile, physical encounter; mutual participation in an altercation involving physical violence

Firearm - means any weapon (including a starter gun) which will, is designed to, or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; any destructive device; or any machine gun. The term "firearm" does not include an antique firearm unless the antique firearm is used in the commission of a crime. [F.S. 790.001(6)]

***Firearm, possession, use, or sale of** - Possession, use, or sale of any firearm, **imitation firearm**, on school property, school-sponsored transportation or during a school-sponsored activity. A firearm, **imitation firearm**, is any weapon (including a starter gun) which will, is designed to, or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; any destructive device; or any machine gun. [F.S. 790.001(6)]

Fireworks/firecrackers - possession, use, sale, storage, or distribution of fireworks or firecrackers or associated devices

Forgery of a document or signature - to fashion or reproduce for fraudulent purposes

Gambling - one who participates in games of chance or skill for money or profit

Grievance procedure - The process of filing appropriate forms resulting from a complaint filed by a student. Forms may be obtained from the principal.

Harassment - Any threatening, insulting or dehumanizing gesture, use of technology, computer software, or written, verbal or physical conduct directed against a student or school employee that:

1. Places a student or school employee in reasonable fear of harm to his/her person or damage to his/her property;

2. Has the effect of substantially interfering with a student's educational performance, or employee's work performance, or either's opportunities, or benefits;
3. Has the effect of substantially negatively impacting a student's or employee's emotional or mental well-being; or
4. Has the effect of substantially disrupting the orderly operation of a school.

Hazing - to persecute or harass with meaningless, difficult, or humiliating tasks whether its mental and/or physical.

Homicide/murder - the unlawful killing of a human being; and manslaughter – the killing of a human being by the act, procurement, or culpable negligence of another, without lawful justification. Law enforcement must be notified.

Illicit drug - A drug not allowed by law, custom, rule, etc.

Imitation firearm— ~~Any toy gun, replica of a firearm, air soft gun that fires nonmetallic projectiles, or other device that is so substantially similar in coloration and overall appearance to a firearm.~~

Inappropriate activity - any activity that is disruptive and/or inappropriate in a school setting that does not fit into another category

Intentionally striking a staff member intervening in a fight - intentionally striking or violently struggling with a staff member intervening in a fight or confrontation

Kidnapping or abduction - forcibly, secretly, or by threat, confining, abducting, or imprisoning another person against their will and without lawful authority, with intent to hold for ransom or reward or as a shield or hostage; commit or facilitate commission of any felony; inflict bodily harm upon or to terrorize the victim or another person. Law enforcement will be notified.

Leaving School Grounds without permission - unauthorized leaving of the school grounds

Lying/misrepresentation - intentionally providing false or misleading information to, or withholding valid information from a school staff member

Motor vehicle theft - theft or attempted theft of a motor vehicle; anything that is self-propelled

Obscene, lewd, or inappropriate act - the use of oral or written language, electronic messages, pictures, objects, gestures, or engaging in any physical act considered to be offensive, socially unacceptable, or not suitable for an educational setting

Other potentially dangerous weapons/items - any instrument or object, other than firearms or knives, deliberately used to inflict harm on another person, or used to intimidate any person

Out of Assigned Area - out of assigned area without permission and/or in a restricted access area without permission

Permissible absence - An absence which has the sanction of the parents/guardians and the school. This may include activities such as an individual educational trip or other extenuating circumstance. Any such individual educational trip must be planned by the parent/guardian and teacher, and a written report of the trip must be presented to the teacher. Work missed may be made up by the student.

Petty theft/stealing 1 (\$0-\$10) - the unlawful taking, carrying, or lending of property less than \$10.00 in value from the possession or constructive possession of another person

Petty theft/stealing 2 (\$10 -\$25) - the unlawful taking, carrying, lending, or riding away of property more than \$10, but less than \$25 in value from the possession, or constructive possession of another person

Petty theft/stealing 3 (\$25-\$50) - the unlawful taking, carrying, lending, or riding away of property more than \$25, but less than \$50 in value from the possession, or constructive possession of another person

Physical aggression (not involving law enforcement) - the intentional physical aggression of one party against another person such as pushing, punching, or striking

Plagiarism - The unauthorized use of someone else's material, which is then presented as being the result of the plagiarist's own primary research, creative impulse or insight. Plagiarism technically encompasses the borrowing of ideas of others, as well as their exact words or allowing one's own personal work or homework to be copied

Possession/use of tobacco products - possession, use, sale, storage, or distribution of tobacco products on school district property

Profane/obscene language - abusive, profane, obscene, or vulgar language (verbal, written, or gestures) or conduct in the presence of another person

Prohibited items - An item prevented by law or by an order.

Public display of affection - engaging in overtly amorous contact or language not appropriate in a school setting

Robbery - the taking or attempting to take anything of value that is owned by another person or organization, under confrontational circumstances by force or threat of force or violence and /or by putting the victim in fear

Synthetic Drug - substances that mimic marijuana, cocaine and other illegal **drugs** are making users across the nation seriously ill, causing seizures and death.

Sexual battery (attempted or actual forcible penetration) - forced- oral, anal, or vaginal penetration by, or union with, the sexual organ of another or the anal or vaginal penetration of another by any other object. Law enforcement must be notified.

Sexual harassment - any slur, innuendo, or other physical conduct reflecting on an individual's gender which has the purpose of creating an intimidating, hostile, or offensive educational work environment; has the purpose or effect of unreasonably interfering with an individual's work or school performance or participation; or otherwise affects an individual's educational opportunities; sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature

Sexual misconduct - engaging in a sex act or physical conduct of a sexual nature; the unlawful sexual intercourse, sexual contact or other unlawful behavior or conduct intended to result in sexual gratification without force or threat and where the victim is capable of giving consent

Stealing more than \$50 - the unlawful taking, carrying, leading, or riding away of property more than \$50, in value from the possession or constructive possession of another person or entity (meaning school)

Suspension - Removal of students from their regular school program for a period not to exceed 10 school days. Pursuant to Florida Statute 1006.09, no student who is required by law to attend school shall be suspended for unexcused absence or truancy.

Tardiness, Habitual - consistently late to class or school

Tear gas gun or chemical weapon or device - any weapon of such nature, except a device known as a "self-defense chemical spray." "Self-defense chemical spray" means a device carried solely for purposes of lawful self-defense that is compact in size, designed to be carried on or about the person, and contains not more than two ounces of chemical. [F.S. 790.001(3)(b)]

Threat against school, school personnel's property, school transportation or school sponsored activity - Threatening to throw, project, place, or discharge any destructive device with intent to do bodily harm.

Threat, non-criminal - a threat (less serious than assault) by word or act to do violence to another person or his/her property; e.g.: "You better watch your back", "I'm going to get you after school."

Trespassing - to enter or remain on a public school campus or school board facility without authorization or invitation and with no lawful purpose for entry, including students under suspension or expulsion, employees not required by their employment to be at the particular location; and unauthorized persons who enter or remain on campus or school district facility or sponsored activity after being directed to leave

Truancy/Unexplained Absence - An absence from class or school that the reason or excuse is inadequate or does not meet the criteria for an excused absence

Unauthorized possession or use of prescription medication - to possess, use, sell, store, or distribute or be under the influence of any substance which requires a physician's prescription, or any over-the-counter medication without parent/guardian approval and school notification

Unauthorized sale/distribution of materials (non-criminal) - unauthorized selling or distributing of materials not generally considered illegal; e.g.: candy

Unexcused absence - An absence which does not have the approval of the school, or which is due to disciplinary action against the student. Ordinarily, in such case, the work missed may not be made up by the student for credit.

Unintentionally striking a staff member intervening in a fight - unintentional striking or violently struggling with a staff member intervening in a fight or confrontation

Unknown weapon possession - type of instrument or object unknown at the time of the report

Unserviced detention (extended) - unexcused absence from a scheduled extended detention

Unserviced detention (regular) - unexcused absence from a scheduled regular detention

Unserviced detention (Saturday) - unexcused absence from a scheduled Saturday detention

Use of intoxicants - the inappropriate use of intoxicants, including but not limited to, glue, solvents, butane, and whipped cream, for the purpose of obtaining a mood-modifying experience

Vandalism more than \$100 (includes time and labor) - the willful and/or malicious destruction, damage, or defacement of public or private property, real or personal, without the consent of the owner or the person having custody or control of it. This includes graffiti.

Weapon - A weapon may be, but is not limited to, any firearm, ~~imitation firearm~~, any explosive or destructive device, any knife, razor blade or box cutter, any dirk (dagger), metallic knuckles, slung shot (a small mass of metal, stone, sand, or similar material fixed on a flexible handle, strap, or the like, used as a weapon.), billie [billie (also spelled billy) club, night stick, a stick of less than arm's length, usually made of wood, plastic, or metal], tear gas gun, chemical weapon or device, or other deadly weapon except a firearm or a common pocketknife, plastic knife, or blunt-bladed table knife [F.S. 790.001(13)] or any item used with intent to cause bodily harm to another individual.

Weapon/knife possession - the possession of any knife that may inflict harm on another person, or be used to intimidate another person, including, but not limited to, fixed blade knives, folding knives, switch blade knives, and common pocket knives or any item used with intent to cause bodily harm to another individual.