

# AGENDA

## REGULAR SCHOOL BOARD MEETING

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

May 28, 2013

6:00 P.M.

THIS MEETING IS OPEN TO THE PUBLIC

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

### ITEMS FOR CONSENT

5. REVIEW OF MINUTES – **SEE ATTACHMENT**
  - a. April 23, 2013, 4:30 p.m. – School Board Workshop
  - b. April 23, 2013, 6:00 p.m. – Regular School Board Meeting
  - c. April 30, 2013, 9:00 a.m. – School Board Workshop
  - d. April 30, 2013, 3:30 p.m. – Student Hearing
  - e. May 7, 2013, 4:00 p.m. – Special School Board Meeting

ACTION REQUESTED: The Superintendent recommends approval.

6. PERSONNEL MATTERS (resignations, retirements, recommendations, leaves of absence, terminations of services, volunteers, and job descriptions) **SEE PAGE #6**
  - a. Personnel 2012 – 2013

ACTION REQUESTED: The Superintendent recommends approval.

- b. Personnel 2013 – 2014

ACTION REQUESTED: The Superintendent recommends approval.

7. BUDGET AND FINANCIAL TRANSACTIONS

- a. Budget Amendment Number Nineteen - REVISED – **SEE PAGE #9**

Fund Source: 420 Federal Funds  
Amount: \$ .00

ACTION REQUESTED: The Superintendent recommends approval.

- b. Budget Amendment Number Twenty - **SEE PAGE #15**

Fund Source: 432 Targeted ARRA Stimulus Funds  
Amount: \$ .00

ACTION REQUESTED: The Superintendent recommends approval.

- c. Budget Amendment Number Twenty-One – **SEE PAGE #19**

Fund Source: 434 (ARRA) Race To The Top  
Amount: \$ .00

ACTION REQUESTED: The Superintendent recommends approval.

- d. Budget Amendment Number Twenty-Two – **SEE PAGE #28**

Fund Source: 420 Federal Funds  
Amount: \$458,469.49

ACTION REQUESTED: The Superintendent recommends approval.

- e. Sponsor Approval of Capital Outlay Plan for Crossroad Academy Charter School for 2013 – 2014 – **SEE PAGE #38**

Fund Source: State of Florida Funds are Sent Through District  
Amount: Estimated \$100,000.00 for 2013 – 2014

ACTION REQUESTED: The Superintendent recommends approval.

8. AGREEMENT/CONTRACT/PROJECT APPLICATIONS

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

Fund Source: Federal Funds – Title I Part A  
Amount: \$31,664.00

ACTION REQUESTED: The Superintendent recommends approval.

- b. Network Infrastructure Equipment & Services- **SEE PAGE #46**

Fund Source: Federal Programs  
Amount: \$357,284.00

ACTION REQUESTED: The Superintendent recommends approval.

- c. Fresh Fruits and Vegetables Program Award – **SEE PAGE #48**

Fund Source: USDA School Food Service  
Amount: \$104,568.75

ACTION REQUESTED: The Superintendent recommends approval.



- d. Services Pursuant to Agreement No. DESF 030928-PAEC – **SEE PAGE #54**  
 Fund Source: General Fund  
 Amount: \$88,655.33  
 ACTION REQUESTED: The Superintendent recommends approval.
- e. Letter of Agreement with Bond Counsel for Construction Loan  
**SEE PAGE #62**  
 Fund Source: Capital Improvements Fund  
 Amount: \$25,000.00  
 ACTION REQUESTED: The Superintendent recommends approval.
- f. Letter of Agreement with Financial Advisor for Construction Loan  
**SEE PAGE #70**  
 Fund Source: Capital Improvements Fund  
 Amount: \$19,000.00  
 ACTION REQUESTED: The Superintendent recommends approval.
- g. Education Partnership Agreement: Panhandle Area Educational Professional  
 Development Center and The Gadsden County School Board  
**SEE PAGE #79**  
 Fund Source: N/A  
 Amount: N/A  
 ACTION REQUESTED: The Superintendent recommends approval.
- h. Education Partnership Agreement: Panhandle Area Educational Professional  
 Development Center and The Gadsden County School Board  
**SEE PAGE #104**  
 Fund Source: N/A  
 Amount: N/A  
 ACTION REQUESTED: The Superintendent recommends approval.
- i. Education Partnership Agreement: Panhandle Area Educational Professional  
 Development Center and The Gadsden County School Board  
**SEE PAGE #139**  
 Fund Source: N/A  
 Amount: N/A  
 ACTION REQUESTED: The Superintendent recommends approval.
- j. Education Partnership Agreement: Panhandle Area Educational Professional  
 Development Center and The Gadsden County School Board  
**SEE PAGE #174**  
 Fund Source: N/A  
 Amount: N/A  
 ACTION REQUESTED: The Superintendent recommends approval.

- k. Updates to School Board Policies – **SEE PAGE #203**

Fund Source: General Fund  
Amount: \$5,500.00

ACTION REQUESTED: The Superintendent recommends approval.

9. **STUDENT MATTERS – SEE ATTACHMENT**

- a. Student Expulsion – See back-up material

Case #80-1213-0211

ACTION REQUESTED: The Superintendent recommends approval.

- b. Student Expulsion – See back-up material

Case #81-1213-0211

ACTION REQUESTED: The Superintendent recommends approval.

- c. Student Expulsion – See back-up material

Case #82-1213-0211

ACTION REQUESTED: The Superintendent recommends approval.

- d. Student Expulsion – See back-up material

Case #83-1213-0211

ACTION REQUESTED: The Superintendent recommends approval.

- e. Student Expulsion – See back-up material

Case #84-1213-0211

ACTION REQUESTED: The Superintendent recommends approval.

- f. Student Expulsion – See back-up material

Case #88-1213-0211

ACTION REQUESTED: The Superintendent recommends approval.

10. **SCHOOL FACILITY/PROPERTY**

- a. Roof Work At James A. Shanks Middle School - **SEE PAGE #205**

Fund Source: Capital Outlay  
Amount: \$4,595.00

ACTION REQUESTED: The Superintendent recommends approval.

- b. Camera, Surveillance System for Warehouse - **SEE PAGE #214**

Fund Source: Capital Outlay  
Amount: \$16,025.36

ACTION REQUESTED: The Superintendent recommends approval.

- c. George Munroe Parking Lot – **SEE PAGE #219**

Fund Source: Capital Outlay  
Amount: \$169,700.00

ACTION REQUESTED: The Superintendent recommends approval.

11. MISCELLANEOUS

- a. Medical Physicals 2013 - 2014 – **SEE PAGE #227**

Fund Source: Transportation  
Amount: \$7,000.00

ACTION REQUESTED: The Superintendent recommends approval.

ITEMS FOR DISCUSSION

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

- a. Discussion and Request to Advertise the Board’s Intent to Revise all of Gadsden County School Board Policies and 2013 – 2014 Code of Student Conduct – **SEE PAGE #233**

Fund Source: N/A  
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

13. EDUCATIONAL ITEMS BY THE SUPERINTENDENT

- a. School Improvement Grant 1003(g) Cohort I 2010-2013 – **SEE PAGE #283**

14. SCHOOL BOARD REQUESTS AND CONCERNS

15. ADJOURNMENT

# The School Board of Gadsden County



*"Building A Brighter Future"*

**Reginald C. James**  
 SUPERINTENDENT  
 OF SCHOOLS

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

May 28, 2013

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 2012/2013**  
**Item 6B Instructional Personnel 2013-2014**

The following reflects the total number of full-time employees in this school district for the 2012/2013 school term, as of May 28, 2013.

<u>Description Per DOE Classification</u>	<u>DOE Object#</u>	<u>#Employees May 2013</u>
Classroom Teachers and Other Certified Administrators	120 & 130	483.65
Non-Instructional	110	49.75
	150, 160, & 170	414.00
		947.40

Sincerely,

Reginald C. James  
 Superintendent of Schools

Audrey D. 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 32324  
 GREENSBORO, FL 32330

Charlie D. Frost  
 DISTRICT NO. 4  
 GRETNA, FL 32332  
 QUINCY, FL 32352

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

**BOARD MEETS FOURTH TUESDAY OF EACH MONTH**  
 EQUAL OPPORTUNITY EMPLOYER

**AGENDA ITEM 6A, INSTRUCTIONAL AND NON INSTRUCTIONAL PERSONNEL 2012/2013**

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

**RESIGNATIONS**

<b><u>Name</u></b>	<b><u>Location</u></b>	<b><u>Position</u></b>	<b><u>Effective Date</u></b>
Lubbers, John	EGHS	Teacher	06/30/2013
Phillips, Cynthia	GRES	Teacher	06/06/2013

**RETIREMENTS**

<b><u>Name</u></b>	<b><u>Location</u></b>	<b><u>Position</u></b>	<b><u>Effective Date</u></b>
McNealy, Earlest	Transportation	Bus Driver	04/30/2013

**D.R.O.P. RETIREMENTS**

<b><u>Name</u></b>	<b><u>Location</u></b>	<b><u>Position</u></b>	<b><u>Effective Date</u></b>
Evans, Martina	SSES	Teacher	06/30/2013
Herring, Leroy	HES	Custodian	06/30/2013
McMillan, Rhonda	SJES	Teacher	07/31/2013
Potter, Patricia	SSES	Teacher	06/30/2013

## AGENDA ITEM 6B, INSTRUCTIONAL PERSONNEL 2013/2014

### CONTINUING CONTRACT

Bradwell, Tanya  
Bryant, Cynthia  
Commodore, Shirley  
Grant, Myra  
Jordan, Warkeen  
McGriff-Gibson, Mathella  
Mickens, Patricia  
Scott, Ronald  
Thomas, Shirlean

### PROFESSIONAL SERVICES

Achhamer, Kristine	Graham, Sarah	McKinney, Crystal	Smith, Peggy
Akins, Zola	Grantham, Jennifer	McMillan-Gatlin, Patricia	Spivey, Suzanne
Allen, Mark	Green, Kimi	McNelson, Georgette	Starks, Jeffrey
Allen, Sandra	Grice-Walker, Arnita	McPhaul, David	Stephens, Vann
Anderson, Kimberly	Gunn, Jeanne	Merriex, Simon	Strutz, Nancy
Atkins, Sineaktra	Hackley, Cyrilla	Mills, Cyril	Suber, Alfred
Austin, Joyce	Hagins, Cynthia	Monroe, Janice	Taylor, Audrey
Austin, Travetria	Harris, Nekeshia	Oaks, Elizabeth	Taylor, Jeanne
Bailey, Deborah	Harris, Robert	Pace, Cornelius	Thomas, Linda
Baker, Annette	Harris, Ronte	Pardee, Brenda	Thomas, Rosalyn
Barrett, Barbara	Hatfield, Daren	Payton, Kecia	Touchton, Susan
Bascom, Chinita	Hester, Lillianne	Peacock, Agnes	Toussaint, Karen
Bates-Jackson, Erica	Hilton, Julia	Peoples, Latanja	Toussaint, John
Belford, Miesha	Holmes, Cathy	Perkins, Beth	Trueblood, Annie
Bell-Key, Twanda	Hopkins, Kysha	Persak, Nancy	Vickers, Suzanne
Black, Doris	Hudgins, Rosa	Peterson, Cheryl	Viel, Julie
Bradwell, Joanie	Hunter, Cassandra	Piawah, Helen	Wade, Eileen
Brockman, Dena	Hutley-Figgers, Latisha	Pinson, Margaret	Walker, Cherdwontrez
Bryant, Alice	Ivory, Dwayne	Powell-Jones, Gracie	Walker, Tracy
Bryant, Antionette	Jackson, Barbara	Presha, Renee	Washington, Angela
Bryant, Pamela	Jackson, Catherine	Price, Carrie	Watson, Mary
Butler, Bridgette	Jackson, Kareen	Pyburn, Jennifer	Weeks, Dawn
Campbell, Delma	Jefferson, Tracy	Randolph, Fredrick	Weeks, Kameelah
Chapman-Thomas, Tylisa	Johnson, Maria	Redding, Sylvia	Wells, Carla
Chavers, Porche	Johnson, Kendal	Reffner, Georgeann	White, Diane
Clark, Debra	Johnson, Vicki	Redding, Sylvia	White, Don
Clark, Linda	James, Pamela	Reynolds, Cynthia	White-Carroll, Tonja
Clark, Michael	Jones, Tanya	Richardson, Chandra	Williams, Joseph
Clarke, Jonnie	Jones, William	Riggins, Dale	Williams, Lelia
Clemons, Mildred	Joseph, Sandra	Riggins, Shulamith	Williams, Sarah
Clum, Anthony	Keaton, Diane	Riley, Cynthia	Williams, Shannon
Coburn, Katie	Kelly, Barbara	Rivera, Josie	Williams, Shirley
Combs, Eugenia	Kenon-Franklin, Bridget	Roberts, Loretta	Willis, Debbie
Cooper-Maclin, Stephanie	Kent-Toussaint, Cynthia	Robinson, Calvin	Wilson-Montgomery, Latima
Critelli, Steven	Kindell, Andrea	Robinson, Patricia	Wright, JoLynda
Cunningham, Rhonda	Kirkland, Nahketah	Robinson, Portia	Youman, Annette
Dantzler, Melissa	Kirkland, Sarah	Rollins, Angela	
Davis, Pearl	Knight, Anthony	Rollinson, LaTonya	
Davis, Torrye	Lightfoot, Tomkea	Rosier, Carolyn	
Dennington, William	Lightfoot-Brown, Shayla	Rouse, Daphanee	
Dennis, Hilary	Logue, Joane	Rozier, Maya	
Dilworth-Porter, Latasha	Madry, Cecelia	Samson, Marilyn	
Dixon, Nicole	Mandela, Judith	Sawyer, Barbara	
Evans, Lee	Mathis, Andreka	Scott, Tawanda	
Farmer, Erica	Maynor, Tamela	Sherman, Tammy	
Gainous, Sharon	McCaskill, Sheila	Simmons, Peggy	
Gearity, Linda	McClurkin, Willie	Simmons-Russ, Catina	
Gibson, Don	McCoy, Lela	Simpkins, Alonzetta	
Glover, Vanessa	McGlockton, Shaundra	Smith, Carolyn	
Graf, Jeannie		Smith, Mis'Shaylanqua	

**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 7a

**DATE OF SCHOOL BOARD MEETING:** **May 28, 2013**

**TITLE OF AGENDA ITEMS:** **Budget Amendment Number Nineteen REVISED**

**DIVISION:** **Finance Department**

**PURPOSE AND SUMMARY OF ITEMS:**

**This revision corrects the appropriation sheet that was attached for the April Board meeting. Corrections are in bold. This sheet now matches the balance sheet.**

**FUND SOURCE:** **420 Federal Funds**

**AMOUNT:** **\$ .00**

**PREPARED BY:** **Bonnie Wood**

**POSITION:** **Assistant Superintendent for Business Services**



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

420 FUND					
FUNCTION/ OBJECT	BUDGET BALANCE		BUDGET		BUDGET BALANCE
	4/17/2013		AMENDMENT NUMBER NINETEEN		
5100	100	\$ 901,286.03	\$	46,208.00	\$ 947,494.03
	200	\$ 156,798.20	\$	11,090.00	\$ 167,888.20
	300	\$ 379,333.44	\$	-	\$ 379,333.44
	500	\$ 340,949.60	\$	-	\$ 340,949.60
	600	\$ 261,134.02	\$	-	\$ 261,134.02
	700	-	\$	-	-
	<b>FUNCTOTAL</b>		<b>\$ 2,039,501.29</b>	<b>\$</b>	<b>57,298.00</b>
5200	100	\$ 618,709.06	\$	-	\$ 618,709.06
	200	\$ 197,066.07	\$	-	\$ 197,066.07
	300	\$ 172,000.00	\$	-	\$ 172,000.00
	500	\$ 162,236.93	\$	-	\$ 162,236.93
	600	\$ 83,875.00	\$	-	\$ 83,875.00
	700	\$ 1,000.00	\$	-	\$ 1,000.00
	<b>FUNCTOTAL</b>		<b>\$ 1,234,887.06</b>	<b>\$</b>	<b>-</b>
5300	100	-	\$	-	-
	200	-	\$	-	-
	300	\$ 8,696.28	\$	-	\$ 8,696.28
	500	\$ 32,520.61	\$	-	\$ 32,520.61
	600	\$ 32,080.00	\$	-	\$ 32,080.00
	700	\$ 20,480.08	\$	-	\$ 20,480.08
	<b>FUNCTOTAL</b>		<b>\$ 93,776.97</b>	<b>\$</b>	<b>-</b>
5400	100	-	\$	-	-
	200	\$ 4,032.82	\$	-	\$ 4,032.82
	300	-	\$	-	-
	500	-	\$	-	-
	600	-	\$	-	-
	700	-	\$	-	-
	<b>FUNCTOTAL</b>		<b>\$ 4,032.82</b>	<b>\$</b>	<b>-</b>
5500	100	\$ 1,093,195.03	\$	-	\$ 1,093,195.03
	200	\$ 301,188.93	\$	-	\$ 301,188.93
	300	\$ 56,660.09	\$	-	\$ 56,660.09
	500	\$ 27,458.52	\$	-	\$ 27,458.52
	600	\$ 15,000.00	\$	-	\$ 15,000.00
	700	-	\$	-	-
	<b>FUNCTOTAL</b>		<b>\$ 1,493,502.57</b>	<b>\$</b>	<b>-</b>



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

<b>5900</b>	<b>100</b>	\$	206,456.76	\$	-	\$	206,456.76
	<b>200</b>	\$	37,518.04	\$	-	\$	37,518.04
	<b>300</b>	\$	35,394.96	\$	-	\$	35,394.96
	<b>500</b>	\$	6,516.77	\$	-	\$	6,516.77
	<b>600</b>	\$	-	\$	-	\$	-
<b>FUNCTOTAL</b>		\$	<b>285,886.53</b>	\$	-	\$	<b>285,886.53</b>
<b>6100</b>	<b>100</b>	\$	715,063.62	\$	-	\$	715,063.62
	<b>200</b>	\$	175,940.51	\$	-	\$	175,940.51
	<b>300</b>	\$	212,197.36	\$	-	\$	212,197.36
	<b>500</b>	\$	89,887.13	\$	-	\$	89,887.13
	<b>600</b>	\$	4,240.44	\$	-	\$	4,240.44
	<b>700</b>	\$	1,500.00	\$	-	\$	1,500.00
	<b>900</b>	\$	-	\$	-	\$	-
<b>FUNCTOTAL</b>		\$	<b>1,198,829.06</b>	\$	-	\$	<b>1,198,829.06</b>
<b>6200</b>	<b>100</b>	\$	32,000.00	\$	-	\$	32,000.00
	<b>200</b>	\$	9,319.00	\$	-	\$	9,319.00
	<b>300</b>	\$	2,580.00	\$	-	\$	2,580.00
	<b>500</b>	\$	1,000.00	\$	-	\$	1,000.00
	<b>600</b>	\$	225,951.08	\$	-	\$	225,951.08
	<b>700</b>	\$	-	\$	-	\$	-
<b>FUNCTOTAL</b>		\$	<b>270,850.08</b>	\$	-	\$	<b>270,850.08</b>
<b>6300</b>	<b>100</b>	\$	1,011,426.51	\$	-	\$	1,011,426.51
	<b>200</b>	\$	273,557.91	\$	-	\$	273,557.91
	<b>300</b>	\$	166,668.52	\$	-	\$	166,668.52
	<b>500</b>	\$	119,677.77	\$	-	\$	119,677.77
	<b>600</b>	\$	15,021.57	\$	-	\$	15,021.57
	<b>700</b>	\$	13,250.00	\$	-	\$	13,250.00
<b>FUNCTOTAL</b>		\$	<b>1,599,602.28</b>	\$	-	\$	<b>1,599,602.28</b>
<b>6400</b>	<b>100</b>	\$	1,428,461.65	\$	18,000.00	\$	1,446,461.65
	<b>200</b>	\$	270,367.97	\$	4,870.00	\$	275,237.97
	<b>300</b>	\$	350,789.47	\$	7,000.00	\$	357,789.47
	<b>400</b>	\$	-	\$	-	\$	-
	<b>500</b>	\$	45,362.74	\$	9,737.00	\$	55,099.74
	<b>600</b>	\$	2,302.94	\$	-	\$	2,302.94
	<b>700</b>	\$	69,918.15	\$	2,000.00	\$	71,918.15
<b>FUNCTOTAL</b>		\$	<b>2,167,202.92</b>	\$	41,607.00	\$	<b>2,208,809.92</b>

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

6500	100	\$	35,000.00	\$	-	\$	35,000.00
	200	\$	9,757.00	\$	-	\$	9,757.00
	300	\$	54,040.00	\$	-	\$	54,040.00
	500	\$	-	\$	-	\$	-
	600	\$	129,570.00	\$	-	\$	129,570.00
	700	\$	-	\$	-	\$	-
<b>FUNCTOTAL</b>		<b>\$</b>	<b>228,367.00</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>228,367.00</b>
7200	100	\$	35,804.23	\$	-	\$	35,804.23
	200	\$	25,846.60	\$	-	\$	25,846.60
	300	\$	1,239.50	\$	-	\$	1,239.50
	500	\$	-	\$	-	\$	-
	600	\$	-	\$	-	\$	-
	700	\$	698,781.00	\$	-	\$	698,781.00
<b>FUNCTOTAL</b>		<b>\$</b>	<b>761,671.33</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>761,671.33</b>
7300	100	\$	95,000.00	\$	-	\$	95,000.00
	200	\$	13,736.76	\$	-	\$	13,736.76
	300	\$	-	\$	-	\$	-
<b>FUNCTOTAL 7300</b>		<b>\$</b>	<b>108,736.76</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>108,736.76</b>
7400	300	\$	20,000.00	\$	-	\$	20,000.00
	600	\$	41,534.21	\$	-	\$	41,534.21
<b>FUNCTOTAL 7400</b>		<b>\$</b>	<b>61,534.21</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>61,534.21</b>
7600	500	\$	-	\$	-	\$	-
<b>FUNCTOTAL</b>		<b>\$</b>	<b>-</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>-</b>
7700	100	\$	83,378.05	\$	-	\$	83,378.05
	200	\$	20,386.56	\$	-	\$	20,386.56
	300	\$	8,419.50	\$	-	\$	8,419.50
	500	\$	-	\$	-	\$	-
	600	\$	-	\$	-	\$	-
	700	\$	1,000.00	\$	-	\$	1,000.00
<b>FUNCTOTAL</b>		<b>\$</b>	<b>113,184.11</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>113,184.11</b>
7800	100	\$	146,639.48	\$	-	\$	146,639.48
	200	\$	35,694.39	\$	-	\$	35,694.39
	300	\$	376,034.69	\$	-	\$	376,034.69
	400	\$	11,137.25	\$	-	\$	11,137.25
	500	\$	1,262.17	\$	-	\$	1,262.17
	600	\$	37,849.00	\$	-	\$	37,849.00
<b>FUNCTOTAL</b>		<b>\$</b>	<b>608,616.98</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>608,616.98</b>

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

<b>7900</b>	<b>100</b>	\$	16,875.39	\$	-	\$	16,875.39
	<b>200</b>	\$	6,385.96	\$	-	\$	6,385.96
	<b>300</b>	\$	69,824.33	\$	-	\$	69,824.33
	<b>400</b>	\$	11,836.91	\$	-	\$	11,836.91
	<b>500</b>	\$	12,096.40	\$	-	\$	12,096.40
	<b>600</b>	\$	-	\$	-	\$	-
	<b>700</b>	\$	-	\$	-	\$	-
<b>FUNCTOTAL</b>		\$	<b>117,018.99</b>	\$	-	\$	<b>117,018.99</b>
<b>8100</b>	<b>100</b>	\$	-	\$	-	\$	-
	<b>200</b>	\$	-	\$	-	\$	-
	<b>300</b>	\$	8,000.00	\$	-	\$	8,000.00
	<b>500</b>	\$	935.12	\$	-	\$	935.12
	<b>600</b>	\$	2,286.00	\$	-	\$	2,286.00
<b>FUNCTOTAL</b>		\$	<b>11,221.12</b>	\$	-	\$	<b>11,221.12</b>
<b>8200</b>	<b>100</b>	\$	-	\$	-	\$	-
	<b>200</b>	\$	-	\$	-	\$	-
	<b>500</b>	\$	49,000.00	\$	-	\$	49,000.00
	<b>600</b>	\$	38,500.00	\$	-	\$	38,500.00
<b>FUNCTOTAL</b>		\$	<b>87,500.00</b>	\$	-	\$	<b>87,500.00</b>
<b>9100</b>	<b>100</b>	\$	45,576.16	\$	-	\$	45,576.16
	<b>200</b>	\$	12,294.23	\$	-	\$	12,294.23
	<b>300</b>	\$	-	\$	-	\$	-
	<b>400</b>	\$	-	\$	-	\$	-
	<b>500</b>	\$	-	\$	-	\$	-
<b>FUNCTOTAL</b>		\$	<b>57,870.39</b>	\$	-	\$	<b>57,870.39</b>
<b>GRANDTOTAL</b>		\$	<b>12,543,792.47</b>	\$	<b>98,905.00</b>	\$	<b>12,642,697.47</b>

Gadsden County School Board  
420 (Federal) Fund Appropriations  
Nineteen

**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 7b

**DATE OF SCHOOL BOARD MEETING:** **May 28, 2013**

**TITLE OF AGENDA ITEMS:** **Budget Amendment Number Twenty**

**DIVISION:** **Finance Department**

**PURPOSE AND SUMMARY OF ITEMS:**

**Board approval is requested for this correction by function, object, and center from original budget based on application narrative and grant award.**

**FUND SOURCE:** **432 Targeted ARRA Stimulus Funds**

**AMOUNT:** **\$ .00**

**PREPARED BY:** **Bonnie Wood**

**POSITION:** **Assistant Superintendent for Business Services**

**Gadsden County School Board**  
**432 (Targeted ARRA Stimulus) Fund Appropriations**  
**Budget Amendment Number**  
**Twenty**

432 FUND			BEGINNING BUDGET 4/17/2013	BUDGET AMENDMENT NUMBER TWENTY	BUDGET BALANCE 4/17/2013		
FUNCTION/ OBJECT							
5100	100	\$	359,442.82	\$	-	\$	359,442.82
K-12 Instructional	200	\$	61,970.22	\$	(4,500.00)	\$	57,470.22
	300	\$	(130.00)	\$	-	\$	(130.00)
	500	\$	28,439.28	\$	878.97	\$	29,318.25
	700	\$	-	\$	-	\$	-
<b>FUNCTOTAL</b>		<b>\$</b>	<b>449,722.32</b>	<b>\$</b>	<b>(3,621.03)</b>	<b>\$</b>	<b>446,101.29</b>
5200	100	\$	283.62	\$	-	\$	283.62
Exceptional Instruction	200	\$	(73.67)	\$	-	\$	(73.67)
	300	\$	-	\$	-	\$	-
	500	\$	-	\$	-	\$	-
	600	\$	-	\$	-	\$	-
	700	\$	-	\$	-	\$	-
<b>FUNCTOTAL</b>		<b>\$</b>	<b>209.95</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>209.95</b>
5300	100	\$	101,873.56	\$	(2,400.00)	\$	99,473.56
Vocational Technical	200	\$	26,624.71	\$	2,400.00	\$	29,024.71
	300	\$	130.00	\$	-	\$	130.00
	500	\$	(1,697.19)	\$	-	\$	(1,697.19)
<b>FUNCTOTAL</b>		<b>\$</b>	<b>126,931.08</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>126,931.08</b>
6100	100	\$	181,723.25	\$	-	\$	181,723.25
Pupil Personnel Services	200	\$	35,008.92	\$	-	\$	35,008.92
	300	\$	-	\$	-	\$	-
	500	\$	-	\$	-	\$	-
	600	\$	-	\$	-	\$	-
	700	\$	-	\$	-	\$	-
<b>FUNCTOTAL</b>		<b>\$</b>	<b>216,732.17</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>216,732.17</b>
6200	100	\$	40,000.00	\$	-	\$	40,000.00
Instructional Service	200	\$	10,697.70	\$	-	\$	10,697.70
	500	\$	-	\$	-	\$	-
	600	\$	3,556.96	\$	-	\$	3,556.96
<b>6200 FUNCTOTAL</b>		<b>\$</b>	<b>54,254.66</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>54,254.66</b>



**Gadsden County School Board**  
**432 (Targeted ARRA Stimulus) Fund Appropriations**  
**Budget Amendment Number**  
**Twenty**

6300	100	\$	-	\$	-	\$	-
Instructioanl	200	\$	1,679.20	\$	-	\$	1,679.20
Curriculum Dev.	300	\$	480.11	\$	-	\$	480.11
	500	\$	446.90	\$	-	\$	446.90
	600	\$	-	\$	-	\$	-
	700	\$	-	\$	-	\$	-
<b>FUNCTOTAL</b>		<b>\$</b>	<b>2,606.21</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>2,606.21</b>
6400	100	\$	354,042.94	\$	-	\$	354,042.94
Instructional	200	\$	113,114.72	\$	4,500.00	\$	117,614.72
Staff Training	300	\$	77,453.31	\$	-	\$	77,453.31
	500	\$	9,680.50	\$	-	\$	9,680.50
	600	\$	-	\$	-	\$	-
	700	\$	9,653.00	\$	-	\$	9,653.00
<b>FUNCTOTAL</b>		<b>\$</b>	<b>563,944.47</b>	<b>\$</b>	<b>4,500.00</b>	<b>\$</b>	<b>568,444.47</b>
6500	100	\$	110,000.00	\$	-	\$	110,000.00
Instructional	200	\$	9,500.00	\$	-	\$	9,500.00
Related							
Technology							
<b>FUNCTOTAL</b>		<b>\$</b>	<b>119,500.00</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>119,500.00</b>
7200	700	\$	46,033.45	\$	(878.97)	\$	45,154.48
General Admin.							
<b>FUNCTOTAL</b>		<b>\$</b>	<b>46,033.45</b>	<b>\$</b>	<b>(878.97)</b>	<b>\$</b>	<b>45,154.48</b>
7300	100	\$	532.34	\$	-	\$	532.34
School Admin	200	\$	141.82	\$	-	\$	141.82
<b>FUNCTOTAL</b>		<b>\$</b>	<b>674.16</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>674.16</b>
7700	600	\$	-	\$	-	\$	-
Central Services							
<b>FUNCTOTAL</b>		<b>\$</b>	<b>-</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>-</b>
7800	100	\$	-	\$	-	\$	-
Transportation	200	\$	-	\$	-	\$	-
	300	\$	137,728.49	\$	-	\$	137,728.49
<b>FUNCTOTAL</b>		<b>\$</b>	<b>137,728.49</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>137,728.49</b>
<b>GRANDTOTAL</b>		<b>\$</b>	<b>1,718,336.96</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>1,718,336.96</b>

Gadsden County School Board  
 432 (Targeted ARRA Stimulus) Fund Estimated Revenue  
 Budget Amendment Number  
 Twenty

432 REVENUE OBJECT	ESTIMATED REVENUE 4/17/13	BUDGET AMENDMENT NUMBER TWENTY	ENDING ESTIMATED 4/17/2013
230	\$ -	\$ -	-
240	\$ 1,718,336.96	\$ -	\$ 1,718,336.96
290	\$ -	\$ -	-
299	\$ -	\$ -	-
<b>GRAND TOTAL</b>	<b>\$ 1,718,336.96</b>	<b>\$ -</b>	<b>\$ 1,718,336.96</b>



**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 7c

**DATE OF SCHOOL BOARD MEETING:** May 28, 2013

**TITLE OF AGENDA ITEMS:** Budget Amendment Number Twenty-One

**DIVISION:** Finance Department

**PURPOSE AND SUMMARY OF ITEMS:**

Board approval is requested for these budget amendments that moves budget by function and object as approved by DOE.

**FUND SOURCE:** 434 (ARRA) Race To The Top

**AMOUNT:** \$ .00

**PREPARED BY:** Bonnie Wood

**POSITION:** Assistant Superintendent for Business Services

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

434 FUND		BEGINNING BUDGET 5/9/2013		BUDGET AMENDMENT NUMBER FOURTEEN		BUDGET BALANCE 5/9/2013	
FUNCTION/ OBJECT							
5100	100	\$	573,328.55	\$	-	\$	573,328.55
K-12 Instructional	200	\$	101,536.35	\$	-	\$	101,536.35
	300	\$	(1,200.00)	\$	-	\$	(1,200.00)
	500	\$	221,504.10	\$	-	\$	221,504.10
	600	\$	10,985.12	\$	-	\$	10,985.12
	700	\$	-	\$	-	\$	-
<b>FUNCTOTAL</b>		<b>\$</b>	<b>906,154.12</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>906,154.12</b>
5200							
Exceptional	100	\$	(3,607.52)	\$	-	\$	(3,607.52)
	200	\$	(276.00)	\$	-	\$	(276.00)
<b>FUNCTOTAL</b>		<b>\$</b>	<b>(3,883.52)</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>(3,883.52)</b>
5300	100	\$	112,204.37	\$	(2,249.63)	\$	109,954.74
Vocational Technical	200	\$	35,428.72	\$	(5,202.62)	\$	30,226.10
	300	\$	62,875.53	\$	(12,797.38)	\$	50,078.15
	500	\$	39,725.91	\$	-	\$	39,725.91
	600	\$	27,583.87	\$	-	\$	27,583.87
	700	\$	18,620.00	\$	-	\$	18,620.00
<b>FUNCTOTAL</b>		<b>\$</b>	<b>296,438.40</b>	<b>\$</b>	<b>(20,249.63)</b>	<b>\$</b>	<b>276,188.77</b>
5500							
Pre-Kindergarten	100	\$	40,379.28	\$	-	\$	40,379.28
	200	\$	(4,608.00)	\$	-	\$	(4,608.00)
<b>FUNCTOTAL</b>		<b>\$</b>	<b>35,771.28</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>35,771.28</b>
6100							
Pupil Personnel Service	100	\$	21,000.00	\$	-	\$	21,000.00
	200	\$	2,477.10	\$	-	\$	2,477.10
	300	\$	8,899.52	\$	-	\$	8,899.52
	500	\$	5,802.87	\$	-	\$	5,802.87
	600	\$	1,920.00	\$	-	\$	1,920.00
<b>FUNCTOTAL</b>		<b>\$</b>	<b>40,099.49</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>40,099.49</b>

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

<b>6200</b>							
Instructional	100	\$	1,778.93	\$	-	\$	1,778.93
Media Service	200	\$	10,000.00	\$	-	\$	10,000.00
	300	\$	85,909.80	\$	-	\$	85,909.80
<b>FUNCTOTAL</b>		<b>\$</b>	<b>97,688.73</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>97,688.73</b>
<b>6300</b>							
Instructioanl	200	\$	-	\$	-	\$	-
Curriculum Dev.	300	\$	(2,350.98)	\$	-	\$	(2,350.98)
<b>FUNCTOTAL</b>		<b>\$</b>	<b>(2,350.98)</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>(2,350.98)</b>
<b>6400</b>							
Instructional	100	\$	29,234.59	\$	-	\$	29,234.59
Instructional	200	\$	64,365.00	\$	-	\$	64,365.00
Staff Training	300	\$	56,436.93	\$	(15,000.00)	\$	41,436.93
	500	\$	12,952.00	\$	-	\$	12,952.00
	600	\$	18,538.00	\$	-	\$	18,538.00
	700	\$	5,406.29	\$	-	\$	5,406.29
<b>FUNCTOTAL</b>		<b>\$</b>	<b>186,932.81</b>	<b>\$</b>	<b>(15,000.00)</b>	<b>\$</b>	<b>171,932.81</b>
<b>6500</b>							
Instructional	300	\$	14,000.00	\$	-	\$	14,000.00
Related	600	\$	5,902.02	\$	17,249.63	\$	23,151.65
Technology	700	\$	55,117.63	\$	37,000.00	\$	92,117.63
<b>FUNCTOTAL</b>		<b>\$</b>	<b>75,019.65</b>	<b>\$</b>	<b>54,249.63</b>	<b>\$</b>	<b>129,269.28</b>
<b>7200</b>							
General Admin.	600	\$	-	\$	-	\$	-
	700	\$	14,988.56	\$	-	\$	14,988.56
<b>FUNCTOTAL</b>		<b>\$</b>	<b>14,988.56</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>14,988.56</b>
<b>7300</b>							
School Admin	100	\$	31,002.32	\$	-	\$	31,002.32
	200	\$	4,042.50	\$	-	\$	4,042.50
<b>FUNCTOTAL</b>		<b>\$</b>	<b>35,044.82</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>35,044.82</b>
<b>7400</b>							
Facilities Acq	300	\$	31,573.95	\$	-	\$	31,573.95
	600	\$	5,000.00	\$	-	\$	5,000.00
<b>FUNCTOTAL</b>		<b>\$</b>	<b>36,573.95</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>36,573.95</b>

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

<b>7700</b>	<b>100</b>	\$	5,000.00	\$	-	\$	5,000.00
<b>Central Services</b>	<b>200</b>	\$	44,592.26	\$	-	\$	44,592.26
	<b>300</b>	\$	2,982.97	\$	(4,000.00)	\$	(1,017.03)
<b>FUNCTOTAL</b>		\$	<b>52,575.23</b>	\$	<b>(4,000.00)</b>	\$	<b>48,575.23</b>
<b>7800</b>	<b>100</b>	\$	3,002.00	\$	-	\$	3,002.00
<b>Transportation</b>	<b>200</b>	\$	4,272.60	\$	-	\$	4,272.60
	<b>300</b>	\$	26,050.00	\$	(15,000.00)	\$	11,050.00
	<b>600</b>	\$	5,805.15	\$	-	\$	5,805.15
<b>FUNCTOTAL</b>		\$	<b>39,129.75</b>	\$	<b>(15,000.00)</b>	\$	<b>24,129.75</b>
<b>8200</b>	<b>100</b>	\$	-	\$	-	\$	-
<b>Admin</b>	<b>200</b>	\$	-	\$	-	\$	-
<b>Technology</b>	<b>300</b>	\$	7,925.55	\$	-	\$	7,925.55
<b>Services</b>	<b>400</b>	\$	-	\$	-	\$	-
<b>FUNCTOTAL</b>		\$	<b>7,925.55</b>	\$	<b>-</b>	\$	<b>7,925.55</b>
<b>GRANDTOTAL</b>		\$	<b>1,818,107.84</b>	\$	<b>0.00</b>	\$	<b>1,818,107.84</b>

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

434 REVENUE OBJECT		ESTIMATED REVENUE 5/9/13		BUDGET AMENDMENT NUMBER FOURTEEN		ENDING ESTIMATED 5/9/2013
214	\$	1,818,107.84	\$	-	\$	1,818,107.84
GRAND TOTAL	\$	1,818,107.84	\$	-	\$	1,818,107.84



**Florida Department of Education-Project Award Notification**

<b>1 PROJECT RECIPIENT</b> Gadsden County School District	<b>2 PROJECT NUMBER</b> 200-RS611-1C001 / <i>this project closed but all rolled to 434R631, so posted there</i>
<b>3 PROJECT/PROGRAM TITLE</b> Career & Professional Academies (CAPE) for Science, Technology, Engineering & Mathematics (STEM)  <p align="center"><b>TAPS 11AT14</b></p>	<b>4 AUTHORITY</b> 84.395A Race to the Top Fund
<b>5 AMENDMENT INFORMATION</b> Amendment Number: 4 Type of Amendment: Budget: Changes Effective Date: 02/14/2013	<b>6 PROJECT PERIODS</b>  Budget Period: 06/07/2011 - 06/30/2012 Program Period: 06/07/2011 - 06/30/2013
<b>7 AUTHORIZED FUNDING</b> Current Approved Budget: \$ 146,662.28 Amendment Amount: Estimated Roll Forward: Total Project Amount: \$ 146,662.28	<b>8 REIMBURSEMENT OPTION</b> Federal Cash Advance

- 9 9 TIMELINES**
- Last date for incurring expenditures and issuing purchase orders: 06/30/2012
  - Date that all obligations are to be liquidated and final disbursement reports submitted: 08/20/2012
  - Last date for receipt of proposed budget and program amendments: 06/30/2012
  - Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400:
  - Date(s) for program reports:

<b>10 DOE CONTACTS</b> Program: Jodi Tillman Phone: (850) 245 - 9439 Email: <a href="mailto:Jodi.Tillman@fldoe.org">Jodi.Tillman@fldoe.org</a> Grants Management: A (850) 245-0496	<b>11 DOE FISCAL DATA</b>  DBS: 03 90 10 EO: S6 Object: 720035
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**12 TERMS AND SPECIAL CONDITIONS**

- This project and any amendments are subject to the procedures outlined in the Project Application and Amendment Procedures for Federal and State Programs (Green Book) and the General Assurances for Participation in Federal and State Programs.
- For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20<sup>th</sup> of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System. Any unexpended general revenue funds must be returned by check issued to the Florida Department of Education with the final expenditure report. The check must clearly identify the project number for which funds are being returned.
- In the event that the Governor and Cabinet are required to impose a mandatory reserve on the current year appropriation, this Agreement shall be amended to place in reserve the amount determined by the Department of Education to be necessary because of the mandatory reserve in the appropriation.
- 2 CFR 176.210(b) and (d), provides that recipients are to require their subrecipients to specifically identify Recovery Act funding on their Schedule of Expenditures of Federal Awards (SEFA) by identifying expenditures for Federal awards made under the Recovery Act separately on the SEFA and as separate rows on the Data Collection Form (SF-SAC) required by OMB Circular A-133. Further, in identifying Recovery Act expenditures, the prefix "ARRA" must be used in the name of the Federal program. The information allows the recipient to properly monitor subrecipient expenditure of ARRA funds as well as oversight by the Federal awarding agencies, Offices of Inspector General and the Government Accountability Office.

Funds are available via Federal Cash Advance up to the amount budgeted and approved for each quarter as follows:

	2011-2012	2012-2013	Total
	\$ 146,662.28	\$ 225,723.72	\$ 372,386.00

**13 APPROVED:**

*Gloria Bradley Burr*  
 \_\_\_\_\_  
 Authorized Official on behalf of Dr. Tony Bennett  
 Commissioner of Education

*3/6/13*  
 \_\_\_\_\_  
 Date of Signing



A) Gadsden District/Agency Name      B) 200-RS611-1C001 Project Number      /      11AT14 TAPS Number  
 C) 4 Amendment Number

## FLORIDA DEPARTMENT OF EDUCATION BUDGET AMENDMENT NARRATIVE FORM

D) Total Project Amount Currently Approved <div style="text-align: right; margin-right: 50px;"> <math>146,662.28</math>  <del><math>225,723.72</math></del> </div>	E) Total Project Amount resulting from this Budget Amendment <div style="text-align: right; margin-right: 50px;"> <math>146,662.28</math>  <del><math>225,723.72</math></del> </div>
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**F) Line Item Description**

FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE	AMOUNT INCREASE	AMOUNT DECREASE
5300	120	Classroom teacher regular pay			12,249.63
	210	Benefits - Retirement			3,805.24
	230	Benefits – Board/Medical/Dental			1,350.49
	232	Benefits – Life Insurance			46.89
	330	Student Travel		5,202.62	
	510	<del>Classroom Supplies</del> <small>Spoke w/ Matt Caldwell 5-4-13 didnt do bc "decrease" Caldwell was 11,000.00</small>		-10,000.00	
6400	330	Instructional Teacher Travel			15,000.00
6500	510	Instructional Supplies		12,249.63	
	643	Computer Equipment more than \$750		15,000.00	
				<del>42,452.25</del> 32,452.25	<del>42,452.25</del> 32,452.25
				<b>Total</b>	<b>Total</b>





**Florida Department of Education-Project Award Notification**

<b>1 PROJECT RECIPIENT</b> Gadsden County School District	<b>2 PROJECT NUMBER</b> 200-RS611-3C001
<b>3 PROJECT/PROGRAM TITLE</b> Race to the Top-Improve & Expand Career & Professional Academies CAPE for Science, Technology, Engineering & Mathematics STEM  <p align="center"><b>TAPS 13AT60</b></p>	<b>4 AUTHORITY</b> <b>84.395A Race to the Top Fund</b>
<b>5 AMENDMENT INFORMATION</b> Amendment Number: 2 Type of Amendment: Budget: Changes Effective Date: 02/14/2013	<b>6 PROJECT PERIODS</b>  Budget Period: 07/01/2012 - 06/30/2013 Program Period: 06/07/2011 - 06/30/2013
<b>7 AUTHORIZED FUNDING</b> Current Approved Budget: \$ 225,723.72 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 225,723.72	<b>8 REIMBURSEMENT OPTION</b> Federal Cash Advance

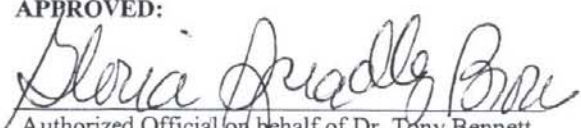
- 9 9 TIMELINES**
- Last date for incurring expenditures and issuing purchase orders: 06/30/2013
  - Date that all obligations are to be liquidated and final disbursement reports submitted: 08/20/2013
  - Last date for receipt of proposed budget and program amendments: 06/30/2013
  - Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400:
  - Date(s) for program reports:

<b>10 DOE CONTACTS</b> Program: Jodi Tillman Phone: (850) 245 - 9439 Email: <a href="mailto:Jodi.Tillman@fldoe.org">Jodi.Tillman@fldoe.org</a> Grants Management: A (850) 245-0496	<b>11 DOE FISCAL DATA</b>  DBS: 03 90 10 EO: S6 Object: 720035
<b>Comptroller's Office</b> (850) 245-0401	

- 12 TERMS AND SPECIAL CONDITIONS**
- This project and any amendments are subject to the procedures outlined in the Project Application and Amendment Procedures for Federal and State Programs (Green Book) and the General Assurances for Participation in Federal and State Programs.
  - For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20<sup>th</sup> of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System. Any unexpended general revenue funds must be returned by check issued to the Florida Department of Education with the final expenditure report. The check must clearly identify the project number for which funds are being returned.
  - In the event that the Governor and Cabinet are required to impose a mandatory reserve on the current year appropriation, this Agreement shall be amended to place in reserve the amount determined by the Department of Education to be necessary because of the mandatory reserve in the appropriation.
  - 2 CFR 176.210(b) and (d), provides that recipients are to require their subrecipients to specifically identify Recovery Act funding on their Schedule of Expenditures of Federal Awards (SEFA) by identifying expenditures for Federal awards made under the Recovery Act separately on the SEFA and as separate rows on the Data Collection Form (SF-SAC) required by OMB Circular A-133. Further, in identifying Recovery Act expenditures, the prefix "ARRA" must be used in the name of the Federal program. The information allows the recipient to properly monitor subrecipient expenditure of ARRA funds as well as oversight by the Federal awarding agencies, Offices of Inspector General and the Government Accountability Office.

Funds are available via Federal Cash Advance up to the amount budgeted and approved for each quarter as follows:

	2011-2012	2012-2013	Total
\$	146,662.28	\$ 225,723.72	\$ 372,386.00

**13 APPROVED:**  
  
 Authorized Official on behalf of Dr. Tony Bennett  
 Commissioner of Education

3/6/13  
 Date of Signing





A) Gadsden  
District/Agency Name

B) 200-RS611-3C001 / 13AT60  
Project Number TAPS Number

C) 42  
Amendment Number

## FLORIDA DEPARTMENT OF EDUCATION BUDGET AMENDMENT NARRATIVE FORM

D) Total Project Amount Currently Approved \$ <u>225,723.72</u> <del>230,732.81</del>	E) Total Project Amount resulting from this Budget Amendment \$ <u>225,723.72</u> <del>230,732.81</del>
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**F) Line Item Description**

FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE	AMOUNT INCREASE	AMOUNT DECREASE
5300	128	Teacher hourly for summer program ending June 30, 2013		10,000	
	310	Professional/technical			10,000
	330	Student Travel			8,000
	622	AV Materials and Supplies			3,000
	642	Furniture and Equipment less than \$750.00		3,000	
6500	510	Instructional Related Supplies		5,000	
	641	Furniture and Equipment more than \$750.00		4,000	
	643	Computer Equipment more than \$750.00		6,000	
	644	Computer Equipment less than \$750.00		12,000	
7700	390	Other Purchase Services			4,000
7800	390	Other Purchase Services			15,000
				40,000	40,000

**Total**

**Total**



**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 7d

**DATE OF SCHOOL BOARD MEETING:** **May 28, 2013**

**TITLE OF AGENDA ITEMS:** **Budget Amendment Number Twenty-Two**

**DIVISION:** **Finance Department**

**PURPOSE AND SUMMARY OF ITEMS:**

**This budget amendment establishes the roll forward increase for Title III and Title I Part A, moves budget by function and object on Carl Perkins Rural & Sparsely grant, moves budget for Title I School Improvement Fund 1003(g) by function and object to match grant award, and corrects budget revenue code for ESE IDEA Part B 11-12,**

**FUND SOURCE:** **420 Federal Funds**

**AMOUNT:** **\$ 458,469.49**

**PREPARED BY:** **Bonnie Wood**

**POSITION:** **Assistant Superintendent for Business Services**

**Gadsden County School Board  
420 (Federal) Fund Appropriations  
Twenty-Two**

420 FUND					
FUNCTION/ OBJECT	BUDGET				
	BUDGET BALANCE 5/20/2013	AMENDMENT NUMBER TWENTY-TWO	BUDGET BALANCE 5/21/2013		
5100	100	\$ 947,494.03	\$ (86,640.37)	\$ 860,853.66	
	200	\$ 167,888.20	\$ 7,033.88	\$ 174,922.08	
	300	\$ 379,333.44	\$ 360,019.65	\$ 739,353.09	
	500	\$ 340,949.60	\$ 600.70	\$ 341,550.30	
	600	\$ 261,134.02	\$ 17,925.05	\$ 279,059.07	
	700	\$ -	\$ -	\$ -	
	<b>FUNCTOTAL</b>	<b>\$ 2,096,799.29</b>	<b>\$ 298,938.91</b>	<b>\$ 2,395,738.20</b>	
5200	100	\$ 618,709.06	\$ (15,589.34)	\$ 603,119.72	
	200	\$ 197,066.07	\$ 12.53	\$ 197,078.60	
	300	\$ 172,000.00	\$ -	\$ 172,000.00	
	500	\$ 162,236.93	\$ -	\$ 162,236.93	
	600	\$ 83,875.00	\$ -	\$ 83,875.00	
	700	\$ 1,000.00	\$ -	\$ 1,000.00	
	<b>FUNCTOTAL</b>	<b>\$ 1,234,887.06</b>	<b>\$ (15,576.81)</b>	<b>\$ 1,219,310.25</b>	
5300	100	\$ -	\$ -	\$ -	
	200	\$ -	\$ -	\$ -	
	300	\$ 8,696.28	\$ -	\$ 8,696.28	
	500	\$ 32,520.61	\$ 3,124.00	\$ 35,644.61	
	600	\$ 32,080.00	\$ -	\$ 32,080.00	
	700	\$ 20,480.08	\$ (3,124.00)	\$ 17,356.08	
	<b>FUNCTOTAL</b>	<b>\$ 93,776.97</b>	<b>\$ -</b>	<b>\$ 93,776.97</b>	
5400	100	\$ -	\$ -	\$ -	
	200	\$ 4,032.82	\$ -	\$ 4,032.82	
	300	\$ -	\$ -	\$ -	
	500	\$ -	\$ -	\$ -	
	600	\$ -	\$ -	\$ -	
	700	\$ -	\$ -	\$ -	
	<b>FUNCTOTAL</b>	<b>\$ 4,032.82</b>	<b>\$ -</b>	<b>\$ 4,032.82</b>	
5500	100	\$ 1,093,195.03	\$ (943.48)	\$ 1,092,251.55	
	200	\$ 301,188.93	\$ -	\$ 301,188.93	
	300	\$ 56,660.09	\$ -	\$ 56,660.09	
	500	\$ 27,458.52	\$ -	\$ 27,458.52	
	600	\$ 15,000.00	\$ -	\$ 15,000.00	
	700	\$ -	\$ -	\$ -	
	<b>FUNCTOTAL</b>	<b>\$ 1,493,502.57</b>	<b>\$ (943.48)</b>	<b>\$ 1,492,559.09</b>	

**Gadsden County School Board  
420 (Federal) Fund Appropriations  
Twenty-Two**

<b>5900</b>	<b>100</b>	\$	206,456.76	\$	-	\$	206,456.76
	<b>200</b>	\$	37,518.04	\$	-	\$	37,518.04
	<b>300</b>	\$	35,394.96	\$	7,677.00	\$	43,071.96
	<b>500</b>	\$	6,516.77	\$	-	\$	6,516.77
	<b>600</b>	\$	-	\$	-	\$	-
<b>FUNCTOTAL</b>		\$	<b>285,886.53</b>	\$	<b>7,677.00</b>	\$	<b>293,563.53</b>
<b>6100</b>	<b>100</b>	\$	715,063.62	\$	54,807.02	\$	769,870.64
	<b>200</b>	\$	175,940.51	\$	14,635.75	\$	190,576.26
	<b>300</b>	\$	212,197.36	\$	1,208.25	\$	213,405.61
	<b>500</b>	\$	89,887.13	\$	(219.38)	\$	89,667.75
	<b>600</b>	\$	4,240.44	\$	-	\$	4,240.44
	<b>700</b>	\$	1,500.00	\$	-	\$	1,500.00
	<b>900</b>	\$	-	\$	-	\$	-
<b>FUNCTOTAL</b>		\$	<b>1,198,829.06</b>	\$	<b>70,431.64</b>	\$	<b>1,269,260.70</b>
<b>6200</b>	<b>100</b>	\$	32,000.00	\$	(32,000.00)	\$	-
	<b>200</b>	\$	9,319.00	\$	(9,319.00)	\$	-
	<b>300</b>	\$	2,580.00	\$	3,040.00	\$	5,620.00
	<b>500</b>	\$	1,000.00	\$	-	\$	1,000.00
	<b>600</b>	\$	225,951.08	\$	-	\$	225,951.08
	<b>700</b>	\$	-	\$	-	\$	-
<b>FUNCTOTAL</b>		\$	<b>270,850.08</b>	\$	<b>(38,279.00)</b>	\$	<b>232,571.08</b>
<b>6300</b>	<b>100</b>	\$	1,011,426.51	\$	7,479.00	\$	1,018,905.51
	<b>200</b>	\$	273,557.91	\$	1,133.04	\$	274,690.95
	<b>300</b>	\$	166,668.52	\$	(15,833.33)	\$	150,835.19
	<b>500</b>	\$	119,677.77	\$	(48,547.96)	\$	71,129.81
	<b>600</b>	\$	15,021.57	\$	2,161.40	\$	17,182.97
	<b>700</b>	\$	13,250.00	\$	-	\$	13,250.00
<b>FUNCTOTAL</b>		\$	<b>1,599,602.28</b>	\$	<b>(53,607.85)</b>	\$	<b>1,545,994.43</b>
<b>6400</b>	<b>100</b>	\$	1,446,461.65	\$	(64,942.90)	\$	1,381,518.75
	<b>200</b>	\$	275,237.97	\$	(4,274.00)	\$	270,963.97
	<b>300</b>	\$	357,789.47	\$	31,955.61	\$	389,745.08
	<b>400</b>	\$	-	\$	-	\$	-
	<b>500</b>	\$	55,099.74	\$	-	\$	55,099.74
	<b>600</b>	\$	2,302.94	\$	-	\$	2,302.94
	<b>700</b>	\$	71,918.15	\$	-	\$	71,918.15
<b>FUNCTOTAL</b>		\$	<b>2,208,809.92</b>	\$	<b>(37,261.29)</b>	\$	<b>2,171,548.63</b>



**Gadsden County School Board  
420 (Federal) Fund Appropriations  
Twenty-Two**

6500	100	\$	35,000.00	\$	55,000.00	\$	90,000.00
	200	\$	9,757.00	\$	14,620.34	\$	24,377.34
	300	\$	54,040.00	\$	121,885.15	\$	175,925.15
	500	\$	-	\$	-	\$	-
	600	\$	129,570.00	\$	27,844.54	\$	157,414.54
	700	\$	-	\$	-	\$	-
<b>FUNCTOTAL</b>		<b>\$</b>	<b>228,367.00</b>	<b>\$</b>	<b>219,350.03</b>	<b>\$</b>	<b>447,717.03</b>
7200	100	\$	35,804.23	\$	-	\$	35,804.23
	200	\$	25,846.60	\$	-	\$	25,846.60
	300	\$	1,239.50	\$	-	\$	1,239.50
	500	\$	-	\$	-	\$	-
	600	\$	-	\$	-	\$	-
	700	\$	698,781.00	\$	889.59	\$	699,670.59
<b>FUNCTOTAL</b>		<b>\$</b>	<b>761,671.33</b>	<b>\$</b>	<b>889.59</b>	<b>\$</b>	<b>762,560.92</b>
7300	100	\$	95,000.00	\$	(8,000.00)	\$	87,000.00
	200	\$	13,736.76	\$	(2,561.46)	\$	11,175.30
	300	\$	-	\$	-	\$	-
<b>FUNCTOTAL 7300</b>		<b>\$</b>	<b>108,736.76</b>	<b>\$</b>	<b>(10,561.46)</b>	<b>\$</b>	<b>98,175.30</b>
7400	300	\$	20,000.00	\$	-	\$	20,000.00
	600	\$	41,534.21	\$	(11,534.21)	\$	30,000.00
<b>FUNCTOTAL 7400</b>		<b>\$</b>	<b>61,534.21</b>	<b>\$</b>	<b>(11,534.21)</b>	<b>\$</b>	<b>50,000.00</b>
7600	500	\$	-	\$	-	\$	-
<b>FUNCTOTAL</b>		<b>\$</b>	<b>-</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>-</b>
7700	100	\$	83,378.05	\$	-	\$	83,378.05
	200	\$	20,386.56	\$	-	\$	20,386.56
	300	\$	8,419.50	\$	(3,774.00)	\$	4,645.50
	500	\$	-	\$	-	\$	-
	600	\$	-	\$	-	\$	-
	700	\$	1,000.00	\$	-	\$	1,000.00
<b>FUNCTOTAL</b>		<b>\$</b>	<b>113,184.11</b>	<b>\$</b>	<b>(3,774.00)</b>	<b>\$</b>	<b>109,410.11</b>
7800	100	\$	146,639.48	\$	(2,902.56)	\$	143,736.92
	200	\$	35,694.39	\$	(441.45)	\$	35,252.94
	300	\$	376,034.69	\$	36,064.43	\$	412,099.12
	400	\$	11,137.25	\$	-	\$	11,137.25
	500	\$	1,262.17	\$	-	\$	1,262.17
	600	\$	37,849.00	\$	-	\$	37,849.00
<b>FUNCTOTAL</b>		<b>\$</b>	<b>608,616.98</b>	<b>\$</b>	<b>32,720.42</b>	<b>\$</b>	<b>641,337.40</b>

**Gadsden County School Board  
420 (Federal) Fund Appropriations  
Twenty-Two**

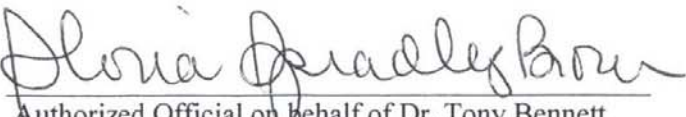

7900	100	\$	16,875.39	\$	-	\$	16,875.39
	200	\$	6,385.96	\$	-	\$	6,385.96
	300	\$	69,824.33	\$	-	\$	69,824.33
	400	\$	11,836.91	\$	-	\$	11,836.91
	500	\$	12,096.40	\$	-	\$	12,096.40
	600	\$	-	\$	-	\$	-
	700	\$	-	\$	-	\$	-
<b>FUNCTOTAL</b>		<b>\$</b>	<b>117,018.99</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>117,018.99</b>
8100	100	\$	-	\$	-	\$	-
	200	\$	-	\$	-	\$	-
	300	\$	8,000.00	\$	-	\$	8,000.00
	500	\$	935.12	\$	-	\$	935.12
	600	\$	2,286.00	\$	-	\$	2,286.00
<b>FUNCTOTAL</b>		<b>\$</b>	<b>11,221.12</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>11,221.12</b>
8200	100	\$	-	\$	-	\$	-
	200	\$	-	\$	-	\$	-
	500	\$	49,000.00	\$	-	\$	49,000.00
	600	\$	38,500.00	\$	-	\$	38,500.00
<b>FUNCTOTAL</b>		<b>\$</b>	<b>87,500.00</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>87,500.00</b>
9100	100	\$	45,576.16	\$	-	\$	45,576.16
	200	\$	12,294.23	\$	-	\$	12,294.23
	300	\$	-	\$	-	\$	-
	400	\$	-	\$	-	\$	-
	500	\$	-	\$	-	\$	-
<b>FUNCTOTAL</b>		<b>\$</b>	<b>57,870.39</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>57,870.39</b>
<b>GRANDTOTAL</b>		<b>\$</b>	<b>12,642,697.47</b>	<b>\$</b>	<b>458,469.49</b>	<b>\$</b>	<b>13,101,166.96</b>

Gadsden County School Board  
 420 (Federal) Fund Estimated Revenue  
 Budget Amendment Number  
 Twenty-Two

FUND 420 REVENUE OBJECT	BEGINNING ESTIMATED REVENUE 5/20/2013	BUDGET AMENDMENT NUMBER TWENTY-TWO	ENDING ESTIMATED REVENUE 5/21/2013
190	\$ -	-	\$ -
191	\$ -	-	\$ -
199	\$ 2,452,457.33	-	\$ 2,452,457.33
201	\$ 183,207.73	-	\$ 183,207.73
226	\$ 554,215.56	-	\$ 554,215.56
227	\$ -	-	\$ -
230	\$ 2,427,931.35	(298,501.26)	\$ 2,129,430.09
240	\$ 6,495,688.54	447,274.71	\$ 6,942,963.25
251	\$ 4,032.82	-	\$ 4,032.82
270	\$ -	-	\$ -
290	\$ 525,164.14	309,696.04	\$ 834,860.18
299	\$ -	-	\$ -
<b>TOTALS</b>	<b>\$ 12,642,697.47</b>	<b>458,469.49</b>	<b>\$ 13,101,166.96</b>

**Florida Department of Education  
Project Award Notification**

*Proj. 4216130*

<b>1 PROJECT RECIPIENT</b> Gadsden County School District	<b>2 PROJECT NUMBER</b> 200-1613A-3CR01
<b>3 PROJECT/PROGRAM TITLE</b> Carl D. Perkins Vo/Tech Education, Rural & Sparsely Populated  <p align="center"><b>TAPS 13B012</b></p>	<b>4 AUTHORITY</b> 84.048A Carl Perkins - Voc. ED Basic
<b>5 AMENDMENT INFORMATION</b> Amendment Number: 2 Type of Amendment: Budget: Changes Effective Date: 04/24/2013	<b>6 PROJECT PERIODS</b>  Budget Period: 07/01/2012 - 06/30/2013 Program Period: 07/01/2012 - 06/30/2013
<b>7 AUTHORIZED FUNDING</b> Current Approved Budget: \$ 83,976.00 Amendment Amount: Estimated Roll Forward: \$ Certified Roll Amount: Total Project Amount: \$ 83,976.00	<b>8 REIMBURSEMENT OPTION</b> Federal Cash Advance
<b>9 TIMELINES</b> <ul style="list-style-type: none"> <li>• Last date for incurring expenditures and issuing purchase orders: <span style="float: right;"><u>06/30/2013</u></span></li> <li>• Date that all obligations are to be liquidated and final disbursement reports submitted: <span style="float: right;"><u>08/20/2013</u></span></li> <li>• Last date for receipt of proposed budget and program amendments: <span style="float: right;"><u>06/30/2013</u></span></li> <li>• Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400:</li> <li>• Date(s) for program reports:</li> </ul>	
<b>10 DOE CONTACTS</b> Program: Jakita Jones Phone: (850) 245 - 9044 Email: <a href="mailto:Jakita.Jones@fldoe.org">Jakita.Jones@fldoe.org</a> Grants Management: Unit B (850) 245-0496	<b>11 DOE FISCAL DATA</b>  DBS: 55 90 00 EO: C2 Object: 720035
<b>12 TERMS AND SPECIAL CONDITIONS</b> <ul style="list-style-type: none"> <li>• This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs.</li> <li>• For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20<sup>th</sup> of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System.</li> <li>• <b>Only 25% of the "Current Approved Budget" in block 7 is authorized for obligating or expending during the first quarter period of July 1, 2012 through September 30, 2012. The Balance of the allocation (75%) and any unexpended funds from the first quarter will be available October 1, 2012 through June 30, 2013.</b></li> </ul> <p>Should you have any questions regarding these special conditions please call Grants Management at (850)245-0496.</p>	
<b>13 APPROVED:</b>  <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="width: 45%;">                       Authorized Official on behalf of Dr. Tony Bennett                      Commissioner of Education                 </div> <div style="width: 25%; text-align: center;"> <p style="font-size: 2em;"><i>5/2/13</i></p>                     Date of Signing                 </div> <div style="width: 25%; text-align: right;">  </div> </div>	

DOE-200  
Revised 02/05



A) Gadsden County Schools Rural and Sparsely District/Agency Name      B) 200-1613A-3CR01 / 13B012 Project Number      TAPS Number  
 C) 2 Amendment Number

## FLORIDA DEPARTMENT OF EDUCATION BUDGET AMENDMENT NARRATIVE FORM

D) Total Project Amount Currently Approved  \$ <u>83,976</u>	E) Total Project Amount resulting from this Budget Amendment  \$ <u>83,976</u>
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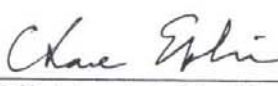

**F) Line Item Description**

FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE	AMOUNT INCREASE	AMOUNT DECREASE
5300	730	<b>Fees/Dues</b> – Tuition Fees on behalf of Career and Technical Education students (fees not paid directly to students). <b>Performance Measures Addressed: 2S1, 4S1</b> <b>Permissive Use of Funds: 16</b> <b>Required Use of Funds Addressed: 1,2,3,4,5,6,7,8,9</b>			<b>\$3,124.00</b>
5300	510	<b>Supplies</b> – Supplies needed for CTE programs and students – ink cartridges, lab jackets, steel and fabrication supplies, safety glasses <b>Performance Measures Addressed: 1S2</b> <b>Permissive Use of Funds: 3,8,9</b> <b>Required Use of Funds Addressed: 3</b>		\$3,124.00	
				3,124.00	<b>3,124.00</b>
				<b>Total</b>	<b>Total</b>



**Florida Department of Education  
Project Award Notification**

*Proj. 4210230*

<b>1 PROJECT RECIPIENT</b> Gadsden County School District	<b>2 PROJECT NUMBER</b> 200-1023A-3C001
<b>3 PROJECT/PROGRAM TITLE</b> Title III Part A Supplementary Instructional Support for English Language Learners  <p align="center"><b>TAPS 13A014</b></p>	<b>4 AUTHORITY</b> <b>84.365A Title III, Part B, Improving Language Instruction</b>
<b>5 AMENDMENT INFORMATION</b> Amendment Number: 1 Type of Amendment: Roll Forward Increase Effective Date: 04/05/2013	<b>6 PROJECT PERIODS</b>  Budget Period: 07/01/2012 - 06/30/2013 Program Period: 07/01/2012 - 06/30/2013
<b>7 AUTHORIZED FUNDING</b> Current Approved Budget: \$ 63,458.46 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: \$ 11,195.03 Total Project Amount: \$ 74,653.49	<b>8 REIMBURSEMENT OPTION</b> Federal Cash Advance
<b>9 TIMELINES</b> <ul style="list-style-type: none"> <li>• Last date for incurring expenditures and issuing purchase orders: <span style="float: right;"><u>06/30/2013</u></span></li> <li>• Date that all obligations are to be liquidated and final disbursement reports submitted: <span style="float: right;"><u>08/20/2013</u></span></li> <li>• Last date for receipt of proposed budget and program amendments: <span style="float: right;"><u>06/30/2013</u></span></li> <li>• Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400:</li> <li>• Date(s) for program reports:</li> </ul>	
<b>10 DOE CONTACTS</b> Program: Pat Faircloth Phone: (850) 245 - 0885 Email: <a href="mailto:Pat.Faircloth@fldoe.org">Pat.Faircloth@fldoe.org</a> Grants Management: Unit A (850) 245-0496	<b>11 DOE FISCAL DATA</b>  DBS: 40 90 50 EO: 32 Object: 720035
<b>12 TERMS AND SPECIAL CONDITIONS</b> <ul style="list-style-type: none"> <li>• This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs.</li> <li>• For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20<sup>th</sup> of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System.</li> <li>• Agencies receiving funds under Title III, No Child Left Behind may use not more than two percent (2%) of such funds for the cost of administering the program.</li> </ul>	
<b>13 APPROVED:</b>  <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="text-align: center;">   <hr style="width: 30%; margin: 0 auto;"/> <p>Authorized Official on behalf of Dr. Tony Bennett Commissioner of Education</p> </div> <div style="text-align: center;"> <p><i>4-17-13</i></p> <hr style="width: 30%; margin: 0 auto;"/> <p>Date of Signing</p> </div> <div style="text-align: right;">  </div> </div>	

A) Gadsden District/Agency Name      B) 4210230 / 13A014 Project Number      TAPS Number  
 C) 1 Amendment Number

## FLORIDA DEPARTMENT OF EDUCATION BUDGET AMENDMENT NARRATIVE FORM

D) Total Project Amount Currently Approved \$ <u>63,458.46</u>	E) Total Project Amount resulting from this Budget Amendment \$ <u>74,653.49</u>
---	---

**F) Line Item Description**

FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE	AMOUNT INCREASE	AMOUNT DECREASE
5100	510	Multiple resources to assist ELLs in improving their academic achievement and English Language Acquisition including but not limited to Scholastic Summer take home books for all ELLs K-12, supplemental literacy manipulatives, and classroom CD players for books on CD.		600.95	
<del>0000</del> 7200	<del>000</del> 743	5% for sequestration		3732.68	
6300	330	Travel for two teachers to the Sunshine State TESOL conference.		1000.00	
6400	310	Professional Development for elementary and secondary teachers. These teachers will receive one day of training in teaching reading to ELLs from B&B Educational Consultants @ \$1850.00 per day.		3700.00	
6300	643	The LEA will purchase 5 Brainchild Kineos to be used in the ESOL After School Program.		2161.40	
				11,195.03	

**Total**



**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 7e

**DATE OF SCHOOL BOARD MEETING:** May 28, 2013

**TITLE OF AGENDA ITEMS:** Sponsor Approval of Capital Outlay Plan for Crossroad Academy Charter School for 2013-2014

**DIVISION:** Finance Department

**PURPOSE AND SUMMARY OF ITEMS:**

Board approval is requested as the sponsor for the 2013-2014 Capital Outlay Plan for Crossroad Academy Charter School.

**FUND SOURCE:** State of Florida Funds are sent through District

**AMOUNT:** Estimated \$100,000.00 for 2013-2014

**PREPARED BY:** Bonnie Wood

**POSITION:** Assistant Superintendent for Business Services

### CROSSROAD ACADEMY 2013-2014 Capital Outlay Plan

This form must be completed for consideration to receive Charter School Capital Outlay funding, pursuant to Section 1013.62, Florida Statutes. Upon completion and submission of this form, it will be sent electronically to your Sponsor for review. Your Sponsor will review and certify the information in Section 1. Upon the sponsor's review, the Department will review and consider the Sponsor's recommendation. The Department will make final eligibility determination. The charter school is responsible for completing each section of this form.

2013 Capital Outlay Plan Submitted By School On: 4/26/2013

As the charter school representative, I certify that I have read the Memorandum regarding the submission of my Capital Outlay Plan. [Memo](#)

#### SECTION 1:

**Yes** Did the school receive capital outlay funding for the 2012-2013 school year?

The charter school's sponsor can verify that (both criteria apply):

**Yes** (a) There exists an agreement with the charter school that includes provisions for the reversion of any unencumbered funds and all equipment and property purchased with public education funds to the ownership of the district school board in the event that the school terminates operations

**Yes** (b) The charter school facilities were not created by the conversion of a public school, does not operate in facilities provided by the charter school's sponsor for a nominal fee or at no charge, and is not directly or indirectly operated by the school district.

#### SECTION 2:

Please select the criteria that the school will meet for the upcoming (2013-2014) school year.

(1) For the 2013-2014 school year, the school will be in its fourth or more full year of operation.

SECTION 3:

A charter school must meet all of the following criteria to qualify for capital outlay funds:

- (1) Has financial stability for future operation as a charter school.
- (2) Has satisfactory student achievement based on state accountability standards applicable to the charter schools.
- (3) Has received final approval from its sponsor pursuant to s. 1002.33, F.S. for operation the upcoming fiscal year.
- (4) Serves students in facilities not provided by the charter school's sponsor:
  - (a) This IS NOT a conversion charter school utilizing district-owned facilities;
  - (b) Nor operating in a district-owned facility which is rented, leased, or otherwise made available to the charter school by the school district.

SECTION 4:

A charter school must use charter school capital outlay funds for any of the following eight expenditures. Please check the box(es) that apply.

- (1) Purchase of real property.
- (2) Construction of school facilities.
- (3) Purchase, lease-purchase, or lease of permanent or relocatable school facilities (i.e., mortgage or rent).
- (4) Purchase of vehicles to transport students to and from the charter school.
- (5) Renovation, repair, and maintenance of school facilities that the charter school owns or is purchasing through a lease-purchase or long-term lease of 5 years or longer.
- (6) The purchase, lease-purchase, or lease of new and replacement equipment, and enterprise resource software applications (must be classified as capital assets pursuant to the Governmental Accounting Standards Board [GASB], have a useful life of at least five years, and be used to support school-wide administration or state-mandated reporting requirements).
- (7) Payment of the cost of premiums for property and casualty insurance which are deemed necessary to insure the school facilities.

(8) Purchase, lease-purchase, or lease of driver's education vehicles; motor vehicles used for the maintenance or operation of educational plants and equipment; security vehicles; or vehicles used in storing or distributing materials and equipment.	
<b>CERTIFICATION:</b>	
<b>CHARTER SCHOOL REPRESENTATIVE</b>	
Willie Jackson	
✓	As representative of the charter school governing body, I certify that all information indicated above is accurate and current.
<b>DISTRICT SPONSOR INFORMATION</b>	
<b>First Name:</b>	Bonnie
<b>Last Name:</b>	Wood
<input checked="" type="radio"/> I recommend that the charter school be considered eligible for charter school capital outlay. <input type="radio"/> I recommend that the charter school <b>not</b> be considered eligible charter school capital outlay for the following reasons.	
<b>Comment:</b>	
<div style="border: 1px solid black; height: 40px; width: 100%;"></div>	
<input type="button" value="Submit"/>	



**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 8a

**DATE OF SCHOOL BOARD MEETING:** May 28, 2013

**TITLE OF AGENDA ITEMS:** Purchase Orders

**DIVISION:** Federal Projects

**PURPOSE AND SUMMARY OF ITEMS:**

Board approval is requested for the following purchase orders:

<u>Vendor</u>	<u>PO #</u>	<u>Amount</u>	<u>Fund</u>
Tallahassee Community College	184807	\$11,707.00	420
Tallahassee Community College	184808	\$11,707.00	420
Tallahassee Community College	184907	\$ 8,250.00	420

**FUND SOURCE:** Federal Funds – Title I Part A

**AMOUNT:** \$31,664.00

**PREPARED BY:** Bonnie Wood

**POSITION:** Assistant Superintendent for Business Services

THE SCHOOL BOARD OF GADSDEN COUNTY

PURCHASE ORDER NO.

DATE  
04/19/13

184807

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

<b>VENDOR</b> VT00541000	<b>SHIP TO THIS ADDRESS</b>
TALL COMM COLL-CONTRACTS/GRNTS T C C-CONTRACTS & GRANTS 444 APPELYARD DRIVE TALLAHASSEE FL 323042895	FED PRGMS-SCHOOL BOARD GADSDEN 35 MARTIN LUTHER KING JR BLVD QUINCY FL 32351

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

1	WHAT:	CONTRACT SVCS 6/3/13-6/30/13 ACADEMIC ENRICHMENT CAMP FOR STUDENTS IN GRADE 6-8 DURING SUMMER SCHOOL. THE CAMP WILL FOCUS ON SCIENCE AND OTHER EDUCATIONAL EXPERIENCES THAT WILL PREPARE STUDENTS FOR ACADEMIC SUCCESS THROUGH HANDS ON, INQUIRY-BASED LEARNING EXPERIENCES.	11707.00	11707.00
	WHEN:	JUNE 3-30, 2013		

PAY TERMS: NET 30

TOTAL 11,707.00

- 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	11,707.00	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT*		
420	6300	310	9001	4221230		11707.00		





# THE SCHOOL BOARD OF GADSDEN COUNTY

DATE

PURCHASE ORDER NO.

5/20/13

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

184907

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

**VENDOR** VT00641000

**SHIP TO THIS ADDRESS**

TALL COMM COLL-CONTRACTS/GRANTS  
 T C C-CONTRACTS & GRANTS  
 444 APLEYARD DRIVE  
 TALLAHASSEE, FL 323042895

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

PRINCIPAL / SUPERVISOR

COMPROLLER

SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
<b>ATTN: ROSE RAYNAK/DM</b>				
1	<b>WHAT:</b>	<b>SERVICES TO PROVIDE MIDDLE AND HIGH SCHOOL STUDENTS WITH "INCREASING ACADEMIC SUCCESS" BY PROVIDING COLLEGE AND CULTURAL ENRICHMENT TOURS FOR SECONDARY STUDENTS THAT WILL HELP THEM ENTER AND SUCCEED IN POSTSECONDARY EDUCATION AND BEYOND.</b>	8,250.00	8,250.00
	<b>WHEN:</b>	<b>JUNE 10-30, 2013</b>		

**TOTAL: 8,250.00**

**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 sut 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	8,250.00 AMOUNT	
432	5100	310	0071	431263S	100	4,125.00	
432	5100	310	0051	431263S	100	4,125.00	

**VENDOR**

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8b



DATE OF SCHOOL BOARD MEETING: May 28, 2013

TITLE OF AGENDA ITEM: Network Infrastructure Equipment & Services

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>
Dell	184847	420	\$357,284.00

FUND SOURCE: Federal Programs

AMOUNT: \$357,284.00

PREPARED BY: Rose Raynak 

POSITION: Director of Federal Programs

**INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER**

     Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered           

CHAIRMAN'S SIGNATURE: page(s) numbered           

2013 MAY 27 4:10 PM  
SCHOOL BOARD AGENDA



**THE SCHOOL BOARD OF GADSDEN COUNTY**

DATE  
04/25/13

PURCHASE ORDER NO.  
184847

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

<p><b>VENDOR</b> <span style="float:right">VD04220000</span></p> <p>DELL MARKETING LP ONE DELL WAY ROUNDROCK TX 76884</p>	<p><b>SHIP TO THIS ADDRESS</b></p> <p>FED PRGMS-SCHOOL BOARD GADSDEN 35 MARTIN LUTHER KING JR BLVD QUINCY FL 32351</p>
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PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT
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QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
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ATTN: ROSE RAYNAK/DM

	SOF:	NETWORK INFRASTRUCTURE-		
		EQUIPMENT & SVCS 255-000-09-1		
716	210AAP	DELL LATITUDE 3330		
187	SITES:	0141	499.00	93313.00
134		0171	499.00	66866.00
290		0041	499.00	144710.00
105		0151	499.00	52395.00
		(ROOM LIST ATTACHED)		

TOTAL 357,284.00

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	357,284.00	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	
420	6500	644	0141	4221236		93313.00	
420	6500	644	0171	4221236		66866.00	
420	6500	644	0041	4212621		144710.00	
420	6500	644	0151	4212621		52395.00	

**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 8c

**DATE OF SCHOOL BOARD MEETING:** May 28, 2013

**TITLE OF AGENDA ITEMS:** Fresh Fruits and Vegetables Program Award

**DIVISION:** School Food Service

**PURPOSE AND SUMMARY OF ITEMS:**

Board approval is requested to accept the USDA Fresh Fruits and Vegetables Program grant award of \$104,568.75 for the period 7/1/13 to 6/30/14. The program would provide funds for George E. Munroe Elementary, Greensboro Elementary, Gretna Elementary, Havana Elementary, and Stewart Street Elementary Schools based on the free and reduced lunch eligibility for each of the schools.

**FUND SOURCE:** USDA School Food Service  
**AMOUNT** \$104,568.75  
**PREPARED BY:** Bruce James  
**POSITION:** Inventory Control Specialist





ADAM H. PUTNAM  
COMMISSIONER

Florida Department of Agriculture and Consumer Services  
Division of Food, Nutrition and Wellness

**PROGRAM ADDENDUM / AGREEMENT  
FRESH FRUIT AND VEGETABLE**

AGREEMENT NO.: 01-0020 SPONSOR: Gadsden County School Board

Addendum to the Agreement Between the Local Educational Agency and the Florida Department of Agriculture and Consumer Services to Conduct the United States Department of Agriculture Fresh Fruit and Vegetable Program

**INSTRUCTIONS:** (1) **ADDENDUM/AGREEMENT:** **Two originals** of this Addendum/Agreement must be signed (the original must bear an original signature) in ink and submitted to the Florida Department of Agriculture and Consumer Services (FDACS). (2) **LOCAL EDUCATIONAL AGENCY'S (LEA) COPY:** When this Addendum/Agreement is approved, a copy will be returned for the files of the LEA.

This agreement covers the period from July 1, 2013, to June 30, 2014.

The undersigned has the authority to enter this Agreement to participate in the United States Department of Agriculture (USDA) Fresh Fruit and Vegetable Program (herein referred to as Program) as authorized by Section 120 of the Child Nutrition and Women, Infants, and Children (WIC) Reauthorization Act of 2004 (Public Law 108-265).

**THE FDACS AND THE LEA MUTUALLY AGREE THAT:**

- A. The LEA agrees that the funds will only be used for Program purposes authorized in Section 120 of the Child Nutrition and WIC Reauthorization Act of 2004 (Public Law 108-265).
- B. The LEA agrees to abide by all of the requirements for administering the Program as stated in Section 120 of the Child Nutrition and WIC Reauthorization Act of 2004 (Public Law 108-265).
- C. The LEA agrees to provide funds to the approved schools:
  - George E. Munroe Elementary
  - Greensboro Elementary
  - Gretna Elementary
  - Havana Elementary
  - Stewart Street Elementary

under its jurisdiction for the service of approved fresh fruits and vegetables in accordance with local, state, and federal regulations and requirements.

- D. The LEA agrees that the schools identified in section C of this paragraph will implement the





**FLORIDA DEPARTMENT OF AGRICULTURE AND CONSUMER SERVICES**  
COMMISSIONER ADAM H. PUTNAM

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May 15, 2013

Mrs. Bonnie Wood, Food Service Director  
Gadsden County School Board (#01-0020)  
35 Martin Luther King Blvd.  
Quincy, FL 32328

Dear Bonnie:

The Florida Department of Agriculture and Consumer Services (FDACS), Division of Food, Nutrition and Wellness (FNW), would like to thank the food service department of the Gadsden County School Board for its application to the Fresh Fruit and Vegetable Program (FFVP). Your application to participate in the program indicates that your schools are making efforts to combat childhood obesity by helping children learn more healthful eating habits.

As you know, the program requirements for school selection are very strict and require that schools with the highest level of free and reduced price enrollment receive priority selection. The following schools have been selected to participate in the United States Department of Agriculture (USDA) FFVP that operates from July 1, 2013, to June 30, 2014. Congratulations!

School	Total Allocation	1 <sup>st</sup> Quarter Allocation (July 1-September 30)	2 <sup>nd</sup> Quarter Allocation (October 1-June 30)
Greensboro Elementary	\$20,350.00	\$3,561.25	\$16,788.75
George E Munroe Elementary	\$33,150.00	\$5,801.25	\$27,348.75
Havana Elementary	\$25,050.00	\$4,383.75	\$20,666.25
Stewart Street Elementary	\$30,850.00	\$5,398.75	\$25,451.25
Gretna Elementary	\$17,350.00	\$3,036.25	\$14,313.75

*104,568.75*

Unfortunately, the following applications were not selected to receive FFVP, due to their level of free and reduced price enrollment. We encourage you to continue these efforts and to apply again next year.

- Chattahoochee Elementary
- St. John Elementary





Gadsden County School Board (#01-0020)  
May 15, 2013  
Page 2

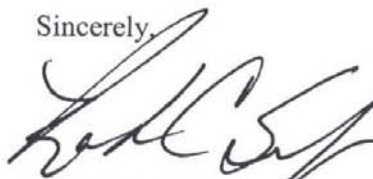
A webinar for all new (required) and renewing (not required) districts and private, charter and residential child care institution schools will be held on **Tuesday, May 21, 2013 from 1:00-2:00pm**, to discuss program operations and requirements. Individuals that should participate in the webinar include the food service director, FFVP coordinator for the district, claims staff, school principal (or designee) or cafeteria manager. If your district received additional schools in the allocation process, **it is the district's responsibility to train its staff accordingly before the program starts on July 1, 2013.**

Enclosed is the original Addendum to your Agreement with the FDACS to participate in the USDA FFVP as authorized by Section 120 of the Child Nutrition and Women, Infants, and Children Reauthorization Act of 2004 (Public Law 108-265). **Two copies** of the Addendum require the original signature, **in blue ink**, of your Chief Administrator. When the Addendum/Agreement is approved, a copy will be returned to you for your files. Please submit both copies of the signed documents to FDACS at:

Mrs. Aimee Ashley  
Division of Food, Nutrition & Wellness  
Florida Department of Agriculture and Consumer Services  
The Holland Building  
600 South Calhoun Street (H2)  
Suite 120  
Tallahassee, Florida 32399

Should you have, you may contact Aimee Ashley at [Aimee.Ashley@freshfromflorida.com](mailto:Aimee.Ashley@freshfromflorida.com) or (850) 617-7409.

Sincerely,



Robin C. Safley, Director  
Division of Food, Nutrition and Wellness

RCS/aa

cc: Mr. Reginald James, Superintendent  
All Principals

----- Forwarded message -----

From: **Bruce James** <jamesbr@gcpsmail.com>  
Date: Mon, May 13, 2013 at 3:52 PM  
Subject: Award Letter  
To: Aimee.Ashley@freshfromflorida.com  
Cc: Melanie Davis <davismel@gcpsmail.com>

Ms. Ashley,

Please allow me to say THANK YOU for the FF&V Award for our elementary schools. However, I, would like to inquire why Chattahoochee Elementary 87.13% F&R and St. John Elementary 86.53% F&R did not qualify?

Again, thanks for everything.

Bruce James

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**Bruce James** <jamesbr@gcpsmail.com>  
To: Bonnie Wood <woodb@gcpsmail.com>

Tue, May 14, 2013 at 8:33 AM

----- Forwarded message -----

From: **Ashley, Aimee** <Aimee.Ashley@freshfromflorida.com>  
Date: Mon, May 13, 2013 at 4:11 PM  
Subject: RE: Award Letter  
To: Bruce James <jamesbr@gcpsmail.com>

Hi Mr. James,

Chattahoochee just missed the cut off. This program is based on which schools (that apply) have the highest % and how far will the funds go. This year, the cut of was at 87.41%.

Sorry I hate it when they just miss it.

Thank you,

Aimee Ashley



**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 8d

**DATE OF SCHOOL BOARD MEETING:** May 28, 2013

**TITLE OF AGENDA ITEMS:** Services pursuant to Agreement No. DESF 030928-PAEC

**DIVISION:**

**PURPOSE AND SUMMARY OF ITEMS:**

Board approval is requested to authorize the use of Agreement #030928-PAEC for the continuation of the following services for 2013-2014:

Interim Coordinator for Drop Out Prevention and Chief Negotiator	\$34,774.78 (4.5 months)
Interim Reading Program Specialist	\$26,938.74 (4.5 months)
Interim Administrative Assistant	\$26,941.81 (5.0 months)

In accordance with the provisions of the agreement approved by the Board on September 25, 2012, the total cost of the provision of service under the letter purchase orders including the DESF mark up, does not exceed the annual salary and benefits paid for the respective positions during the 2012-2013 school year.

Copies of the Original contracts are attached. New Letter Purchase Orders would be issued upon Board approval for the 2013-2014 fiscal year.

**FUND SOURCE:** General Fund  
**AMOUNT:** \$88,655.33  
**PREPARED BY:** Bonnie Wood  
**POSITION:** Assistant Superintendent for Business Services

[Quoted text hidden]

Thu, May 23, 2013 at 11:10 AM

**Kenneth DeCastro** <kdecastro@desfsolutions.com>

To: Bonnie Wood <woodb@gcpsmail.com>

Bonnie, the remaining salary amounts will be listed below, the amounts to pay the employee below will make them receive the exact 12 month salary you've listed:

Knight: 4.5 months \$21,550.99 Pay to employee - \$26,938.74 DESF total remaining bill

Pace: 4.5 Months \$27,819.58 Pay to employee - \$34,774.78 DESF total remaining bill

Butler: 5 months \$18,025.02 salary plus 5 months of OT (20hrs/month) \$3,189.00 total pay to employee \$21,214.02 - \$26,941.81 DESF total remaining bill

Please let me know if you need any further information.



DES of Florida, LLC

This Letter Purchase Order (LPO) for Services is issued pursuant to Agreement No. DESF 030928-PAEC between Panhandle Area Educational Consortium, Gadsden County School Board (Buyer) and DES of Florida, LLC (Seller). Buyer hereby authorizes Seller's contractor to perform the following described Services:

1. **Scope of Work:** Interim Coordinator for Drop Out Prevention & Chief Negotiator For the Gadsden County School Board
2. **Seller Contact:** Roy F DeCastro  
DES of Florida LLC  
PO Box 13935  
Tallahassee, Florida 32317-3935  
Phone: 850-893-1315  
Fax: 850-894-1313
3. **Buyer Contact:** Mrs. Bonnie Wood  
Assistant Superintendent for Business and Finance  
35 Martin Luther King, Jr. Blvd  
Quincy, Florida 32351  
Phone: 850-627-9651
4. **LPO Term:** November 16, 2012 – June 30, 2013. This LPO may be terminated by Buyer upon thirty (30) days written notice to the Seller and provided, however, that such termination by Buyer shall not become effective until any/all work and transfer of knowledge specified in subject LPOs in effect at the time of said termination notice either has been completed by Seller or terminated by Buyer.
5. **LPO Cost:** Total cost, excluding expenses, shall not exceed \$52,495.20. Invoices will be billed monthly in the amount of \$6,999.36. Without exception, the fees listed in this LPO shall be in effect throughout the term of this LPO. 8 Vacation Days, 8 Sick/ Personal days, Holidays to follow Gadsden County School Board Policy. Any days not used will not be paid at the termination of contract Any and all expenses, including travel, must be pre-approved by the Buyer Contact listed in Item 3 of this LPO and will be reasonable, verifiable, and documented.

PRIVATE/PROPRIETARY/LOCK  
CONTAINS PRIVATE AND/OR PROPRIETARY INFORMATION. MAY NOT BE USED OR DISCLOSED OUTSIDE Gadsden County School Board EXCEPT PURSUANT TO A WRITTEN AGREEMENT. MUST BE STORED IN LOCKED FILES WHEN NOT IN USE

- 6. **Invoicing:** Invoices detailing the fees and expenses, including a reference to the LPO number, shall be submitted to the Buyer Contact listed in Item 3 of this LPO.
- 7. **Deliverables:** Deliverables shall be those items described in Item 1 of this LPO and will be further defined on an on-going basis throughout the term of this LPO and due as requested by the Buyer Contact listed in this LPO.

**DES OF FLORIDA, LLC**  
By:   
(Authorized Signature)  
Name: Roy F. DeCastro 10-12-2012  
Date  
Title: Managing Partner

**GADSDEN COUNTY SCHOOLBOARD**  
By: \_\_\_\_\_  
(Authorized Signature)  
Name: Judge Helms \_\_\_\_\_  
Date  
Title: Chairman  
By: \_\_\_\_\_  
(Authorized Signature)  
Name: Reginald James \_\_\_\_\_  
Date  
Title: Superintendent

PRIVATE/PROPRIETARY/LOCK  
CONTAINS PRIVATE AND/OR PROPRIETARY INFORMATION. MAY NOT BE USED OR DISCLOSED OUTSIDE Gadsden County School Board EXCEPT PURSUANT TO A WRITTEN AGREEMENT. MUST BE STORED IN LOCKED FILES WHEN NOT IN USE





This Letter Purchase Order (LPO) for Services is issued pursuant to Agreement No. DESF 030928-PAEC between Panhandle Area Educational Consortium, Gadsden County School Board (Buyer) and DES of Florida, LLC (Seller). Buyer hereby authorizes Seller's contractor to perform the following described Services:

1. **Scope of Work:** Interim Program Specialist
  
2. **Seller Contact:** Roy F DeCastro  
DES of Florida LLC  
PO Box 13935  
Tallahassee, Florida 32317-3935  
Phone: 850-893-1315  
Fax: 850-894-1313
  
3. **Buyer Contact:** Mrs. Bonnie Wood  
Assistant Superintendent for Business and Finance  
35 Martin Luther King, Jr. Blvd  
Quincy, Florida 32351  
Phone: 850-627-9651
  
4. **LPO Term:** November 16, 2012 – June 30, 2013. This LPO may be terminated by Buyer upon thirty (30) days written notice to the Seller and provided, however, that such termination by Buyer shall not become effective until any/all work and transfer of knowledge specified in subject LPOs in effect at the time of said termination notice either has been completed by Seller or terminated by Buyer.
  
5. **LPO Cost:** Total cost, excluding expenses, shall not exceed \$40,408.20. Invoices will be billed monthly in the amount of \$5,387.76. Without exception, the fees listed in this LPO shall be in effect throughout the term of this LPO. 8 Vacation Days, 8 Sick/ Personal days, Holidays to follow Gadsden County School Board Policy. Any days not used will not be paid at the termination of contract Any and all expenses, including travel, must be pre-approved by the Buyer Contact listed in Item 3 of this LPO and will be reasonable, verifiable, and documented.


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6. **Invoicing:** Invoices detailing the fees and expenses, including a reference to the LPO number, shall be submitted to the Buyer Contact listed in Item 3 of this LPO.

7. **Deliverables:** Deliverables shall be those items described in Item 1 of this LPO and will be further defined on an on-going basis throughout the term of this LPO and due as requested by the Buyer Contact listed in this LPO.

**DES OF FLORIDA, LLC**

By:   
(Authorized Signature)

Name: Roy F. DeCastro 10.12.2012  
Date

Title: Managing Partner

**GADSDEN COUNTY SCHOOLBOARD**

By: \_\_\_\_\_  
(Authorized Signature)

Name: Judge Helms \_\_\_\_\_  
Date

Title: Chairman

By: \_\_\_\_\_  
(Authorized Signature)

Name: Reginald James \_\_\_\_\_  
Date

Title: Superintendent

PRIVATE/PROPRIETARY/LOCK  
CONTAINS PRIVATE AND/OR PROPRIETARY INFORMATION. MAY NOT BE USED OR DISCLOSED OUTSIDE Gadsden County School Board EXCEPT PURSUANT TO A WRITTEN AGREEMENT. MUST BE STORED IN LOCKED FILES WHEN NOT IN USE.



DES of Florida, LLC

**This Letter Purchase Order (LPO) for Services is issued pursuant to Agreement No. DESF 030928-PAEC between Panhandle Area Educational Consortium, Gadsden County School Board (Buyer) and DES of Florida, LLC (Seller). Buyer hereby authorizes Seller's contractor to perform the following described Services:**

1. **Scope of Work:** Interim Administrative Assistant
  
2. **Seller Contact:** Roy F DeCastro  
DES of Florida LLC  
PO Box 13935  
Tallahassee, Florida 32317-3935  
Phone: 850-893-1315  
Fax: 850-894-1313
  
3. **Buyer Contact:** Mrs. Bonnie Wood  
Assistant Superintendent for Business and Finance  
35 Martin Luther King, Jr. Blvd  
Quincy, Florida 32351  
Phone: 850-627-9651
  
4. **LPO Term:** Decemberr 5, 2012 – June 30, 2013. This LPO may be terminated by Buyer upon thirty (30) days written notice to the Seller and provided, however, that such termination by Buyer shall not become effective until any/all work and transfer of knowledge specified in subject LPOs in effect at the time of said termination notice either has been completed by Seller or terminated by Buyer.
  
5. **LPO Cost:** Total cost, excluding expenses, shall not exceed \$34,886.80. Invoices will be billed monthly in the amount of \$4,983.83. Without exception, the fees listed in this LPO shall be in effect throughout the term of this LPO. 10.5 Vacation Days, 8 Sick/ Personal days, Holidays to follow Gadsden County School Board Policy. Any days not used will not be paid at the termination of contract Any and all expenses, including travel, must be pre-approved by the Buyer Contact listed in Item 3 of this LPO and will be reasonable, verifiable, and documented.

PRIVATE/PROPRIETARY/LOCK  
CONTAINS PRIVATE AND/OR PROPRIETARY INFORMATION MAY NOT BE USED OR DISCLOSED OUTSIDE Gadsden County School Board EXCEPT PURSUANT TO A WRITTEN AGREEMENT MUST BE STORED IN LOCKED FILES WHEN NOT IN USE

6. **Invoicing:** Invoices detailing the fees and expenses, including a reference to the LPO number, shall be submitted to the Buyer Contact listed in Item 3 of this LPO.

7. **Deliverables:** Deliverables shall be those items described in Item 1 of this LPO and will be further defined on an on-going basis throughout the term of this LPO and due as requested by the Buyer Contact listed in this LPO.

**DES OF FLORIDA, LLC**

By:   
(Authorized Signature)

Name: Roy F. DeCastro 11/30/2012  
Date

Title: Managing Partner

**GADSDEN COUNTY SCHOOLBOARD**

By: \_\_\_\_\_  
(Authorized Signature)

Name: Judge Helms \_\_\_\_\_  
Date

Title: Chairman

By: \_\_\_\_\_  
(Authorized Signature)

Name: Reginald James \_\_\_\_\_  
Date

Title: Superintendent

**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 8e

**DATE OF SCHOOL BOARD MEETING:** May 28, 2013

**TITLE OF AGENDA ITEMS:** Letter of Agreement with Bond Counsel for Construction Loan

**DIVISION:** Finance Department

**PURPOSE AND SUMMARY OF ITEMS:**

Board approval is requested for the attached Letter of Agreement (LOA) between the School Board of Gadsden County and Bryant Miller Olive, Attorneys at Law. The firm which has a Tallahassee address would provide bond counsel for the sale of the Certificates of Participation that would be sold to finance the construction of the classroom addition at Havana Elementary School. These services are identified on the attached description of the \$5.0 million (net) loan for 20 years at a fixed rate.

**FUND SOURCE:** Capital Improvements Fund  
**AMOUNT** \$25,000.00  
**PREPARED BY:** Bonnie Wood  
**POSITION:** Assistant Superintendent for Business Services

**The School Board of Gadsden County, Florida  
Sources & Uses Report**

Certificates of Participation Bank Loan, Series 2013 - \$5 million (net) 20 Years at 3.50%

**Sources of Funds:**

Principal Amount of Current Interest Bonds (CIBs)	5,055,000.00
<b>Total SOURCES of Funds</b>	<b>\$5,055,000.00</b>

**Uses of Funds:**

Deposit to capital projects account	5,000,000.00
Issuance Expenses: ( \$55,000.00)	
Bond Counsel	25,000.00
Financial Advisor	19,000.00
Trustee and Trustee Counsel Expenses	6,000.00
Bank and Bank Counsel Fee	5,000.00
Rounding Amount	
<b>Total USES of Funds</b>	<b>\$5,055,000.00</b>

**Miscellaneous Bond Issuance Information:**

Delivery Date:	07/01/2013
	-
Principal Amount of the New Money Bonds	5,055,000.00
Proceeds of "The (new) Bonds"	5,055,000.00
	-
"All Costs Included" TIC on the New Issue is	3.62257871%
Federal Arbitrage Yield on the New Issue is	3.50000002%



April 18, 2013

School Board of Gadsden County, Florida  
Quincy, Florida  
Attention: Bonnie Wood

Re: School Board of Gadsden County, Florida Financing Transaction

Dear Ms. Wood:

The purpose of this letter is to advise you of our fee estimate and to describe the services we will perform as Bond Counsel to the School Board of Gadsden County, Florida (the "Board") in connection with the borrowing by the Board of Not to Exceed \$5,000,000 (the "Debt"), the proceeds of the Debt will be used to construct a middle school wing in the School District of Gadsden County and pay the costs of issuance of such Debt.

#### SCOPE OF ENGAGEMENT

In this transaction, we expect to perform the following duties as Bond Counsel:

##### *I. Bond Counsel Services*

(1) Subject to the completion of proceedings to our satisfaction, render our legal opinion (the "Bond Opinion") regarding the validity and binding effect of the Debt, the source of payment and security for the Debt, and the excludability of interest on the Debt from gross income for federal income tax purposes.

(2) Draft the basic agreements governing the issuance of the Debt.

(3) Prepare and review other documents necessary or appropriate to the authorization, issuance and delivery of the Debt, coordinate the authorization and execution of documents, and review and, where appropriate, draft enabling legislation.

(4) Assist the Board in seeking from other governmental authorities such approvals, permissions and exemptions as we determine are necessary or appropriate in connection with

the authorization, issuance, sale and delivery of the Debt, except that we will not be responsible for any required blue sky filings.

- (5) Review legal issues relating to the structure of the Debt issue.
- (6) Serve as the Board's closing agent in connection with the closing of the Debt.

Our Bond Opinion will be addressed to the Board and will be delivered by us on the date the Debt is exchanged for its purchase price (the "Closing").

The Bond Opinion will be based on facts and law existing as of its date. In rendering our Bond Opinion, we will rely on the certified proceedings and other certifications of public officials, officers of the Board and other persons furnished to us without undertaking to verify the same by independent investigation, and we will assume continuing compliance by the Board with applicable laws relating to the Debt. During the course of this engagement, we rely on you to provide us with complete and timely information on all developments pertaining to any aspect of the financing, the Debt and the security for the Debt. Among other things, we will require the Board to execute a certificate of fact relating to the use of proceeds.

Among other things, our duties as Bond Counsel do not include:

- (a) Preparation of blue sky or investment surveys with respect to the Debt.
- (b) Investigation or expression of any view as to the creditworthiness of the Issuer, the Debt, any credit enhancement provider, or the debt instrument; or, providing services related to hedging or derivative financial products (e.g. "swaps" and related documents or opinions).
- (c) Representation of the Board in post-closing regulatory investigation or matters.
- (d) Bankruptcy matters.
- (e) Drafting state constitutional or legislative amendments.
- (f) Pursuing test cases or other litigation, such as contested validation proceedings.
- (g) Representing the Board in Internal Revenue Service examinations or inquiries, or Securities and Exchange Commission investigations.
- (h) After Closing, providing continuing advice to the Board or any other party concerning any actions necessary to assure that interest paid on the Debt will continue to be excludable from gross income for federal income tax purposes unless specifically engaged for

such purpose (e.g., our engagement does not include rebate calculations for any Debt, but such services can be separately contracted for with Integrity Public Finance Consulting LLC, a subsidiary of the Firm).

(i) Addressing any other matter not specifically set forth above that is not required to render our Bond Opinion.

#### ATTORNEY-CLIENT RELATIONSHIP

We understand that you have retained the School Board Attorney to act as the Board's counsel in this transaction. We assume that other parties to the transaction will retain such counsel as they deem necessary and appropriate to represent their interests in this transaction.

#### FEES

The Board will be responsible for payment of our fee, which will be \$25,000 for Bond Counsel. Our fee is based upon: (i) our current understanding of the terms, structure, size and schedule of the financing represented by the Debt; (ii) the duties we will undertake pursuant to our engagement letter with the Board and as described in this letter; (iii) the time we anticipate devoting to the financing in connection therewith; (iv) the Debt being sold as a private placement to a bank; and (v) the responsibilities we will assume. Our fee may vary: (a) if the principal amount of Debt actually issued differs significantly from the amount stated above; (b) if material changes in the structure or schedule of the financing occur; (c) the Debt is sold as a public offering; or (d) if unusual or unforeseen circumstances arise which require a significant increase in our time or responsibility. If, at any time, we believe that circumstances require an adjustment of our original fee estimate, we will advise you.

In addition, we will be reimbursed for all client charges made or incurred in connection with the transaction. Such costs generally include travel costs, photocopying, document printing, deliveries, long distance telephone charges, telecopier charges, filing fees, computer-assisted research and other expenses. Our fee is usually paid at the Closing, and we customarily do not submit any statement until the Closing unless there is a substantial delay in completing the financing. Detailed supporting documentation is available upon request for statement billings.

If the financing is not consummated, we understand and agree that we will not be paid the stated fee; however, we will be paid all out-of-pocket expenses incurred.



## CONFLICTS

The rules regulating The Florida Bar provide that common representation of multiple parties is permissible where the clients are generally aligned in interest, even though there is some difference in interest among them. The Firm has disclosed to the Board that it has, and may in the future, serve as bond or disclosure counsel to other local governments or otherwise act as original purchaser's counsel on public finance matters in Florida. The Firm has an active and wide-ranging practice in public finance in Florida and elsewhere in the United States. In the course of that practice and other engagements the Firm undertakes, the Firm represents numerous public entities, financial institutions, credit banks, credit enhancers, underwriters and issuers of bonds, lenders, borrowers, counterparties and trustees. Therefore, in the course of the Firm's representation of the Board in public finance transactions, the Firm may now or in the future represent entities that, by virtue of their involvement in a particular transaction, industry, business, trade, or otherwise, have interests adverse to those of the Board in matters unrelated to the particular public finance transactions in which the Firm represents the Board. Material risks may arise when an attorney represents clients with adverse interests. For example, confidential information disclosed by a client during the course of an engagement might, if inadvertently disclosed to another client, be detrimental to the client. Usually this is not a relevant factor when dealing with public entities subject to the Florida public records laws. Such representations may create the perception that the lawyer might represent one client less zealously in order to advance the interests of another client.

The Firm believes that the Board is a sophisticated client that readily appreciates the implications of conflicts and waivers and has ready access to independent counsel. After careful consideration, the Firm reasonably believes that it can and will competently and zealously represent the Board in public finance transactions notwithstanding its current or future representation of clients with interests adverse to the Board in unrelated matters. The Firm will maintain confidentiality and not disclose or use any of the Board's nonpublic, confidential information acquired as a result of its representation of the Board to the Board's disadvantage in connection with any matter in which the Firm represents an entity adverse to the Board. The Firm encourages the Board to consult independent counsel regarding the issues addressed herein. In that regard, it is the Firm's belief that a disinterested lawyer would conclude that the advantages to the Board of engaging the Firm outweigh any existing or potential material risks arising from the Firm's representation of other entities, would conclude that it is proper to seek consent, and would counsel the Board to consent to this representation.

In each transaction, the Board will be our client and an attorney-client relationship will exist between the Board and us. In performing our services as Bond Counsel we will represent the interest of the Board exclusively. We will not be representing any other party and will not be acting as an intermediary among the parties. Our representation of the Board will not affect, however, our responsibility to render an objective Bond Opinion.



School Board of Gadsden County  
April 18, 2013  
Page 5

BRYANT MILLER OLIVE P.A.

By: *J. Linda Hanning*  
Shareholder

Accepted and Approved:

SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA

By: \_\_\_\_\_  
Title: \_\_\_\_\_  
Date: \_\_\_\_\_

**OFFICIAL BID FORM DISTRICT SCHOOL BOARD OF PASCO COUNTY FL**  
**PROPOSAL TITLE: BOND COUNSEL SERVICES**  
**DUE DATE/TIME: JANUARY 28, 2011 at 2:30 pm**  
**PROPOSAL NUMBER: 11-065-AZ**

Attachment 10: Provide proposed fees based on the schedule below:

		Per \$1,000 Bond
<b>A. Conventional Long-Term Fixed-Rate Debt *</b>		
1)	\$0 - \$25,000,000 *Sales Tax Bonds	\$0.80
2)	\$25,000,001 - \$50,000,000	\$0.60
3)	\$50,000,001 - and above	\$0.25
<b>Above Fees Subject to:</b>		
4)	Minimum	\$25,000
5)	Maximum	\$75,000
6)	Additional Fee - Refunding Transaction	None
<b>B. Notes (including but not limited to TANS and RANS)</b>		
1)	Minimum	\$10,000
2)	Maximum	\$20,000
<b>C. Bonds (QSCB &amp; QZAB) **</b>		
Issue Size **Certificates of Participation		
1)	\$0 - \$10,000,000	\$1.25
2)	\$10,000,001 - \$20,000,000	\$0.90
3)	\$20,000,001 - and above	\$0.70
<b>Above Fees Subject to:</b>		
4)	Minimum	\$25,000
5)	Maximum	\$90,000
<b>D. Fees for Variable Rate and Synthetic Transactions</b>		Negotiable
<b>Disclosure Counsel Fee – Percentage of fees charged by Bond Counsel</b>		
1)	Certificates of Participation	80%
2)	Notes (including but not limited to TANS and RANS)	80%
3)	Bonds (QSCB & QZAB)	80%
<b>F. Other Expenses (Please explain)</b>		
<b>G. Other Hourly Work Fees</b>		
	Senior Attorney	\$250
	Junior Attorney	\$225
	Paralegal	\$110

Company Name/Initials BMO/MS  
 District School Board of Pasco County

**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 8f

**DATE OF SCHOOL BOARD MEETING:** May 28, 2013

**TITLE OF AGENDA ITEMS:** Letter of Agreement with Financial Advisor for Construction Loan

**DIVISION:** Finance Department

**PURPOSE AND SUMMARY OF ITEMS:**

Board approval is requested for the attached Letter of Agreement (LOA) between the School Board of Gadsden County and Gollahon Financial Services, Inc. The LOA would establish a contract wherein the Gollahon Financial Services, Inc. would provide the technical assistance to issue Certificates of Participation and other loan documents that will enable the District to secure adequate financing for the construction of a classroom wing at Havana Middle School. The current rates established by a similar LOA with the Gadsden County Board of County Commissioners would be the basis for the amount of the contract.

**FUND SOURCE:** Capital Improvements Fund

**AMOUNT** \$19,000.00

**PREPARED BY:** Bonnie Wood

**POSITION:** Assistant Superintendent for Business Services

**LETTER OF AGREEMENT  
BETWEEN  
THE SCHOOL BOARD OF GADSDEN COUNTY, FL  
AND  
GOLLAHON FINANCIAL SERVICES, INC.**

This Letter of Agreement (the Agreement) is entered into as of this 28th day of May, 2013, by and between The School Board of Gadsden County, Florida (the Board) and Gollahon Financial Services, Inc. (the Financial Advisor).

WHEREAS, the Board contemplates issuing bonds, notes and/or other debt instruments, and

WHEREAS, the Financial Advisor has demonstrated its experience in the issuance and sale of various types of debt financings and offers to provide financial advisory services to meet the needs of the Board.

THEREFORE, BE IT AGREED:

1. Scope of Services:

The Board retains the Financial Advisor to give certain assistance, advice and services in the issuance of bonds, bank loans, notes or other debt instruments until such financings are complete, and such services shall include but shall not be limited to the following:

Provide reports on the trends and financing alternatives in markets related to the financial activities of the Board.

Provide recommendations on the suitability of various financing alternatives involving the funding of the Board's capital needs.

Provide assistance in the preparation and the bidding or negotiation of debt incurred by or on behalf of the Board, including but not limited to gas tax revenue bonds, sales tax revenue bonds, lease revenue bonds, certificates of participation, general obligation bonds, refunding bonds, bank loans and short term notes.

Help assemble and coordinate a finance team to plan, execute and close the optimal financing for the Board. Create and maintain a timetable and distribution list of the Board's finance team.



Recommend a competitive or negotiated sale, and provide a plan for marketing, timing and structuring the sale to provide best available interest rates and terms.

Prepare various requests for proposals and bidding documents. Review and summarize the responses to the proposals for bank loans, investment banking services, credit and liquidity providers, or other services associated with the Board's financing needs.

Create performance benchmarks against which to compare proposals and the results of financial transactions. This includes recommending appropriate refunding levels for existing debt.

Prepare presentations and/or packages to be submitted to major credit rating agencies or bond insurance companies, as needed.

Review all legal and offering documents associated with the Board's financings, including loan agreements, bond resolutions, trust agreements, registrar or paying agent agreements, escrow deposit agreements, and such other similar documents necessary, related or incidental to the proposed financing; provided, however, that such review and comment shall be made only in the capacity of a financial advisor and shall not be construed as legal advice nor shall the Board rely upon such advice or comment in lieu of consulting an attorney.

Solicit bids or quotes to provide for the investment of the Board's construction proceeds and/or refunding escrows that result from debt issues contemplated herein or for other investments as requested by the Board. The Financial Advisor understands that compensation for providing investment services related to construction proceeds associated with the issuance of tax-exempt securities by the Board is expected to be provided by the investment provider in accordance with the limits set forth in the arbitrage rules of the U.S. Tax Code.

Provide assistance in the efficient and timely closing of all financial transactions. Prepare a report and opinion as to fairness of the pricing of the debt with respect to a negotiated sale and presentation thereof to the Board.

Represent the Board, if requested, as an expert witness for financial matters in relation to a proposed financing for validation hearings and attend any judicial hearings in relation thereto.

Assist in developing, designing and producing promotional materials and financial analyses in connection with bond referenda.

Other services to the Board as may be appropriate to the role of the Financial Advisor including assisting with questions and issues of a general nature not directly related to a particular issuance of debt.

2. Fees for Financial Advisory Services:

The following fees shall be paid to the Financial Advisor for professional services involving the planning, sale and closing of a specific tax-exempt or taxable financing:

Base Fee per financing:		\$ 18,000
	<b>PLUS</b>	
Variable Fee per \$1,000 borrowed over \$ 4 million		\$ 1.00

The separate fee for the proposed \$1.1 million "School Bus" loan shall be \$8,500.

For services not related to a specific financing, the following hourly rates apply:

James Gollahon, Financial Advisor	\$ 150
-----------------------------------	--------

Expenses:

The Financial Advisors' out-of pockets expenses (excluding out-of-state travel) shall be included in the above fee schedule. Expenses for out of state travel, if needed and approved by the Board, will be billed at cost.

In addition to the financial advisor's fees, the Board will be responsible for all the expenses of a financing, including but not limited to, bond counsel and legal fees, rating agency fees, bond insurance premiums, printing, accounting, engineering, paying agent registrar and bank fees.

Investment of Funds:

Should the Board require the Financial Advisor's assistance with the investment of Bond Proceeds and/or other monies, a fee shall be charged not to exceed the maximum fee allowed for such services as outlined in applicable U.S. Treasury Regulations in effect at the time the investment is made, or such lesser fee as negotiated with the Board.

3. Length of the Agreement:

The term of this agreement shall commence on April 23, 2013 and shall remain in force for a period of three years from such date. Upon mutual agreement between the parties, the contract may be extended for additional one, two or three year periods upon approval by the Board. However, should either of the parties to the agreement elect to terminate the agreement, said agreement may be terminated, for cause or

convenience, by the electing party's provision of sixty (60) days written notice to the other party.

IN WITNESS to the acceptance of this agreement, the Board and the Financial Advisor have caused the presents to be executed by their duly authorized officers and representatives as of the day and year above written.

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

**Gollahon Financial Services, Inc.**

By: \_\_\_\_\_ Date: \_\_\_\_\_ By: *Jim Gollahon* Date: 4-23-13

Name: \_\_\_\_\_

Name: James Gollahon

Title: \_\_\_\_\_

Title: Financial Advisor

**LETTER OF AGREEMENT  
BETWEEN  
THE GADSDEN COUNTY BOARD OF COUNTY COMMISSIONERS  
AND  
GOLLAHON FINANCIAL SERVICES, INC.**

This Letter of Agreement (the Agreement) is entered into as of this 18<sup>th</sup> day of December, 2012, by and between the Gadsden County, Florida Board of County Commissioners (the Board) and Gollahon Financial Services, Inc. (the Financial Advisor).

WHEREAS, the Board contemplates issuing bonds, notes and/or other debt instruments, and

WHEREAS, the Financial Advisor has demonstrated its experience in the issuance and sale of various types of debt financings and offers to provide financial advisory services to meet the needs of the Board.

THEREFORE, BE IT AGREED:

1. Scope of Services:

The Board retains the Financial Advisor to give certain assistance, advice and services in the issuance of bonds, bank loans, notes or other debt instruments until such financings are complete, and such services shall include but shall not be limited to the following:

Provide reports on the trends and financing alternatives in markets related to the financial activities of the Board.

Provide recommendations on the suitability of various financing alternatives involving the funding of the Board's capital needs.

Provide assistance in the preparation and the bidding or negotiation of debt incurred by or on behalf of the Board, including but not limited to gas tax revenue bonds, sales tax revenue bonds, lease revenue bonds, certificates of participation, general obligation bonds, refunding bonds, bank loans and short term notes.

Help assemble and coordinate a finance team to plan, execute and close the optimal financing for the Board. Create and maintain a timetable and distribution list of the Board's finance team.



Recommend a competitive or negotiated sale, and provide a plan for marketing, timing and structuring the sale to provide best available interest rates and terms.

Prepare various requests for proposals and bidding documents. Review and summarize the responses to the proposals for bank loans, investment banking services, credit and liquidity providers, or other services associated with the Board's financing needs.

Create performance benchmarks against which to compare proposals and the results of financial transactions. This includes recommending appropriate refunding levels for existing debt.

Prepare presentations and/or packages to be submitted to major credit rating agencies or bond insurance companies, as needed.

Review all legal and offering documents associated with the Board's financings, including loan agreements, bond resolutions, trust agreements, registrar or paying agent agreements, escrow deposit agreements, and such other similar documents necessary, related or incidental to the proposed financing; provided, however, that such review and comment shall be made only in the capacity of a financial advisor and shall not be construed as legal advice nor shall the Board rely upon such advice or comment in lieu of consulting an attorney.

Solicit bids or quotes to provide for the investment of the Board's construction proceeds and/or refunding escrows that result from debt issues contemplated herein or for other investments as requested by the Board. The Financial Advisor understands that compensation for providing investment services related to construction proceeds associated with the issuance of tax-exempt securities by the Board is expected to be provided by the investment provider in accordance with the limits set forth in the arbitrage rules of the U.S. Tax Code.

Provide assistance in the efficient and timely closing of all financial transactions. Prepare a report and opinion as to fairness of the pricing of the debt with respect to a negotiated sale and presentation thereof to the Board.

Represent the Board, if requested, as an expert witness for financial matters in relation to a proposed financing for validation hearings and attend any judicial hearings in relation thereto.

Assist in developing, designing and producing promotional materials and financial analyses in connection with bond referenda.

Other services to the Board as may be appropriate to the role of the Financial Advisor including assisting with questions and issues of a general nature not directly related to a particular issuance of debt.

2. Fees for Financial Advisory Services:

The following fees shall be paid to the Financial Advisor for professional services involving the planning, sale and closing of a specific tax-exempt or taxable financing:

Refunding of Sales Tax Revenue Refunding Bond, Series 2010: \$ 23,000

Additional Financings:

Base Fee per financing: \$ 18,000

PLUS

Variable Fee per \$1,000 borrowed over \$ 4 million \$ 1.00

For services not related to a specific financing, the following hourly rates apply:

James Gollahon, Financial Advisor \$ 150

Expenses:

The Financial Advisors' out-of pockets expenses (excluding out-of-state travel) shall be included in the above fee schedule. Expenses for out of state travel, if needed and approved by the Board, will be billed at cost.

In addition to the financial advisor's fees, the Board will be responsible for all the expenses of a financing, including but not limited to, bond counsel and legal fees, rating agency fees, bond insurance premiums, printing, accounting, engineering, paying agent registrar and bank fees.

Investment of Funds:

Should the Board require the Financial Advisor's assistance with the investment of Bond Proceeds and/or other monies, a fee shall be charged not to exceed the maximum fee allowed for such services as outlined in applicable U.S. Treasury Regulations in effect at the time the investment is made, or such lesser fee as negotiated with the Board.

3. Length of the Agreement:

The term of this agreement shall commence on December 18, 2012 and shall remain in force for a period of three years from such date. Upon mutual agreement between the parties, the contract may be extended for additional one, two or three year periods upon approval by the Board. However, should either of the parties to the agreement elect to terminate the agreement, said agreement may be terminated, for cause or

convenience, by the electing party's provision of sixty (60) days written notice to the other party.

IN WITNESS to the acceptance of this agreement, the Board and the Financial Advisor have caused the presents to be executed by their duly authorized officers and representatives as of the day and year above written.

Gadsden County Board of  
County Commissioners

Gollahon Financial Services, Inc.

By: *Douglas M. Craley* Date: 2-19-13 By: *Jim Gollahon* Date: 12/18/12

Name: Douglas M. Craley

Name: James Gollahon

Title: Chairman

Title: Financial Advisor



Attest:

*Marcella Blocker for*  
Nicholas Thomas, Clerk

SUMMARY SHEET

*R. W. Smith*

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8g

DATE OF SCHOOL BOARD MEETING: May 28, 2012

TITLE OF AGENDA ITEM: Education Partnership Agreement:  
Panhandle Area Educational Professional Development Center  
and The Gadsden County School Board

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM:

Inservice Program for adding an endorsement in Drive Education/Traffic Safety  
to a Florida Educator's Certificate

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Dr. Pink Hightower

POSITION: Director, Human Resources and Staff Development

**INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER**

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

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

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

This form is to be duplicated on light blue paper.



Inservice Program  
For Add-On Endorsement

In the Area of

**DRIVER EDUCATION/TRAFFIC SAFETY**

Professional Development Center  
Panhandle Area Educational Consortium  
753 West Boulevard  
Chipley, Florida 32428  
(850) 638-6131

Recommended to the \_\_\_\_\_ District School Board on \_\_\_\_\_, 20\_\_

\_\_\_\_\_  
Superintendent

Approved by the \_\_\_\_\_ District School Board on \_\_\_\_\_, 20\_\_

\_\_\_\_\_  
Chairman of the Board

**INSERVICE PROGRAM**  
**FOR ADDING AN ENDORSEMENT IN**  
**DRIVER EDUCATION/TRAFFIC SAFETY**  
**TO A FLORIDA EDUCATOR'S CERTIFICATE**

**Prepared By The**

**Panhandle Area Educational Consortium**  
**Professional Development Center**  
**753 West Boulevard**  
**Chipley, Florida 32428**  
**Phone (850) 638-6131**  
**Toll free: 1-877-USE-PAEC (873-7232)**

**Revised May 2013**



**I. TITLE**

In-service Program for adding an endorsement in Driver Education/Traffic Safety

**II. RATIONALE**

The responsibility of providing a driver education program for those secondary education students who want to participate in a driver education program prompts the Panhandle Area Educational Consortium, on behalf of its member school districts, to make available to practicing educators those courses which will provide for them the skills and competencies to teach the driver education endorsement program.

Specialization requirements for the Driver Education Endorsement, as specified in Florida State Board of Education Rule GA-4.0131, are:

1. A bachelor's or higher degree with certification in another area.
2. Nine (9) semester hours in driver education to include the areas specified below:
  - a) Three (3) semester hours in Basic Driver Education/Traffic Safety
  - b) Three (3) semester hours in Advanced Driver Education/Traffic Safety
  - c) Three (3) semester hours in Administration and Supervision of Driver Traffic Safety Education.

Online courses which may be used to complete this endorsement program are offered through Minot State University. The Minot State University program is a fully accredited program and offers 10 semester hours of instruction. Information concerning the Minot State University Driver Education Program may be accessed via the University website at [http://www.minotstateu.edu/online/go\\_to\\_class.shtml](http://www.minotstateu.edu/online/go_to_class.shtml). Information concerning the University's coursework may be viewed in Appendix E.

Minot State University online courses:

- A. DTS 230 – Driver and Traffic Safety Education (3 semester hours)
- B. DTS 350 – Advanced Driving (3 semester hours)
- C. DTS 450 – Organization, Administration, & Supervision of Traffic Safety Education (2 semester hours)

The culminating one hour semester course requirement to receive endorsement to add Driver Education to a FLDOE certificate is as follows:

PAEC will provide two options for the teacher to fulfill this final one (1) hour course requirement. Teachers must choose one of the two options below and be approved by the PAEC instructor.\*

**Option A**

Complete a one-hour course entitled "Special Topics in Driver Education." The course is an independent research course. The purpose of the course is to provide an opportunity for participants to gain in-depth knowledge on a topic related to traffic safety. The

participant will do online research and write a paper on a traffic safety topic that has been approved by the instructor. The course will be facilitated and managed through the electronic Professional Development Connections tracking system.

**Option B**

Complete a one-hour course entitled "Driver Education Methodology and Instruction Observation." A site visit to the school and classroom of the Driver Education teacher will be conducted by a PAEC staff member that is a certified Driver Education Instructor. The instructor will observe the teacher as he/she teaches a lesson, either using simulators or an in-vehicle lesson. A check-list of teacher behaviors will be used to ensure that the teacher is following accepted protocol with regard to methodology in teaching "in-vehicle" behaviors. The teacher will provide the PAEC instructor a copy of lesson plans used for the course.

\*These options shall serve as an extension of Component # 1-014-539: Administration and Supervision of Driver Traffic Safety.

**III. PROGRAM OBJECTIVE**

The primary objective of this program is to make available to practicing educators those courses which will provide for them the skills and competencies to teach driver education at the secondary level. This program will meet the driver education requirements for State Board Rule 6A-4.0131 through in-service training.

The specific competencies to be gained by the teachers are identified in the in-service components within the proposal.

**IV. ADMISSION REQUIREMENTS**

1. Employed as a teacher in a County Public School
2. Program entry may occur while one holds a valid temporary Florida Educator's Certificate\*
3. Recommendation by principal/work location supervisor

\*A valid professional Florida Educator's Certificate must be held prior to program completion.

**V. PROGRAM REQUIREMENTS**

Individuals endeavoring to add the Driver Education Endorsement to the Florida Educator's Certificate must earn a total of 180 in-service points (equivalent to 9 credit hours of college credit) by successfully completing the prescribed set of in-service components included in this program.

Candidates for the Driver Education Endorsement must earn the 180 total points by completing a specified number of points in each area as follows:

1. 60 points - Basic Driver Education
2. 60 points - Advanced Driver Education
3. 60 points - Administration and Supervision of Driver and Traffic Safety Education



These in-service points may be earned under the following components of the District's Master In-service Plan:

1. Component # 1-014-537  
Basic Driver Education/Traffic Safety
2. Component # 1-014-538  
Advanced Driver Education/Traffic Safety
3. Component # 1-014-539  
Administration and Supervision Driver Traffic Safety

Successful completed college work may be transferred into this endorsement program. Courses to be transferred must be equivalent to the number of credits listed in Section II - Rationale, and must match the content in the components listed in the In-service Components of this document. Candidates for the Driver Education Endorsement must complete and submit a written request to the district's Professional Development director with a current teacher certificate showing a bachelor's or higher degree with certification in another area. An official college transcript must be forwarded to the district's Professional Development director if the applicant is transferring college course credit.

A district-level program specialist or program director will be designated by the superintendent to review the requests and assess the appropriateness of each transfer into the endorsement program. The director of Professional Development will also review and act on each of the requests for transfer of credit.

#### **VI. PROGRAM COMPLETION/CERTIFICATION PROCEDURE**

Successful completion of **at least** 180 in-service points consistent with the program requirements section of this document, as indicated by district in-service records, shall constitute program completion. The district's Professional Development Director will submit a Verification of Completion form to PAEC. A designated PAEC representative will verify course completion by signing the Verification of Completion form and returning it to the District office. The participant's district office will submit completed documentation to the Florida Department of Education.

For participants that choose to take online courses for Driver Education endorsement, districts may request that a certified Driver Education Instructor document "in-car" instructional competencies prior to final approval before driving with students.

Equivalent or higher level college credit from an accredited institution of higher education may be used to satisfy component requirements. A "Transfer of College Credit" form, as well as an official college transcript, must be provided by the applicant to the district Office of Certification.

#### **VII. PROGRAM EVALUATION**

Pre and posttests assessments designed by the instructors will be administered to each participant in the various contents to evaluate attainment of specific objectives. Each

participant must obtain a minimum 80% mastery level of objectives to successfully complete the component.

Participants must demonstrate all program competencies to the satisfaction of the instructor in order to be awarded in-service credit for each of the program's components.

Evaluation will consist of instructors' and participants' assessment of how well component activities helped participants to master objectives.

The evaluation of the participants' accomplishments of each of the components activities specific objectives shall be accomplished by utilizing pre and post-testing. Other validated material may also be used to determine that the participants have successfully demonstrated increased competency on 80% of the specific objectives.

Participants and specialists will assess the degree to which specific objectives have been addressed by the component activities.

#### **VIII. REQUIRED INSTRUCTOR QUALIFICATIONS**

Instructors used in the training of certified educators in the Driver Education/Traffic Safety Endorsement are as follows:

1. Educators holding certification in the field or endorsement in Driver Education/Traffic Safety and experienced teachers in this field
2. College professors
3. Qualified Division of Driver License personnel
4. Qualified National Safety Council personnel

#### **IX. ADVISEMENT**

1. Each participant will receive a copy of the add-on Driver Education/Traffic Safety components.
2. The District Director of Professional Development will complete a plan of in-service training during the endorsement time line which will be forwarded to each participant.
3. The plan of in-service training will be signed off both by the Superintendent and the Director of Professional Development.

#### **X. MANAGEMENT**

1. District Director of Professional Development:  
The Director of Professional Development Services is designated by the Superintendent of Schools for monitoring the implementation of the Driver Education/Traffic Safety Add-On Endorsement Program and has the responsibility for admitting an evaluation transfer credit, and coordinating the delivery of the program's in-service components.
2. Master In-service Plan:  
The Driver Education/Traffic Safety Add-On Endorsement Program is a part of the District's Master In-service Plan.
3. Records:

- a. Participant - The district will maintain a file on each program participant containing performance, advisement, transfer, component completion, and all other necessary data.
- b. Component - The district will maintain a file for each component offered containing performance and other evaluative data, instructor personnel data, and other necessary information.
- c. Program - District records will be in compliance with the standards of the add-on endorsement program and applicable state board rules.

#### **XI. PROGRAM MANAGEMENT FORMS**

A set of forms has been prepared to facilitate the management of the program for adding the Driver Education/Traffic Safety Endorsement to a Florida Educator's Certificate. These forms are located in Appendix C of this document.

#### **XII. IN-SERVICE COMPONENTS**

The Master In-service Plan components that have been developed for use in this endorsement program are implemented to include:

1. A list of competencies to be attained by each participant.
2. The assessment procedure to be followed in the attainment of competencies and the associated criteria for successful component completion.

Included in Appendix B of this document is a set of components that will be offered to meet the requirements established for the program.

#### **XIII. SCHOOL BOARD APPROVAL**

The completed School Board approval form is found in Appendix D.

# **Appendix B**

## **Components**



## BASIC DRIVER EDUCATION/TRAFFIC SAFETY

**Component Identifier Number**  
**Maximum Points**

**1-014-537**  
**60**

**Educator's Certificate Area/Target Group:**

**Content**

Driver Education/ Traffic Safety

**Generic**

All Other Areas

**General Objective:**

To acquire knowledge in basic driving/traffic safety skills and competencies in order that the instructor can provide appropriate training to the participants.

**Specific Objectives:**

Participants will be able to:

1. Describe basic aspects of the Highway Transportation System (HTS) - its purpose, major elements, effectiveness, and the roles played by man in the system.
2. Describe basic vehicle control, including exterior and interior premission checks, control of motion and direction, and basic maneuvers.
3. Describe and interpret signs, signals, and pavement markings.
4. Describe the need for identifying potential hazards in traffic, making predictions about possible occurrences, making wise decisions for action based on minimum risk, and describe appropriate execution of these decisions (I.P.D.E.).
5. Describe the management of space requirements in all driving situations.
6. Describe the skills required to effectively control and take proper actions in emergency situations to avoid a collision or minimize the impact if unavoidable.
7. Describe needed measures for correcting or minimizing the effects of temporary or permanent physical defects or limitations.
8. Describe the legal and moral responsibilities at the scene of highway collisions.
9. Describe the effects of attitudes and emotions on driving decisions.
10. Describe the effect of alcohol and other drugs on driving.
11. Describe the importance of vehicle maintenance for safe and efficient operation.
12. Describe the requirements for compliance with the laws that apply to drivers as well

as owners of motor vehicles.

13. Describe the principles and practices related to trip planning.
14. Describe the operation and interaction of motor driver cycles in the Highway Transportation System.
15. Describe specific decisions to be made when interacting with other users of the Highway Transportation System other than the automobile.
16. Describe the value and use of occupant vehicle restraints and other built-in safety features and devices.
17. Describe the need for actively supporting traffic law enforcement agencies and assisting in the improvement of the highway safety programs.

**Description of Activities:**

1. Lecture and observations
2. Attendance at workshops and conferences designed for individuals working with driving education's issues and concerns or online coursework aligned with the objectives of the course.

**Evaluation:**

Pre and post-assessment designed by the instructors will be administered to each participant in the various contents to evaluate attainment of specific objectives. Each participant must obtain a minimum 80 percent mastery level of objectives to successfully complete the component.

Component evaluation will consist of instructors and participant assessment of how well component activities helped participants to master objectives.

It is expected that participants will demonstrate all of the competencies focused upon by the objectives of this component.

The evaluation of the participant's accomplishment of each of the component activity's specific objectives shall be accomplished by utilizing pre and posttesting or other validated measures to determine that the participant has successfully demonstrated increased competency on 80% of the specific objectives.

Participants and consultants will assess the degree to which specific objectives have been addressed by the component activities.

## ADVANCED DRIVER EDUCATION/TRAFFIC SAFETY

**Component Identifier Number** 1-014-538  
**Maximum Points** 60

**Educator's Certificate Area/Target Group:**

**Content**

Driver Education/Traffic Safety

**Generic**

All Other Areas

**General Objective:**

To acquire knowledge in advanced driving/traffic safety skills and competencies in order that the instructor can provide appropriate training to the participant.

**Specific Objectives:**

Participants will be able to:

1. Describe basic aspects of the Highway Transportation System (HTS) - its purpose, major elements, effectiveness, and the roles played by man in the system.
2. Describe and demonstrate basic control of the vehicle, including exterior and interior promotion checks, control of motion and direction, and basic maneuvers.
3. Describe, interpret, and react properly to signs, signals, and pavement markings.
4. Describe the need for identifying potential hazards in traffic, making predictions about possible occurrences, making wise decisions for action based on minimum risk, and demonstrate appropriate executions of these decisions (I.P.D.E.).
5. Describe and demonstrate the management of space requirements in all driving situations.
6. Describe and demonstrate the skills required to effectively control and take proper actions in emergency situations to avoid a collision or minimize the impact if unavoidable.
7. Describe needed measures for correcting or minimizing the effects of temporary or permanent physical defects of limitations.
8. Describe the legal and moral responsibilities at the scene of highway collisions.
9. Describe the effects of attitudes and emotions on driving decisions.
10. Describe the effects of alcohol and other drugs on driving.
11. Describe the importance of vehicle maintenance for safe and efficient operation.



12. Describe the requirements for compliance with the laws that apply to drivers as well as owners of motor vehicles.
13. Describe the principles and practices related to trip planning.
14. Describe the operation and interaction of motor driver cycles in the Highway Transportation System.
15. Describe and demonstrate specific decisions to be made when interacting with other users of the Highway Transportation system other than the automobile.
16. Describe the value and demonstrate the use of occupant vehicle restraints and other built-in safety features and devices.
17. Describe the need for actively supporting traffic law enforcement agencies and assisting in the improvement of highway safety programs.

***SPECIAL NOTE: Includes laboratory activities.***

**Description of Activities:**

1. Lecture and observations
2. Attendance at workshops and conferences designed for individuals working with driving education issues and concerns or online coursework aligned with the objectives of the course.

**Evaluation:**

Pre and post-assessment designed by the instructors will be administered to each participant in the various contents to evaluate attainment of specific objectives. Each participant must obtain a minimum 80% mastery level of objectives to successfully complete the component. Component evaluation will consist of instructor and participant assessment of how well component activities helped participant to master objectives.

It is expected that participants will demonstrate all of the competencies focused upon by the objectives of this component.

The evaluation of the participant's accomplishment of each of the component activity's specific objectives shall be accomplished by utilizing pre and post-testing or other validated measures to determine that the participant has successfully demonstrated increased competency on 80% of the specific objectives.

Participants and consultants will assess the degree to which specific objectives have been addressed by the component activities.



## ORGANIZATION AND ADMINISTRATION OF DRIVER & TRAFFIC SAFETY EDUCATION

**Component Identifier Number**  
**Maximum Points**

**1-014-539**  
**60**

**Educator's Certificate Area/Target Group:**

<u>Content</u>	<u>Generic</u>
Driver Education/Traffic Safety	All Other Areas

**General Objective:**

To introduce instructors to the Highway Transportation System and its many teaching strategies that will develop driving knowledge related to today's and tomorrow's motorized society. It will also provide an in-depth study of the scope and nature of preparing curriculum content for a diversified society.

**Specific Objectives:**

Participants will be able to:

1. Identify the different job opportunities under the direction of the Highway Transportation System (D.O.T.).
2. Identify the various safety programs offered by the National Safety Council and the Highway Transportation System.
3. Describe the various resources available for use in the traffic safety programs.
4. Describe the history of traffic safety in the United States and its future trends.
5. Identify the natural laws and how they apply to traffic safety education.
6. Plan a lesson for safe travel from the east to west coast including map studies.
7. Identify the various service organizations available to the driver education participant.
8. Adapt a lesson plan to accommodate handicapped students with special needs.
9. Recognize culturally diverse interpretations to common curriculum concepts.
10. Describe the need for a wide range of exploratory experiences for driver education.
11. Design a driving range for a school and/or community school program.
12. Describe the importance of a driver education program as it relates to the automobile insurance industry.

13. Identify and discuss those factors that are relevant when purchasing an automobile.
14. Identify some of the medical reasons that would prohibit an individual from obtaining a driving license.
15. Demonstrate knowledge of the Division of Driver's License and its function to the driver education/traffic safety program.
16. Demonstrate knowledge of the Florida Department of Education D.A.T.E. program and its importance to the driver education/traffic safety program.
17. Demonstrate knowledge of the Florida Division of Motor Vehicles DELAP Program and its importance.
18. Identify and discuss some of the societal reasons that would keep an individual from maintaining a driver's license.
19. Identify procedures to follow when there is no standardized test to assess driving skills.

**NOTE:** *Includes Classroom and Laboratory Activities.*

**Description of Activities:**

1. Lecture and observations
2. Attendance at workshops and conferences designed for individuals working with driving education issues and concerns.

**Evaluation:**

Pre and post-assessments designed by the instructors will be administered to each participant in the various contents to evaluate attainment of specific objectives. Each participant must obtain a minimum 80 percent mastery level of objectives to successfully complete the component. Component evaluation will consist of instructors and participant assessment of how well component activities helped participant to master objectives.

It is expected that participants will demonstrate all of the competencies focused upon by the objectives of this component.

The evaluation of the participant's accomplishment of each of the component activity's specific objectives shall be accomplished by utilizing pre and post-testing or other validated measures to determine that the participant has successfully demonstrated increased competency on 80% of the specific objectives.

Participants and consultants will assess the degree to which specific objectives have been addressed by the component activities.

**MINOT STATE UNIVERSITY  
DRIVER EDUCATION ENDORSEMENT  
ONLINE COURSE INFORMATION**

**Basic Driver Education/Traffic Safety—Classroom\***

**Component Number:** 1-014-537  
**Maximum Points:** 60 or 3 Credit Hours  
**Minot Course Number:** DTS-230

**Advanced Driver Education/Traffic Safety—Classroom and Laboratory\***

**Component Number:** 1-014-538  
**Maximum Points:** 60 or 3 Credit Hours  
**Minot Course Number:** DTS-350

**Organization and Administration of Driver and Traffic Safety Education\***

**Component Number:** 1-014-539  
**Maximum Points:** 80 or 4 Credit Hours\*\*  
**Minot Course Number:** DTS-450

*\*Satisfactory completion (80% or above) of post-test in the ePDC. Participant/district is responsible for the costs of the course(s).*

*\*\*Includes Minot Course # ED-592—“Special Topics”*

**Minot University Website:** [http://www.minotstateu.edu/online/go\\_to\\_class.shtml](http://www.minotstateu.edu/online/go_to_class.shtml)

**APPENDIX C**  
**PROGRAM MANAGEMENT FORMS**



**PANHANDLE AREA EDUCATIONAL CONSORTIUM  
DRIVER EDUCATION/TRAFFIC SAFETY  
APPLICATION FORM (Form A)**

NAME \_\_\_\_\_ SSN \_\_\_\_\_

SCHOOL \_\_\_\_\_ DISTRICT \_\_\_\_\_

I am planning to add Driver Education/Traffic Safety to my current Florida teaching certificate. I understand that I will need to complete the three courses covering the topics prescribed by the State Board of Education Rule 6A-4.0131. I also understand that I am responsible for verification of college credits, when appropriate. To receive credit for components, I understand that I must earn the full 60 points available for each component.

I have completed the following activities (give dates) which I believe should be considered within this program,

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please give a brief statement of your reason(s) in pursuing this endorsement.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Position

*\*Please note:* Applicant must

1. Obtain signature of the District Professional Development Director on the application form.
2. Send a copy of the completed and signed form to the PAEC Professional Development Center, 753 West Blvd., Chipley, FL 32428.

**PANHANDLE AREA EDUCATIONAL CONSORTIUM  
DRIVER EDUCATION/TRAFFIC SAFETY ENDORSEMENT  
VERIFICATION OF POINTS (Form B)**

1. Name \_\_\_\_\_

2. School \_\_\_\_\_ 3. District \_\_\_\_\_

4. Social Security No. \_\_\_\_\_ 5. Points on file: \_\_\_\_\_

6. Requirements:

(1) \_\_\_\_\_ Basic Driver Education/Traffic Safety  
(60 points minimum)

(2) \_\_\_\_\_ Advanced Driver Education/Traffic Safety  
(60 points minimum)

(3) \_\_\_\_\_ Administration and Supervision of Driver Education/Traffic Safety  
(60 points minimum)

College courses may be substituted for any of the above components for which the course descriptions match the \_\_\_\_\_ County Master In-service Plan Components.

7. Verification of Requirements:

<u>Points Required</u>	<u>Points Verified</u>	<u>Deficiency</u>	<u>Date Completed</u>
Requirement #1 Min. 60			
Requirement #2 Min. 60			
Requirement #3 Min. 60			
Total Required	180		

\_\_\_\_\_  
Date Program Coordinator for Professional Development, PAEC

\_\_\_\_\_  
FOR DISTRICT OFFICE of CERTIFICATION USE ONLY

Status of Application:

\_\_\_\_\_ Send to Florida Dept. of Education

\_\_\_\_\_ Returned for Additional Verification

\_\_\_\_\_  
Date

\_\_\_\_\_  
District Official

*Please note:* Professional Development Directors must submit a copy of this form to the PAEC Professional Development Center.

**PANHANDLE AREA EDUCATIONAL CONSORTIUM  
DRIVER EDUCATION/TRAFFIC SAFETY  
TRANSFER OF COLLEGE CREDIT (Form C)**

1. Name \_\_\_\_\_
2. School \_\_\_\_\_ 3. District \_\_\_\_\_
4. Social Security No. \_\_\_\_\_ 5. DOE No. \_\_\_\_\_

The attached college transcripts are submitted as part of the Driver Education/Traffic Safety endorsement program. These courses meet the requirements of the following component(s) in the approved \_\_\_\_\_ county program for Drivers Education/Traffic Safety endorsement.

Program area:

Component # and Title	College Course Title
1) _____	_____
2) _____	_____
3) _____	_____

---

---

**FOR DISTRICT OFFICE of CERTIFICATION USE ONLY**

No. Points Approved \_\_\_\_\_ No. Points Not Approved \_\_\_\_\_

COMMENTS:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Date

\_\_\_\_\_  
District Professional Development Director

*\*Please note:*

Professional Development Directors must submit a copy of this form to the PAEC Professional Development Center.

APPENDIX D

Minot University Online Course Information



Minot University Website: [http://www.minotstateu.edu/online/go\\_to\\_class.shtml](http://www.minotstateu.edu/online/go_to_class.shtml)

## Before you begin the class...

All students should go to the tuition-free, non-graded WebCT Student Tutorial before beginning class. Even if you have had an online course before, you are encouraged to visit this site to familiarize yourself with the course delivery software used by MSU Online.

## DTS 230—Driver and Traffic Safety

This course provides the future driver and traffic safety instructor with the information needed to teach the classroom portion of driver and traffic safety education.

- 3 credit hours
- Pre-requisites: None
- Textbooks:
  - Johnson, Crabb, Kaywood, Opher, Thiel. *Drive Right, 10th Edition*. Scott Foresman and Company; Glenview, IL.
  - Contact the MSU Bookstore online and order the text over the Internet. You will need a credit card number to order the text. This online bookstore is a secure site.
  - *North Dakota Rules of the Road* (can be obtained free from any ND licensing test center or if you reside outside of North Dakota this booklet can also be read online or printed online. To read the document you will need Adobe Acrobat Reader. If you do not have this application you can download it free of charge. Click on this link to get Adobe Acrobat Reader. To read or print the Rules of the Road manual on the Internet go to the: North Dakota Department of Transportation Website.

Important: Check this site for computer requirements for online classes.

- Course Expectations
  - It is critical that students adhere to the assignment deadlines. Students are to follow the course calendar and to submit assignments no later than the dates they are due. However, students are allowed to work ahead of the course calendar.
  - This course includes 26 lessons, 5 objective tests, and 40 discussion posts.
- To determine which browser is compatible with WebCT, please visit the Technology Requirements Page.

## DTS 350—Advanced Driving

This course provides the future driver and traffic safety instructor with the information needed to teach the in-car lessons portion of driver and traffic safety education.

- 3 credit hours
- Pre-requisites: None
- Textbooks:
  - *Handbook for Learning to Drive*, Quensel, Warren P., Safety Enterprises, Bloomington, IL, 1998.
  - *Teacher Guide for the Handbook Learning to Drive*, Quensel, Warren P., Safety Enterprises, Bloomington, IL, 1998.
  - Contact the MSU Bookstore online and order the texts over the Internet. You will need a credit card number to order the text. This online bookstore is a secure site.
- This course provides prospective driver education teachers with the training they will need to teach students in the driver education car. The prospective teacher will learn how to develop an in-car curriculum and the methods needed to teach the skills required by a new driver. The information is applicable for all people from the novice driver to the experienced driver.
- Course Expectations
  - It is critical that students adhere to the assignment deadlines. Students are to follow the course calendar and to submit assignments no later than the dates they are due. However, students are allowed to work ahead of the course calendar.
  - This course includes 6 assignments, 4 objective tests, and 44 discussion posts.
- To determine computer system requirements and which browsers are compatible with WebCT, please visit the Technology Requirements Page.

## DTS 450—Organization and Administration of Safety Education

This course covers how to organize and schedule a driver education class. Topics include: reporting procedures as required by state offices. Prerequisite: DTS 230.

- 2 credit hours
- Pre-requisites: DTS 230
- Textbooks:
  - All readings are available online.
- This course provides prospective driver education teachers with the training needed to organize and schedule a driver education class, order supplies, obtain vehicles and establish vehicle use policies, budget, provide for special needs students, communicate with parents, and be familiar with driver education regulating agencies.
- Course Expectations
  - It is critical that students adhere to the assignment deadlines. Students are to follow the course calendar and to submit assignments no later than the dates they are due. However, students are allowed to work ahead of the course calendar.
  - This course includes 15 lessons, 14 short written assignments, and 1 objective final test.

To determine computer system requirements and which browsers are compatible with WebCT, please visit the Technology Requirements Page.

## ED 592—Special Topics in Driver Education

This course is an independent research course. The purpose of the course is to provide an opportunity to gain in-depth knowledge on a topic related to traffic safety.

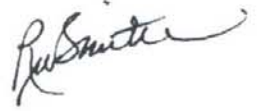
- 1 or 2 semester hours
- Pre-requisites: baccalaureate degree in secondary education
- Textbook: None
- This course provides students with the opportunity to do individual research on an important traffic safety topic. The student will do online research and write a paper on a traffic safety topic that has been approved by the instructor. Email, instruction how to do online research, and online research will enable the student to research and write the paper from his/her computer at home without ever having to enter the doors of a library.
- Course Expectations
  - It is critical that students adhere to the assignment deadlines and progress through the course adhering to those deadlines. Students are to follow the course calendar and to submit assignments no later than the dates they are due. However, students are allowed to work ahead of the course calendar.
  - If the course is taken for one credit hour, there are four lessons, the submission of an outline of the research project, and a research paper. If the course is taken for two credits it includes the above, a unit lesson plan on teaching the unit, and an objective test covering the unit.

To determine computer system requirements and which browsers are compatible with WebCT, please visit the [Technology Requirements Page](#).

APPENDIX E  
School Board Approval Form



SUMMARY SHEET



RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8h

DATE OF SCHOOL BOARD MEETING: May 28, 2012

TITLE OF AGENDA ITEM: Education Partnership Agreement:  
Panhandle Area Educational Professional Development Center  
and The Gadsden County School Board

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM:

Inservice Program for adding an endorsement in ESE – Severe and Profound Disabilities  
to a Florida Educator’s Certificate

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Dr. Pink Hightower

POSITION: Director, Human Resources and Staff Development

---

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

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

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

CHAIRMAN’S SIGNATURE: pages(s) numbered \_\_\_\_\_

This form is to be duplicated on light blue paper.

District School Board Approval

In-service Program

For Add-On Endorsement

In the Area of

**FLORIDA SEVERE OR PROFOUND DISABILITIES**

Professional Development Center  
Panhandle Area Educational Consortium  
753 West Boulevard  
Chipley, Florida 32428  
(850) 638-6131  
Toll Free 1-877-873-7232

Recommended to the \_\_\_\_\_ District School Board on \_\_\_\_\_, 20\_\_

\_\_\_\_\_  
Superintendent

Recommended to the \_\_\_\_\_ District School Board on \_\_\_\_\_, 20\_\_

\_\_\_\_\_  
Chairman of the Board

**INSERVICE PROGRAM**  
**FOR ADDING AN ENDORSEMENT IN**  
**ESE – Severe and Profound Disabilities**  
**TO A FLORIDA EDUCATOR'S CERTIFICATE**

**Prepared By The**

**Panhandle Area Educational Consortium**  
**Professional Development Center**  
**753 West Boulevard**  
**Chipley, Florida 32428**  
**Phone (850) 638-6131**  
**Toll free: 1-877-USE-PAEC (873-7232)**

**May 2013**



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**Panhandle Area Educational Consortium**  
**ADD-ON ENDORSEMENT PROGRAM**

**K-12**

**Severe and Profound Disabilities Endorsement**

**1. PROGRAM TITLE**

**Add-on Endorsement Program: Severe and Profound Disabilities Endorsement**

**2. PROGRAM RATIONALE AND PURPOSE**

State Board Rule 6A.-4.01793, effective July 1, 2002, instituted the state-wide requirement that beginning **July 1, 2011**, instructors of students in kindergarten through grade 12 with more than 50 percent of their students identified as profoundly mentally handicapped (PMH) or with a dual sensory impairment (DSI) or teach courses in the *Florida Course Code Directory* listed under the "Participatory Levels: 9-12" will need to be certified in an exceptional student education area and have an endorsement in severe or profound disabilities. This rule, 6A.-4.01793, FAC., *Specialization Requirements in Severe or Profound Disabilities Academic Class*, outlines the requirements for the endorsement in severe or profound disabilities.

In an effort to assist districts and ensure adequate numbers of highly qualified personnel in a critical shortage area, the state offers online endorsement courses through Virtual VE. However, limited numbers of opportunities to obtain the endorsement online, no local university options and a limited timeline have placed school districts in jeopardy of not having highly qualified staff for students with severe or profound disabilities. As of July 1, 2011, many personnel with years of successful experience in teaching students with severe or profound disabilities will no longer be employable as in-field educators by virtue of not having a severe or profound disabilities endorsement.

The Panhandle Area Educational Consortium (PAEC), on behalf of its member and participating school districts (Bay, Calhoun, Franklin, Gadsden, Gulf, Holmes, Jackson, Jefferson, Liberty, Madison, Taylor, Wakulla, Walton, Washington, and any other school district participating in the PAEC Master In-service Plan) expresses a need of sufficient numbers of staff qualified to provide services in district programs serving students with severe and profound disabilities. As the deadline for endorsement approaches, a significant number of teachers in each district remain in need of part or all of the coursework required for endorsement in severe and profound disabilities, due in part to the attrition of endorsed teachers and in part to lack of opportunity to participate in online offerings. The 14 small and rural member districts have very few teachers endorsed for *Severe or Profound Disabilities*. This number diminishes through attrition and relocation of teachers to other locales. Each district must still provide services to students who have severe or profound disabilities. At least one teacher in each of the 14 plus school districts has expressed an interest in endorsement in this certification area. The provision of an endorsement program for *Severe or Profound Disabilities Endorsement* by PAEC, through in-service activities, will enable teachers to take advantage of the opportunity to add additional certification areas to their teaching certificate. The member and participating districts will collaborate to add this program of study to the PAEC Master Plan for In-service Professional Development. The districts, therefore, will benefit significantly from this program as it will lead not only to additional personnel obtaining highly qualified status by earning endorsement in

*Severe or Profound Disabilities*, but will also allow additional opportunities for professional development for all personnel serving students with severe or profound disabilities. *Specific Authority 1001.02, 1012.55, 1012.56FS. Law Implemented 1001.02, 1012.54, 1012.55, 1012.56 FS. History—New 7-1-02, Revised 7-1-05.*

### 3. PROGRAM CONTENT/CURRICULUM COMPETENCIES

The competencies to be addressed in each course are stated as general and specific objectives within the components that are included in the Add-on Endorsement Program for Severe and Profound Disabilities Endorsement. Each component has been developed in accordance with the requirements for the Master Inservice Plan (MIP) and has been included in the Master Inservice Plan. To be eligible to participate, a teacher must hold a professional certificate in any exceptional student education area. Participants must demonstrate increased competency in 80% of the course objectives and complete all required activities to receive credit for the component. Successful completion of the field-based experiences will be demonstrated through completion and submission of a comprehensive portfolio assessment.

#### SPECIALIZATION STUDIES

The professional education competencies specific to Severe and Profound Disabilities are addressed in the specialized courses that the Add-on for Severe and Profound Disabilities Endorsement requires. The *Competencies for Teachers Seeking the Severe and Profound Disabilities Endorsement* can be found in Appendix A.

The in-service courses will model the instructional strategies to be used to teach students with severe or profound disabilities in the K-12 program and include a variety of teaching modes, materials, media, and technologies, appropriate to the subject area(s) of the individual teachers participating. In addition, the in-service courses will incorporate scientifically based research on teaching students with severe or profound disabilities in K-12 programs. Finally, the courses will include strategies for developing cooperative working relationships with other teachers, agencies, and parents.

#### NATIONALLY RECOGNIZED GUIDELINES

A National Standards Report regarding competencies for personnel teaching students on the Severe and Profound Disabilities Spectrum is in draft form as of the writing of this proposal, but not yet released. Thus, data on nationally recognized guidelines have been culled from various sources in Florida, California, and Virginia. Currently, a comprehensive review of literature conducted by the State of Virginia indicates six competencies upon which Severe and Profound Disabilities certification and/or endorsement processes appear to be based nationwide. These six competencies include:

1. General Severe and Profound Disabilities, which addresses basic information regarding what the diagnosis of severe or profound disabilities means;
2. Intervention Development, which addresses planning for appropriate assessment and program planning for individuals with severe or profound disabilities;
3. Communication, which focuses on one of the primary diagnostic areas of need for severe or profound disabilities;
4. Social Skill, which focuses on one of the primary diagnostic areas of need for severe or profound disabilities;
5. Positive Behavior Support, which focuses on determining messages behind behaviors, and developing positive plans to teach new skills; and



6. Sensory Motor Development, which addresses the needs of some individuals with severe or profound disabilities to have sensory motor supports.

This add-on endorsement program addresses these competencies within the courses proposed, and uses instructional strands and specific objectives developed in part by the existing Add-on Endorsement program offered by The School District of Miami-Dade County, The School District of Pasco County, and The School District of Escambia County, as well as state-approved programs in the states of Virginia and California. As research continues, appropriate modifications to coursework herein will be made to ensure students are prepared commensurate with the current body of knowledge. Any program and/or content modifications will be submitted for approval to The Florida Department of Education as required.

## INSTRUCTIONAL DESIGN AND DELIVERY

### a. INSTRUCTIONAL STRAND

Severe and Profound Disabilities Endorsement: Nature, Assessment and Diagnosis	Severe and Profound Disabilities Endorsement: Applied Behavior Analysis and Positive Behavior Supports for Students with Severe and Profound Disabilities	Severe and Profound Disabilities: Assistive Instructional Technology and Alternative/ Augmentative Communication Systems	Severe and Profound Disabilities Endorsement: Field-Based Experience with Students with Severe and Profound Disabilities
<ol style="list-style-type: none"> <li>1. Characteristics of SPD</li> <li>2. Assessment and Diagnosis</li> <li>3. Individual Learning Goals, IEP, Curricula</li> <li>4. Teaching Methodologies</li> </ol>	<ol style="list-style-type: none"> <li>1. Behavior, communication, sensory, and social issues in SPD</li> <li>2. Basic Behavioral Principles</li> <li>3. Preference and Reinforcer Assessment Methodology</li> <li>4. Evidence-Based Instructional Methodologies and Strategies</li> <li>5. Acquisition Goals, Data Collection, and Graphic Analysis</li> <li>6. Behavior Definitions and Functions of Behavior</li> <li>7. Important Issues with Functional Behavioral Assessment</li> <li>8. Determining Appropriate Interventions for Positive Behavior Intervention Plans</li> <li>10. Treatment Integrity</li> <li>11. Reduction Goals, Data Collection, and Graphic Analysis</li> </ol>	<ol style="list-style-type: none"> <li>1. Supporting Communicative and Language Competence</li> <li>2. Continuum of approaches to assessment and intervention</li> <li>3. Functional, expressive and receptive communication</li> <li>4. Augmentative and alternative communication (AAC) strategies</li> <li>5. Integrating verbal and nonverbal forms of communication</li> </ol>	<ol style="list-style-type: none"> <li>1. Curriculum and Instruction/ Individualized Educational Services and Supports</li> <li>2. Inclusion with typical peers</li> <li>3. Supporting Play/Leisure and Imagination</li> <li>4. Family Support and Partnerships</li> <li>5. School and Community Partnerships</li> <li>6. Professional Literacy and Leadership</li> </ol>

### Instructional Delivery

The coursework will include classroom and field experiences. Detailed courses of study for each course include content and methodological strategies. Because of the scope and intensity of this program, courses will be scheduled over an extended period to allow sufficient time for assimilation of information, methodology, and unique skills application or implementation. The curriculum has been designed to prepare teachers to utilize instructional strategies for teaching students with Severe and Profound Disabilities in their classrooms and to document their application as part of a comprehensive portfolio.

### TRAINING COMPONENTS

The required components for endorsement in Severe and Profound Disabilities are:

Component #	Master Plan Points	Component Title
4-102-501	60	Severe & Profound Disabilities Endorsement: Nature and Needs, Assessment and Diagnosis
5-101-515	60	Severe & Profound Disabilities Endorsement: Applied Behavior Analysis and Positive Behavior Supports for Students with Severe & Profound Disabilities
3-100-501	60	Severe & Profound Disabilities Endorsement: Assistive/Instructional Technology and Natural/Alternative/Augmentative Communication Systems
2-100-540	60	Severe & Profound Disabilities Endorsement: Field-Based Experience with Students with Severe and Profound Disabilities

The in-service training components included in the Add-on Endorsement Program for Severe and Profound Disabilities Endorsement have been developed as specified in the Master In-service Plan. The in-service training components included in the Add-on Endorsement Program for Severe and Profound Disabilities Endorsement are included in Appendix B.

### MATRIX

Matrix of Severe and Profound Disabilities Endorsement Program			
Competency Number*	Component Number	Specific Objective Number(s)	Method of Competency Demonstration
	4-102-501	1, 2, 7 and 8	Research article summary
2a	4-102-501	22, 23, 24, 27, and 28	Parent interviews with sensory checklists
2a	4-102-501	36 and 36	Inclusion plan
2a	4-102-501	31	Classroom demonstration (discrete trial)
2a	4-102-501	28	Development of a community-based instruction activity
2a	4-102-501	33 and 34	Sketch of classroom structure with explanations
2a	4-102-501	9, 21 and 40	Portfolio entry (lesson plan)
2a	4-102-501	6	Development of visual schedule
2a, 2d	4-102-501	5, 6, 14, 16, 20, 21, 22, 24, 25, 26, 27, 28, 29, 30 and 32.	Classroom demonstration (programming)
2a, 2d	4-102-501	3, 4, 10, 11, 12, 13, 14, 15, 116, 17, 18, 19, 20, 37, 38, 39	Component Test



	5-101-515	6, 7, and 8	Completed preference and reinforcer assessments
2c	5-101-515	9, 10, 11 and 18	Self-report of classroom implementation of reinforcement strategies
2c	5-101-515	9, 10, 14 and 18	Self-report of classroom implementation of naturalistic instructional strategies
2c	5-101-515	9, 10, 11, 12, 13, 14, 15, 16, 17 and 18	Self-report of classroom implementation of response-prompted instructional strategies
2c	5-101-515	21 and 22	Classroom demonstration (social skills)
2c	5-101-515	23, 26 and 27	Classroom demonstration (data collection)
2c	5-101-515	24 and 25	Case Studies
2c	5-101-515	28, 31, 32, 35, 36, 37, 38, 63	Classroom demonstration (behavior definition, target behavior data collection)
2c	5-101-515	39, 52, 53, 54, 55, 56, 57, 58, 59, 62	Component test
2c	5-101-515	64 and 65	Graphing data
	3-100-501	3	Completed communication needs assessment
2b	3-100-501	2 and 4	Classroom demonstration (programming devices)
2b	3-100-501	4 and 10	Research and critique two articles on Augmentative devices
2b	3-100-501	31	Research and critique one article on the use of sign language
2b	3-100-501	4, 5, 6, 29	Integrate communication systems (lesson plan)
2b	3-100-501	6, 8 and 38	Classroom demonstration (identify types and functions of communication)
2b	3-100-501	11, 12, 22, 24, 25, 33	Create individual student schedules (initiating communication and 3-part exchange with peers)
2b	3-100-501	24, 25, and 33	Summary of completed reinforcement assessment for non-verbal student on the Severe and Profound Disabilities spectrum
2b	3-100-501	3 and 12	Summary paper
2b	3-100-501	5	Summary paper
2b	3-100-501	36	Summary paper or lesson plan
2b	3-100-501	6, 7, 16 and 28	Develop and present lesson plan for AT/Aug Communication integration across all content areas/subjects
2b	3-100-501	1, 9, 13, 14, 15, 17, 18, 19, 20, 21, 23, 26, 27, 30, 31, 32, 34, 35, 37, 38, 39, 40	Component test
	2-100-540	1-18	Complete observations and submit summary forms in each of the following: pre-k, elementary, middle, senior high, inclusion (at level as agreed upon between instructor and participant)
2e	2-100-540	1-18	Submit completed IEP demonstrating participation and appropriate consideration of and planning for the needs of a student on the

			Severe and Profound Disabilities Spectrum.
2e	2-100-540	17	Submit a completed Functional Behavioral Assessment and intervention plan for a student on the Severe and Profound Disabilities Spectrum
2e	2-100-540	2-14 and 16	Submit an administrator's observation of instruction of a student on the Severe and Profound Disabilities Spectrum

*\*See Appendix A for competencies*

### **COURSE INSTRUCTORS**

Course instructors must possess a master's degree or higher, and have a minimum of three years qualified experience in working with students on the Autism Spectrum. Each course instructor must be certified and experienced in the area(s) of content to be taught. Instructors within the school districts served by this endorsement may be used, in addition to contracted instructors from local institutions of higher education (community colleges, colleges or universities) or the private sector. As these courses will be provided regionally, the Professional Development and ESE Directors in the PAEC member school districts will work collaboratively with the PAEC Professional Development Director to make instructor assignments.

### **COMPLETION REQUIREMENTS**

#### **A. PROGRAM COMPLETION**

Methods for determining a participant has obtained all the competencies required for the specialization area are addressed within the coursework requirements and reflected in the Matrix. The successful completion of each required course will document that the participant has attained the competencies and skills addressed in and specific to the course.

Proof of successful course completion and the awarding of in-service points will be maintained by the district and the PAEC Professional Development Office. At the conclusion of each course, each participant successfully mastering the competencies therein will be awarded in-service credit per the Master In-service Plan. Upon successful completion of all four required courses, the PAEC Professional Development Office will provide the participant with a Certificate of Completion noting that the participant has successfully completed the Add-on Endorsement Program: Severe or Profound Disabilities Endorsement. The PAEC Professional Development Office will provide the district with all necessary forms for use in processing the teacher application for adding the endorsement to a teaching certificate. The District Teacher Certification Office will then assist the participant in filing the necessary paperwork and collecting fees associated with petitioning The Florida Department of Education to add the Severe or Profound Disabilities endorsement to the educator's teaching certificate.

#### **B. COMPETENCY DEMONSTRATION**

Requirements for the program stipulate that evidence of competency mastery in each required course must be maintained by the participant as part of the participant's portfolio. A copy of each participant's portfolio will be submitted to the district Professional Development office. Successful completion of each course, coupled with the submission of the portfolio and the feedback responses on the PAEC ePDC, will be deemed adequate demonstration of competence.

#### **C. COMPETENCY VERIFICATION**

College and/or university coursework may be substituted for portions of the Severe and Profound Disabilities endorsement add-on requirement. Consideration will be given to



students who have successful completion with a grade of B or better of a college/university course with verification from the district instructor that there is reasonable equivalence between the college/university courses and the district add-on courses. Decisions will be made at the local level, in collaboration with the district Teacher Certification Office and the Professional Development Office. Competency Verification Forms should be completed and forwarded to the PAEC Professional Development Director.

## **PROGRAM EVALUATION**

### **A. EVALUATION PLAN**

The overall effectiveness of the Add-on Endorsement Program for Severe and Profound Disabilities Endorsement will be determined by participant assessment, training component assessment, and program assessment techniques using the strategies described below.

1. Individual participants will be evaluated based on competency acquisition as verified by the instructor in accordance with approved competency demonstration methods and criteria. (In accordance with district in-service requirements, any participant who wishes to receive in-service points must demonstrate competency on at least 80% of the specific objectives using pre- and post-tests or other valid measures.)
2. Each training component will be evaluated by utilizing PAEC and district staff development program procedures.
3. The program will be assessed by participants; instructors; staff development personnel; and district exceptional student education administrative and supervisory staff to determine: program effectiveness, program efficiency in terms of management, operation, delivery and cost effectiveness.

Formal program evaluation will provide the following data:

### **B. DESCRIPTIVE DATA**

1. Number of teachers who are out-of-field in Severe and Profound Disabilities.
2. Number and percentage of the above that have enrolled in the add-on program.
3. Number of enrollees dropped for nonperformance.
4. Number and percentage of program completers.
5. Number and percentage of program completers teaching in the district.

### **C. CLIENT SATISFACTION DATA**

Attitudes of participants will be surveyed to determine the extent to which:

1. The program is meeting candidate needs.
2. The quality of instruction is consistent with professional development standards.
3. The curriculum is pertinent to their classroom and professional development needs.
4. The pace, quantity, and quality of assignments are compatible with their primary teaching responsibilities.

### **D. SUPERVISORY EVALUATION DATA**

Principals, administrators and supervisors may be asked to perform site-based evaluations to determine the extent to which:

1. School and program needs are being met through the training provided by the add-on endorsement program.
2. Skills acquired in add-on training are practiced in the candidate's classroom and shared with others.
3. Evidence exists of tangible benefit to students accruing from add-on training.

## **E. LOGISTICAL SUPPORT**

Annual program costs will be calculated from records of training, material purchases, copying, consultant fees, district or project expenditures, and salary portions of key personnel in program operations. Additional evaluation procedures may be developed and implemented as needed by the district. Any program revisions resulting from these evaluation procedures will be reported to the Florida Department of Education, Division of Human Resource Development, Bureau of Teacher Education, Recruitment and Retention.

Participants, instructors, and district staff will evaluate the program in the following areas:

1. Scope and sequence of courses;
2. Instructional materials;
3. Relevance to effective teaching and learning; and
4. Adequacy of preparation for teaching assignment/study.

In addition, in order to assess overall effectiveness of the program, participants completing the program will be asked to complete an online exit survey which will provide feedback regarding the management and operation of program activities.

## **F. AN ANNUAL REVIEW**

An annual review of the efficacy of the program will be conducted by the PAEC Professional Development Director in conjunction with ESE administration in each school district via continuous programmatic review of data collection previously noted in Program Evaluation, (A) Evaluation Plan. The carry-over effects of the training will be measured by direct observation, status of highly qualified personnel and the provision of quality educational services. The data obtained in this continuous review cycle will be used to revise the program as necessary as well as inform the next areas of professional development offered outside of the endorsement program.

## **MANAGEMENT**

The PAEC Professional Development Director/designee will be responsible for managing the program, to include disseminating information about the Add-on Endorsement Program, maintaining participant and program files, certifying the completion of program requirements and processing applications, coordinating program activities, collecting evaluation data, and providing information regarding the Add-on Endorsement Program for Severe and Profound Disabilities Endorsement when required by the school district and/or Florida Department of Education staff. Participant files will include a copy of the Plan of Study, schedule of courses and timeline with a projected date for completion. Program files will include the schedule of courses offered, information regarding the instructor and participants, and evaluation data.

### **A. ADMISSION**

To be eligible for the Add-on Endorsement Program for Severe and Profound Disabilities Endorsement, a teacher must meet the following criteria:

1. Full-time instructional employee of the school district.
2. Hold a valid Florida Educator's Certificate (Temporary or Professional) in any area of exceptional student education;
3. Must have satisfactory performance evaluations; and
4. Meet any additional criteria established by the Superintendent, School Board or Florida Department of Education.

Eligible teachers desiring to participate in the program are required to contact the district Professional Development Director/designee to request a formal Plan of Study application. This Plan of Study form delineates the required course work for the endorsement in Severe and Profound Disabilities. Each participant must meet with the Professional Development



Director/designee to submit the completed Plan of Study form as part of the advisement procedure. A copy will be kept on file and the original will be returned to the applicant confirming acceptance into the Add-on Endorsement Program for Severe and Profound Disabilities Endorsement.

**B. ADVISEMENT**

1. Component information for each course is provided on the PAEC website
2. The District Director of Professional Development will sign an application form for each individual identifying the need for the participant

**C. ATTENDANCE**

Attendance is mandatory; all courses have a specified number of hours and a participant must attend the required number of hours. Absences or excessive tardiness will jeopardize a participant's ability to successfully complete a course. Excused absence class work missed due to serious illness or extreme emergency must be satisfied through a schedule approved by the instructor. Participants receive one in-service point for each clock hour of component participation, up to 60 hours per component.

**D. TRANSFER OF CREDIT**

Equivalent or higher content level college credit obtained from a regionally accredited institution of higher education with an approved autism endorsement program may be used to satisfy component requirements. College course(s) are converted to in-service points with each semester credit hour equivalent to twenty (20) in-service points. An official college transcript must be requested by the participant and forwarded to the PAEC Professional Development Director's Office.

In-service credit earned while employed in another district may be applied to the Add-On Certification provided:

In recognition of the fact that teachers may desire to take courses from multiple providers while working to earn the Florida Severe and Profound Disabilities Endorsement, credit for completed coursework will be accepted by PAEC and the participant's professional development director under the following conditions:

1. Participant obtains approval to register for the course, PRIOR to enrolling, from the PAEC Program Consultant and/or the participant's district professional development director
2. The course is taught by an instructor who meets the Instructor Qualifications as listed above
3. The course provider provides authentic transcript of completed coursework with authorized signature affixed
4. The provider is able to provide a course description and completion requirements, upon request.

Participants must request an official In-service Transfer Record be sent from the previous employer to the district's Professional Development Director. A copy should be shared with the PAEC Professional Development Director.

**E. PROGRAM COMPLETION/CERTIFICATION PROCEDURE**

Successful completion of **at least** 300 in-service points consistent with the program requirements section of this document and other prerequisites, as indicated by district in-service records, shall constitute program completion. A designated PAEC representative

will verify course completion by signing the Verification of Completion form and returning it to the District office. The participant's district office will submit completed documentation to the Florida Department of Education.

For participants that choose to take online courses for in-service credit, verification of completion will be recorded in an electronic systems database for reporting purposes.

**SCHOOL BOARD APPROVAL**

The School Board approval form is found in Appendix C.

**APPENDIX A**  
**Competencies for Teachers Seeking the Severe and Profound Disabilities Spectrum  
Disorder Endorsement**

These competencies were developed in 2003 to correspond to 6A-4.01796 Specialization  
Requirements for Endorsement in Severe and Profound Disabilities – Academic Class

- (1) **A bachelor's or higher degree with certification in any exceptional student education area; and**
- (2) **Twelve (12) semester hours to include credit in each of the following areas:**
  - (a) **Nature of Severe and Profound Disabilities and intervention strategies for educating students who are autistic to include student characteristics, appropriate learning goals, teaching approaches, environmental arrangements; and**
    1. Demonstrate knowledge of the major characteristics of Severe and Profound Disabilities and the range of functioning level across all domains.
    2. Demonstrate understanding of the historical perspective of etiological theories and treatment approaches of individuals with Severe and Profound Disabilities.
    3. Explain the implications for the impact of Severe and Profound Disabilities on the family and interaction of the student with Severe and Profound Disabilities and the family.
    4. Describe formal and informal strategies for assessment of the following domains: speech-language communication; social-emotional, psychomotor, and cognitive areas of development.
    5. Describe the decision-making process for determining a communication and/or language system(s).
    6. Describe strategies for conducting a functional assessment of adaptive and problem behaviors, including specific relationships between environmental events and the student's behavior.
    7. Demonstrate ability to design behavior programs that include ecological, antecedent, and curricular components based on functional assessment.
    8. Describe strategies to promote social interactions and learning in more inclusive environments, including regular education and community.
    9. Design strategies for arranging the environment to promote:
      - opportunities to enhance communicative initiations and interactions;
      - opportunities for appropriate play and leisure activities
      - self-regulation and self-control;
      - direct instruction; and
      - establishment of increasing independence in all areas of functioning.
    10. Demonstrate knowledge of current research trends, medical and educational issues, and programs in the field of Severe and Profound Disabilities.
    11. Describe the development of appropriate educational objectives across the range of functioning levels and across the age span (from preschool through adult services).
  - (b) **Use of assistive and instructional technology and natural, alternative and augmentative communication systems for students with Severe and Profound Disabilities;**
    1. Demonstrate understanding of communication characteristics and deficits of students with Severe and Profound Disabilities.
      - Limited communication;
      - Limited joint attention;



- Communicative functions; and
  - Unconventional forms of communication.
2. Design strategies for alternative methods of communication.
    - Picture systems such as picture exchange communication system (PECS) and communication boards;
    - Symbol representation hierarchy; and
    - Literacy related supports.
  3. Demonstrate understanding of different interventions for communication.
    - Traditional, to include verbal behavior and discrete trial training;
    - Naturalistic, to include incidental learning and pivotal response;
    - Social interventions, such as social stories and comic strip conversations; and
    - Engineering the environment.

**(c) Behavior management and positive behavior supports for students with Severe and Profound Disabilities;**

1. Demonstrate understanding of person centered planning.
2. Design strategies for developing comprehensive behavioral intervention plans.
  - Prevention of behaviors;
  - Replacement behaviors;
  - Changing responses; and
  - Lifestyle interventions based on data from functional behavior assessment.
3. Demonstrate understanding of core deficits (communication and social) to behavior.
  - Social stories;
  - Functional communication;
  - Common misconceptions of behavior; and
  - Social skills training.
4. Demonstrate understanding of applied behavior analysis principles.
  - Reinforcement;
  - Prompting
  - Shaping
  - Fading and
  - Task analysis.

**(d) Assessment and diagnosis of Severe and Profound Disabilities; and**

1. Demonstrate understanding of the instruments used and process utilized for a comprehensive evaluation.
  - Characteristics for determining eligibility;
  - Severe and Profound Disabilities-specific instruments; and
  - Recommendations for educational programming/IEP development.
2. Describe strategies for conducting ongoing classroom based assessments as well as data-based decision making and program development.
  - Portfolio assessment;
  - Curriculum-based measurement (CBM) and assessment (CBA);
  - Data interpretation; and
  - Using assessment to determine present levels of performance.

**(e) Field-based experience with students with Severe and Profound Disabilities**



## APPENDIX B

**COMPONENT TITLE: Severe and Profound Disabilities Endorsement: Nature and Needs, Assessment and Diagnosis**

**IDENTIFIER NUMBER: 4-102-501**

**NUMBER OF INSERVICE POINTS: 60**

### **GENERAL OBJECTIVE**

This component is designed to enable the participant to identify characteristics associated with Severe and Profound Disabilities, to understand current trends and methodologies used in the instruction of those students, and to become familiar with current formal and informal assessments used in diagnosis and instructional planning.

### **SPECIFIC OBJECTIVES:**

Upon completion of this component, participants will be able to:

1. Describe the current understanding of the etiology and prevalence of Severe and Profound Disabilities.
2. Compare and contrast the differences within Pervasive Developmental Disorders, i.e., Severe and Profound Disabilities, Pervasive Developmental Disorder-Not Otherwise Specified (PDD-NOS), Asperger Disorder, Retts Disorder, and Childhood Disintegrative Disorder (CDD).
3. Identify common characteristics within the spectrum with specific reference to communication, sensory responses and needs, stereotypical behaviors, socialization and social skill development.
4. Identify diagnostic criteria for Severe and Profound Disabilities per the most recent version of the Diagnostic and Statistical Manual.
5. Identify eligibility criteria for Severe and Profound Disabilities as defined by the most recent version of the Diagnostic and Statistical Manual, and definition/description of The Florida Department of Education.
6. Compare and contrast the state's eligibility criteria for Severe and Profound Disabilities per the most recent version of the Diagnostic and Statistical Manual.
7. Understand the history of the disorder in terms of its identification and intervention.
8. Describe potential courses of development and outcomes in individuals with Severe and Profound Disabilities Spectrum Disorder from infancy to adulthood (joint attention, imitation, failure to use gestures, failure to use symbols).
9. Describe the needs of students with Severe or Profound Disabilities based on characteristics of the disorder and ways to incorporate this knowledge into a comprehensive and adaptive program.
10. Describe the range of possible behaviors across the lifespan.
11. Assess and identify the learning styles and uneven profiles observed in individuals with SPD.
12. Identify intervention/support strategies based on individual strengths and needs as they relate to learning.
13. List behaviors that could indicate the presence of a mental health or disability disorder.
14. Understand the challenges that IEP team members have to address when determining an appropriate placement and services needed for students with Severe and Profound Disabilities and emotional co-morbidity.
15. Differentiate between standardized and non-standardized assessments.

16. Identify current evaluation instruments used in the diagnosis of Severe and Profound Disabilities, for example, DASH-II, ADD, Reiss Screen.
17. Analyze the pros and cons of 3 evaluation instruments used in the diagnosis of Severe and Profound Disabilities.
18. List and describe several assessment instruments currently used by district school psychologists in determining an intelligence quotient (IQ) for students.
19. Understand the pros and cons of utilizing IQs as a measurement of an SPD student's potential.
20. Describe the use of formal and informal tests utilized by psychologists and teachers to determine academic levels of functioning and inform instructional planning.
21. Demonstrate how to assess a student's strengths and weaknesses using formal and informal assessment data, and develop an individualized program using evidence-based methodologies and promising practices.
22. Describe the importance of parental input in the diagnosis of Severe and Profound Disabilities.
23. Describe the importance that sensory issues play in maladaptive behaviors exhibited by many students with Severe and Profound Disabilities and how to accommodate for sensory issues in the school environment.
24. Demonstrate knowledge of the impact of common medical issues for persons with Severe and Profound Disabilities, such as seizure disorders, chronic otitis media, chronic constipation or diarrhea, eating and sleep issues, use of psychotropic medications, etc.
25. Participate with the transdisciplinary team to develop goals and objectives that are appropriate, observable, measurable and functional.
26. Demonstrate consideration and planning for student needs regarding communication, social skills, and sensory-motor concerns.
27. Collaborate with family and other professionals on accommodations and modifications needed to access home, educational, work and community environments.
28. Consider and plan for transitional needs of students (i.e., prekindergarten to elementary, elementary to middle, middle to high, high to postsecondary activities, such as employment, adult living, recreation, community living, and post-secondary education).
29. Identify the criteria utilized by the IEP team to determine appropriate state assessment participation.
30. Identify social and behavioral supports needed for successful inclusion in general education settings for Severe or Profound Disabilities students.
31. Implement evidence-based and promising practices strategies, such as incidental teaching, discrete trial, group instruction, task analysis, use of prompts and prompt fading, shaping, effective use of reinforcement in teaching skills, shadowing, modeling and scaffolding.
32. Use data and ongoing assessments to modify program content, presentation and interventions.
33. List reasons for structuring the classroom environment for students with Severe or Profound Disabilities.
34. Describe how to physically structure a self-contained autistic classroom.
35. Describe several types of environmental structures and visual systems used in classrooms of students with Severe or Profound Disabilities and how these structures and systems are used to meet individual student's needs.
36. Describe various physical and visual strategies that can be used to accommodate a student with SPD in a general education classroom, i.e., environmental structuring, schedules, social situation stories and scripts, to communicate social information and expectations.
37. Categorize the different types of visual schedules used to promote independence based on a student's educational and cognitive abilities.



38. Identify and distinguish between a variety of curricula and methodologies used to provide instruction for students with Severe or Profound Disabilities.
39. Demonstrate an understanding of how to use the Sunshine State Standards in developing appropriate curricula for students on the Severe and Profound Disabilities spectrum.

### **ACTIVITIES**

1. Attend the instructor's lecture and demonstration on:
  - a. Characteristics of SPD (Specific Objectives 1,2, 3, and 7)
  - b. Assessment and Diagnosis (Specific Objectives 4, 5, 6, 12, 13, 15, 16, 17, 18, 19, 20, 21, 24)
  - c. Individual Learning Goals/IEP/Curricula (Specific Objectives 8, 9, 10, 11, 12, 14, 22, 25, 26, 27, 28, 29, 30)
  - d. Teaching Methodologies (Specific Objectives 23, 31, 32, 33, 34, 35, 36, 37, 38).
2. Review eligibility criteria for Severe and Profound Disabilities from the handouts taken from the Programs and Procedures Manual for the district. (Specific Objectives 5 and 6)
3. Discuss the difference between formal and informal assessments; specify several assessments used in planning instruction for SPD students. (Specific Objectives 15, 16, 17, 18, 19, 20, 21)
4. Given 2 psychological reports for different students with SPD, the participants will compare and contrast the different assessments utilized in determining eligibility. (Specific Objectives 5, 6, 16, 20, 21)
5. Determine if the 2 students whose psychological reports were reviewed in class should participate in state and district assessment. (Specific Objective 29)
6. Develop 3 different types of visual schedules. (Specific Objectives 35, 36, 37)
7. Given a case study, each table of participants will develop different priority educational needs, goals, benchmarks, and accommodations for an SPD student included in a general education classroom. (Specific Objectives 25, 26, 27, 28, 30, 32)
8. Identify the role that the IEP team plays in determining appropriate program placement for students with SPD and other related disabilities. (Specific Objectives 14, 22, 24, 25, 26, 27, 30).
9. Review the Sunshine State Standards and the Sunshine State Standards for Special Diploma and identify specific benchmarks in the development of a weekly lesson plan. (Specific Objective 39)
10. Make a sketch of how a self-contained classroom should be physically structured and explain the reasons why. (Specific Objectives 33 and 34)
11. Develop a community-based instruction activity for students with Severe and Profound Disabilities. (Specific Objective 28)
12. Given a demonstration in class, discrete trial data will be recorded. (Specific Objective 31).

### **STRUCTURED INTERACTION ACTIVITY**

1. Research and summarize 2 articles written about Pervasive Developmental Disorders. (Specific Objectives 1, 2, 7 and 8) 3 hours
2. Interview two parents and complete a sensory checklist for each child, identifying sensitivity to auditory, visual and tactile stimulus. (Specific Objectives 23, 24, 27 and 28) 3 hours
3. Develop at home and share with the class a plan for accommodating a student with Severe and Profound Disabilities in the general education environment, to include an independent work system for a sorting or matching activity and another one for an academic task to be instructed in an inclusive environment. (Specific Objectives 35 and 36) 4 hours

### **FOLLOW-UP**

**Participants who will use in-service credit earned in this component to add the Severe and Profound Disabilities endorsement to a certificate will be evaluated using the following assessment procedures:**

1. Complete pretest and posttest on the following: a) elements of assessment and diagnosis in determining Severe and Profound Disabilities; b) the characteristics of students on the Severe and Profound Disabilities spectrum, including similarities and differences among students on the spectrum; c) compare and contrast typical development with that of students on the Severe and Profound Disabilities spectrum; d) uses of formal and informal assessments in developing appropriate educational services for students on the Severe and Profound Disabilities spectrum; e) development of appropriate IEP goals and objectives; and f) discussion of various curricular approaches currently used with students on the Severe and Profound Disabilities spectrum. Participants will pass the posttest with 80% accuracy and will also demonstrate increased competency on 80% of the competencies of the component.
2. Maintain a reflective journal and share with classmates the changes they have made in their classrooms as a result of the information acquired in this training component.
3. Complete an Severe and Profound Disabilities Program Compliance Checklist and share the results with their administrator.
4. Complete any other assessment procedure required by the instructor(s).
5. Demonstrate the acquisition of all required competencies of each approved program component of the add-on program.

**Participants who will not use in-service credit earned though participation in this component to add the Severe and Profound Disabilities endorsement to a certificate will:**

1. Demonstrate increased competency of 80% of the specific objectives of the component as determined by pretest and posttest or other valid measures.
2. Complete all individual and group activities at a level of quality established by the instructor; and
3. Complete all written assignments at a level that demonstrates the ability to integrate the material learned with experience and clearly relate that information to others.

Component evaluation will consist of instructor and participant assessment of how well component activities help participants to master competencies and objectives.



**COMPONENT TITLE: Severe and Profound Disabilities Endorsement: Applied Behavior Analysis and Positive Behavior Supports for Students with Severe or Profound Disabilities**

**IDENTIFIER NUMBER: 5-101-515**

**NUMBER OF INSERVICE POINTS: 60**

**GENERAL OBJECTIVE**

This course provides participants with an understanding of how applied behavior analysis principles pertain to individuals with Severe or Profound Disabilities, including implementation associated with teaching various skills and supporting behavior in educational settings. The functional assessment of problem behavior as well as proactive and preventative methods for addressing problem behavior will be addressed. In addition, evidence-based instructional strategies to develop communication, social, self-help, and academic skills will be emphasized and linked to behavioral needs. Role playing and other hands-on activities will be embedded in course instruction.

**SPECIFIC OBJECTIVES**

1. Identify social and behavioral issues associated with Severe and Profound Disabilities spectrum disorder and how those behaviors impact the functioning and quality of life of these individuals.
2. Demonstrate an understanding of the link between behavior and communication.
3. List and describe possible sensory issues for a student with Severe or Profound Disabilities.
4. Define applied behavior analysis.
5. Understand basic behavioral principles, including basic operant reinforcement, differential reinforcement, extinction, punishment, discrimination training, generalization, etc.
6. Describe multiple preference assessment methodologies.
7. Evaluate the reinforcing value of preferred items.
8. Describe the value of having a parent identify potential reinforcers.
9. Identify and distinguish between various evidence-based instructional methodologies for teaching children with Severe and Profound Disabilities (e.g., reinforcement, naturalistic, response-prompted).
10. Understand and use reinforcement, shaping, behavioral momentum, chaining, modeling, prompting, fading, imitation, discrimination training, and presentation/instructions to promote adaptive behaviors and skills.
11. Compare/contrast shaping and chaining.
12. Explain multiple prompting techniques and the transfer of stimulus control.
13. Identify the principles and components of discrete trial training.
14. Compare and contrast natural environment training, discrete trial training, and incidental teaching.
15. Demonstrate the ability to teach a skill using errorless learning.
16. Describe precision teaching/fluency-based instruction
17. Understand the basics of verbal behavior.
18. Explain various teaching strategies and procedures for teaching language and other skills to children with Severe and Profound Disabilities.
19. Identify common reasons for ineffective behavioral instruction.
20. Identify methods to generalize and maintain acquired behaviors.
21. Identify various methods of teaching social skills to students with SPD.
22. Design an appropriate plan to address social skills deficits.
23. Identify methods to measure and record acquisition of behavior.
24. Select acquisition goals and develop curriculum and instruction based on assessment results.
25. Demonstrate the ability to write skill acquisition plans that address goals and objectives.
26. Demonstrate the ability to collect data on skill acquisition programs.

27. Explain how data collection and the graphic display of data are used to make programming decisions.
28. Identify, define, and prioritize target behaviors.
29. Identify the different functions of behavior.
30. Describe behavioral assessment procedures, including functional analysis, and how they are used to determine the function of behavior.
31. Demonstrate the ability to use and collect data using a variety of assessment tools utilized in a Functional Behavior Assessment (FBA).
32. Explain the Antecedent-Behavior-Consequence (ABC) model of understanding and managing behavior.
33. Compare/contrast various assessment questionnaires.
34. Explain important elements from a structured interview.
35. Describe the essentials of a behavioral observation.
36. Determine the type of data collection necessary based on the type of behavior being observed.
37. Understand the importance of data collection throughout all phases of intervention (e.g., baseline, treatment, generalization, maintenance).
38. Explain how data collected during observation may or may not support the hypothesis established from a structured interview.
39. Develop a hypothesis of the function of behavior, considering setting events, antecedents/triggers, and consequence events.
40. Evaluate the competing behavior model theory.
41. Summarize how social and sensory stressors might be missed in a behavioral observation.
42. Explain and cite examples showing how the removal of stressors can be reinforcing to a child with SPD.
43. Recognize how a behavior can be inappropriate due to the setting or context.
44. Explain how a behavioral excess or deficit can be the reason for an inappropriate behavior.
45. Explain and cite examples showing how a chain of behaviors over time can distort the function of the behaviors.
46. Explain how the need for sameness (predictability) can contribute to inappropriate behaviors.
47. Describe possible reasons for self-stimulatory, repetitive behaviors.
48. Differentiate between observable behaviors that are maintained by environmental variables from those that are maintained by variables that cannot be observed.
49. Explain how the lack of alternative behaviors can help maintain problem behaviors in students with Severe and Profound Disabilities.
50. Differentiate between the Consultative Model and the Collaborative Model of support for a behavioral intervention plan.
51. Describe a plan to work with a collaborative team to develop and implement a behavior intervention plan.
52. Develop a Positive Behavior Intervention Plan (PBIP) that takes into consideration function and the context of the problem behavior.
53. Demonstrate an understanding of Positive Behavior Support
54. Formulate interventions based on the functions of a behavior rather than the overt behavior.
55. Describe how traditional discipline procedures can inadvertently reinforce a student's inappropriate behavior.
56. Identify categories of interventions and how these interventions interrelate with each other.
57. Identify proactive and preventative methods for addressing problem behaviors.
58. Describe visual strategies that may prevent inappropriate behavior.
59. Explain the importance of choosing ethical interventions (e.g., least restrictive and non-aversive interventions).
60. Identify situations or events that can affect the implementation of a PBIP.
61. Define, use, and understand the importance of treatment integrity.
62. Write individualized behavior reduction goals and objectives based on assessment data.



63. Explain how data collection is used to monitor the progress of the PBIP.
64. Understand the importance of graphic displays of data in behavior analysis.
65. Identify different types of graphs that are used in behavior analysis.
66. Summarize and explain the need for conducting a FBA and implementing a PBIP in providing a free appropriate public education (FAPE) for a child with maladaptive behaviors.

## ACTIVITIES

1. Attend the instructor's lecture and demonstration on:
  - a. Behavior, communication, sensory, and social issues in SPD (Specific Objectives 1, 2, and 3)
  - b. Basic Behavioral principles (Specific Objectives 4 and 5)
  - c. Preference and Reinforcer Assessment Methodology (Specific Objectives 6, 7, and 8)
  - d. Evidence-Based Instructional Methodologies and Strategies (Specific Objectives 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, and 20)
  - e. Teaching Social Skills (Specific Objectives 21 and 22)
  - f. Acquisition Goals, Data Collection, and Graphic Analysis (Specific Objectives 23, 24, 25, 26, and 27)
  - g. Behavior Definitions and Functions of Behavior (Specific Objectives 28 and 29)
  - h. Functional Behavior Assessment and Data Collection (Specific Objectives 30, 31, 32, 33, 34, 35, 36, 37, 38, and 39)
  - i. Important Issues with Functional Behavior Assessment (Specific Objectives 40, 41, 42, 43, 44, 45, 46, 47, 48, and 49)
  - j. Determining Appropriate Interventions for Positive Behavior Intervention Plans (Specific Objectives 50, 51, 52, 53, 54, 55, 56, 57, 58, and 59)
  - k. Treatment Integrity (Specific Objectives 60 and 61)
  - l. Reduction Goals, Data Collection, and Graphic Analysis (Specific Objectives 62, 63, 64, and 65)
2. Complete a preference assessment and reinforcer assessment for a student with SPD. (Specific Objectives 6, 7, and 8).
3. Analyze assessment data from several case studies and determine evidence-based instructional strategies that are most appropriate for the student's needs. (Specific Objectives 9 – 22)
4. Implement a variety of reinforcement instructional strategies (e.g., differential reinforcement, shaping, behavioral momentum, etc.) (Specific Objectives 9, 10, 11, and 18).
5. Implement a variety of naturalistic instructional strategies (e.g., modeling, incidental teaching, natural environment training, naturalistic time delays, "mand" modeling, expansions, etc.) (Specific Objectives 9, 10, 14, and 18).
6. Implement a variety of response-prompted instructional strategies (e.g., least to most prompting, chaining, fading, discrimination training, discrete trial training, errorless learning, etc.) (Specific Objectives 9 – 18).
7. Plan and organize how to train specific social skills based on scenarios provided by the instructor. (Specific Objectives 21 and 22)
8. Given a demonstration in class, collect data on the student's response to a variety of instructional strategies. (Specific Objectives 23, 26, and 27)
9. Given several case studies, write appropriate acquisition goals, benchmarks, and curriculum based on assessment results. (Specific Objectives 24 and 25)
10. When observing a demonstration in class, develop a behavior definition and determine the appropriate method of data collection on a target behavior for reduction. (Specific Objectives 28, 31, 36, 37, and 38)

11. Collect data on a target behavior using several functional assessment tools (e.g., A-B-C, scatter plot, etc.) in a simulated setting and/or classroom observation. (Specific Objectives 31, 32, 35, 36, and 38)
12. Given multiple case studies, develop a hypothesis for the function of behavior, considering setting events, antecedents/triggers, and consequence events. (Specific Objective 39)
13. Analyze data from several case studies and develop appropriate interventions for each. (Specific Objectives 52-59)
14. Given assessment data on several case studies, write appropriate reduction goals and benchmarks. (Specific Objective 62)
15. Given a demonstration in class, collect data on the student's behavior using various measurement tools (e.g., frequency, duration, latency, interval, time-sampling). (Specific Objectives 36, 37, and 63).
16. Given several sets of data, the student will appropriately graph the data and explain why he/she chose that type of graphic display. (Specific Objectives 64 and 65)

### **STRUCTURED INTERACTION ACTIVITY**

1. Conduct a preference assessment and reinforcer assessment with one of their students with SPD and write a summary of the results. (Specific Objectives 6 and 7).
2. Develop with a parent a reinforcement menu for one of their students with SPD and describe its value. (Specific Objective 8)
3. Develop and share with the class a skill acquisition plan for one of their students with SPD based on their needs, using one or more of the instructional strategies discussed in class. Include the appropriate data collection sheets as well as the acquisition goals. (Specific Objectives 9-27)
4. Read and critique several articles discussing the utility of functional assessment questionnaires. (Specific Objective 33)
5. Conduct a structured interview and questionnaire with one parent and at least one professional. (Specific Objectives 30, 33, and 34)
6. Observe a student with inappropriate behavior and collect functional assessment data. Write a summary of the results, including a hypothesis for the function of the target behavior. (Specific Objectives 30-39)
7. Collect data and graph a targeted behavior using an instructor-approved method. (Specific Objectives 31 and 36)

### **FOLLOW-UP**

1. Participants will submit skill acquisition plans, IEP goals and benchmarks, data collection sheets, and graphs for a student in the participant's class who has behavioral deficits (social, academic, communicative, self-help, etc.) that need to be acquired through the use of evidence-based instructional strategies.
2. Participants will submit a functional assessment of behavior (FBA), a positive behavior intervention plan (PBIP), IEP goals and benchmarks, data collection sheets, and graphs for a student in the participant's class who has inappropriate behaviors that need to be modified through the use of positive behavior supports.

### **EVALUATION**

**Participants who will use in-service credit earned in this component to add the Severe and Profound Disabilities endorsement to a certificate will be evaluated using the following assessment procedures:**

1. Complete pretest and posttest on the following: a) function of behavior; b) behavioral assessments and collection of data; c) development of FBA and PBIP; d) implementation of



- PBIP and IEP goals and benchmarks; e) behavior management in the classroom; f) reinforcers and stressors in SPD; g) sensory issues in SPD; h) characteristics and learning styles of SPD; i) positive behavioral supports and proactive interventions; j) procedures for manifestation determination. Participants will pass the posttest with 80% accuracy and will also demonstrate increased competency on 80% of the competencies of the component.
2. Maintain a reflective journal and share with classmates the changes they have made in their classrooms as a result of the information acquired in this training component.
  3. Complete any other assessment procedure required by the instructor(s).
  4. Demonstrate the acquisition of all required competencies of each approved program component of the add-on program.

**Participants who will not use in-service credit earned through participation in this component to add the Severe and Profound Disabilities endorsement to a certificate will:**

1. Demonstrate increased competency of 80% of the specific objectives of the component as determined by pretest and posttest or other valid measures.
2. Complete all individual and group activities at a level of quality established by the instructor; and
3. Complete all written assignments at a level that demonstrates the ability to integrate the material learned with experience and clearly relate that information to others.

Component evaluation will consist of instructor and participant assessment of how well component activities help participants to master competencies and objectives.

**COMPONENT TITLE: Severe and Profound Disabilities Endorsement:  
Assistive/Instructional Technology and Natural/Alternative/Augmentative Communication  
Systems**

**IDENTIFIER NUMBER: 3-100-501**

**NUMBER OF INSERVICE POINTS: 60**

**GENERAL OBJECTIVE**

This component is designed to enable the participant to research, examine, and implement assistive and instructional technology as well as alternative/augmentative communication systems for students with Severe and Profound Disabilities.

**SPECIFIC OBJECTIVES:**

Upon completion of this component, participants will be able to:

1. Identify and describe communication needs for students with SPD.
2. Identify and describe various communication assessment tools used with SPD students.
3. Identify individual communication needs of students with SPD based on assessment.
4. Examine different alternative/augmentative communication systems used in working with students with Severe and Profound Disabilities.
5. Identify appropriate assistive/instructional technology (ies) that can be used to assist students with SPD of differing abilities.
6. Develop a classroom plan that integrates the use of alternative/augmentative communication and assistive/instructional technology (ies) into the curriculum, for example: environmental structure, picture symbols, visual schedules, electronic devices.
7. Identify communication development as normal or abnormal using a developmental checklist on a given student.
8. Identify three (3) activities which facilitate communication interaction in the home and in school.
9. Name four (4) areas of communication assessment.
10. Identify three (3) characteristics indicative of success with augmentative communication systems.
11. Explore a variety of visual systems used to promote communication and language development.
12. Individualize the communication systems used to meet the specific needs of students
13. Identify three (3) forms of communication.
14. Understand that communication is greatly affected by the use of natural and formalized body movements.
15. Explain why visual messages are easier to understand than auditory messages for students with SPD.
16. Examine why student behavior is improved across settings and with a variety of people when the communication tools provide consistency.
17. Understand that communication skills affect a student's social interaction.
18. Explain how communication skills affect a student's self-management and behavior.
19. Explore how communication allows students to make choices.
20. Learn to identify echolalia as form of communication.
21. Understand the difference between choice systems and communication systems.
22. Consider different options for symbols as communication tools: objects, photos, Boardmaker symbols, etc.

23. Learn to identify vocabulary that the student would use rather than what you would want them to say.
24. Identify opportunities where students can interact in natural situations using natural cues and consequences.
25. Understand that use of immediate and consistent feedback to encourage a student's communication attempt.
26. Explore opportunities throughout the school day where the communication systems are used across activities, events and environments.
27. Understand the use of "sabotage" to set the stage for communication to occur.
28. Interact with students as if the AAC system is his/her voice.
29. Explore the use of tape recorders and computer software (assistive technology) to improve educational performance for students with SPD.
30. Explore the use of communication boards within the school environment as an assistive technology tool.
31. Explain how receptive sign language is used to help a student with SPD.
32. Differentiate between the use of a picture schedule and a picture exchange system in terms of receptive and expressive communication needs.
33. Demonstrate how to conduct a reinforcement assessment in order to determine a "temptation" for an initial expressive communication attempt.
34. Explain at least three areas of possible expressive/receptive needs for a child with partial apraxia-like symptoms.
35. Describe reasons for social deficits interfering with the expressive/receptive development of a child with SPD.
36. Give alternative visual strategies for a child with SPD that does not discriminate line drawings.
37. Evaluate the different communication functions of echolalia.
38. Describe the challenges of teaching students with SPD how to express their feelings.
39. Cite four names for apraxia and give possible reasons for the differences.

## ACTIVITIES

1. Attend the instructor's lecture(s) and demonstration(s) on:
  - a. Communication needs of students with SPD. (Specific Objectives 1, 7, 13, 14, 21, 34 and 40)
  - b. Communication needs based on assessment. (Specific Objectives 2, 3, 9, 18, 23, 31, and 33)
  - c. Alternative/Augmentative communication (Specific Objectives 4, 12, 19, 28 and 29)
  - d. Instructional and assistive technology (Specific Objectives 5, 6, 10, 28 and 29)
  - e. Communication strategies across settings. (Specific Objectives 8, 16, 19, 24, 25 and 26)
  - f. Visual strategies for communication. (Specific Objectives 11, 12, 15, 22, 30, 32, 36 and 37)
  - g. Pragmatics (Specific Objectives 17 and 35)
  - h. Functions of communication (Specific Objectives 20, 23, 27, 37 and 38)
2. Complete a communication needs assessment for a student with SPD that has very little speech. (Specific Objective 3)
3. Operate and program a variety of augmentative communication devices for a specific activity. (Specific Objectives 2 and 4)
4. Develop a lesson plan that integrates a communication system to target a specific activity within a specific environment. (Specific Objectives 4, 5, 7 and 29)



5. Identify types and different functions of communication after viewing a video clip of a student. (Specific Objectives 6, 8, and 37)
6. Create an individual student schedule that shows opportunities for initiating a communication attempt. (Specific Objectives 11, 12, 24, and 25)
7. Identify 3 different scheduled opportunities for an SPD student to practice a 3-part communication exchange with a peer. (Specific Objectives 22 and 33)
8. Conduct a reinforcement assessment to establish an initial communication attempt for a nonverbal student with SPD. (Specific Objectives 24, 25, and 33)
9. Compare and contrast different tools used to assess communication needs of students with SPD. (Specific Objective 2)
10. Describe the procedure(s) used to initiate referrals for alternative/augmentative communication and adaptive access assessments. (Specific Objectives 3 and 12)
11. Critique at least three instructional technology software tools used in the instruction of Reading/Language Arts, Mathematics, and at least one other content area. (Specific Objective 5)

### **STRUCTURED INTERACTION ACTIVITY**

2. Develop and present a week's lesson plan that demonstrates how assistive technology or augmentative communication system(s) will be taught to the student with SPD and used for instruction across all content areas/subjects. (Specific Objectives 6, 7 and 16) 3 hours
3. Conduct a reinforcement assessment and write a summary of the results. (Specific Objective 33) 2 hours
4. Research and critique 2 articles dealing with augmentative devices used with SPD students. (Specific Objectives 4 and 10) 2 hours
5. Research and critique 1 article dealing with the use of sign language for expressive/receptive communication with SPD students. (Specific Objective 31) 1 hour

### **FOLLOW-UP**

1. Participants will submit a plan to implement augmentative/alternative communication and assistive/instructional technology for students with SPD in their school and share it with administration.
2. Participants will submit to their administrators a communication checklist for students in their class.

### **EVALUATION:**

**Participants who will use in-service credit earned in this component to add the Severe and Profound Disabilities endorsement to a certificate will be evaluated using the following assessment procedures:**

1. Complete pretest and posttest on the following: a) communication needs of students on the Severe and Profound Disabilities spectrum; b) communication needs based on assessment; c) alternative/ augmentative communication; d) instructional and assistive technology; e) communication strategies across settings; f) visual strategies for communication; g) pragmatics; and h) functions of communication. Participants will pass the posttest with 80% accuracy and will also demonstrate increased competency on 80% of the competencies of the component.
2. Maintain a reflective journal and share with classmates the changes they have made in their classrooms as a result of the information acquired in this training component.
3. Complete any other assessment procedure required by the instructor(s).
4. Participants will demonstrate the acquisition of all required competencies of each approved program component of the add-on program.



**Participants who will not use in-service credit earned through participation in this component to add the Severe and Profound Disabilities endorsement to a certificate will:**

1. Demonstrate increased competency of 80% of the specific objectives of the component as determined by pretest and posttest or other valid measures.
2. Complete all individual and group activities at a level of quality established by the instructor; and
3. Complete all written assignments at a level that demonstrates the ability to integrate the material learned with experience and clearly relate that information to others.

Component evaluation will consist of instructor and participant assessment of how well component activities help participants to master competencies and objectives.

**COMPONENT TITLE: Severe and Profound Disabilities Endorsement: Field-Based Experience with Students with Severe and Profound Disabilities**

**IDENTIFIER NUMBER: 2-100-540**

**NUMBER OF INSERVICE POINTS: 60**

**GENERAL OBJECTIVE**

This component is designed to enable the participant to analyze and critique the implementation of strategies and key programmatic elements in a variety of settings for students with severe or profound disabilities.

**SPECIFIC OBJECTIVES:**

Given involvement in this activity, participants will be able to:

1. Demonstrate the ability to write appropriate educational and behavioral goals and objectives.
2. Demonstrate effective classroom organization and management.
3. Demonstrate effective instructional planning for both groups and individuals.
4. Demonstrate effective use of communication with students.
5. Demonstrate effective use of alternative/augmentative communication systems used in working with SPD students across activities, events, and environments.
6. Demonstrate the ability to work effectively with paraprofessionals.
7. Demonstrate the ability to work effectively with parents.
8. Demonstrate skill in curricular planning and implementation for academics, socialization, play, imagination, communication and independence.
9. Demonstrate the ability to use discrete trial data in the design and/or modification of services.
10. Demonstrate knowledge of appropriate instructional levels and environments for students.
11. Reflect knowledge of growth and development in curricular planning and expectations.
12. Demonstrate use of informal assessment procedures.
13. Demonstrate the ability to interpret assessment data.
14. Document students' progress toward goals and objectives through data collection.
15. Demonstrate understanding of legal issues through participation in the IEP process.
16. Demonstrate the ability to provide social, sensory and behavioral supports needed for successful inclusion in the general education setting for students on the Severe and Profound Disabilities spectrum.
17. Demonstrate the ability to develop a functional behavior assessment and an intervention plan for a student with Severe and Profound Disabilities.
18. Demonstrate the ability to assess and program services that support transition, vocational development and independence.

**ACTIVITIES**

1. Attend the instructor's lecture(s) and demonstration(s) on:
  - a. Curriculum and Instruction/Individualized services and supports (Specific Objectives 1, 2,3, 4, 5, 8, 9, 12, 13, 14 and 17)
  - b. Inclusion (Specific Objectives 10 and 16)
  - c. Supporting play and leisure (Specific Objectives 11 and 12)
  - d. Family support partnerships (Specific Objective 7)
  - e. School and community partnerships (Specific Objectives 6 and 18)
  - f. Professional Literacy and Leadership (Specific Objectives 11 and 15)
2. Complete five observations in classrooms serving students with SPD, in the following settings: (Specific Objectives 1-18)

- a. Pre-kindergarten
  - b. Elementary school
  - c. Middle school
  - d. Senior high school
  - e. Inclusion setting (grade level to be approved by instructor)
3. Complete observation forms and reflections upon each visit for targeted population (Specific Objectives 1-18)

#### **STRUCTURED INTERACTION ACTIVITY (10 hours total)**

1. Submit the five classroom observations analyzing the key programmatic elements utilized in the instruction of SPD students for each of the targeted populations. (Specific Objectives 1-18).
2. Submit a completed, comprehensive portfolio demonstrating competencies obtained in the Severe and Profound Disabilities Add-on Endorsement program.

#### **FOLLOW-UP**

Participants will maintain a reflective log and will share with other participants on the last day of the training which tools and techniques acquired during the Professional Development were most beneficial.

#### **EVALUATION**

**Participants who will use in-service credit earned in this component to add the Severe and Profound Disabilities endorsement to a certificate will be evaluated using the following assessment procedures:**

1. Complete a reflection for each of the five required observations in classrooms serving students with SPD, to include the following elements: a) learning characteristics of students on the Severe and Profound Disabilities spectrum; b) environmental structure; c) effective behavior management strategies; d) different communication systems and technologies; e) different assessments; and f) curriculum development. Participants will submit these reflections with a summary of the professional growth experienced as a direct result of participating in the add-on endorsement program.
2. Share with classmates the skills they have enhanced/developed and the changes they have made in their classrooms as a result of the information acquired in this training component.
3. Complete any other assessment procedure required by the instructor(s) providing the program.
4. Demonstrate the acquisition of all required competencies of each approved program component of the add-on program.

**Participants who will not use in-service credit earned through participation in this component to add the Severe and Profound Disabilities endorsement to a certificate will:**

1. Demonstrate increased competency of 80% of the specific objectives of the component as determined by pretest and posttest or other valid measures.
2. Complete all individual and group activities at a level of quality established by the instructor; and
3. Complete all written assignments at a level that demonstrates the ability to integrate the material learned with experience and clearly relate that information to others.

Component evaluation will consist of instructor and participant assessment of how well component activities help participants to master competencies and objectives.

APPENDIX C

FORMS



**FLORIDA SEVERE OR PROFOUND DISABILITIES ENDORSEMENT  
ADD-ON ENDORSEMENT APPLICATION FORM (Form A)**

NAME \_\_\_\_\_ SSN \_\_\_\_\_

SCHOOL \_\_\_\_\_ DISTRICT \_\_\_\_\_

I am planning to add Florida Severe or Profound Disabilities Endorsement to my current Florida teaching certificate. I understand that I will need to complete the four courses covering the topics prescribed by the State Board of Education Rule 6A.-4.01793. I also understand that I am responsible for verification of college credits, when appropriate. To receive credit for components, I understand that I must earn the full 60 points available for each component.

I have completed the following activities (give dates) which I believe should be considered within this program:

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Please give a brief statement of your reason(s) for pursuing this endorsement.

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\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Position

*\*Please note:*

Applicants must return this completed form to the District Professional Development Director. District Professional Development Director must send a copy of this form to the PAEC Professional Development Center.

**VERIFICATION OF POINTS  
 APPLICABLE TOWARD ADD-ON CERTIFICATION  
 FLORIDA SEVERE OR PROFOUND DISABILITIES ENDORSEMENT (Form B)**

1. Name \_\_\_\_\_

2. School \_\_\_\_\_

3. Social Security No. \_\_\_\_\_ 4. Points on file: \_\_\_\_\_

- (1) \_\_\_\_\_ Nature and Needs, Assessment and Diagnosis  
(60 points minimum)
- (2) \_\_\_\_\_ Applied Behavior Analysis and Positive Behavior Supports for Students  
with Severe or Profound Disabilities  
(60 points minimum)
- (3) \_\_\_\_\_ Assistive/Instructional Technology and Natural/Alternative/Augmentative  
Communication Systems  
(60 points minimum)
- (4) \_\_\_\_\_ Field-Based Experience with Students with Severe or Profound  
Disabilities  
(60 points minimum)

College courses may be substituted for any of the above components for which the course descriptions match the \_\_\_\_\_ County Master In-service Plan Components.

6. Verification of Requirements:

<u>Points Required</u>	<u>Points Verified</u>	<u>Deficiency</u>
Requirement #1 Min. 60		
Requirement #2 Min. 60		
Requirement #3 Min. 60		
Requirement #4 Min. 60		

Total Required      240 Hours

FOR \_\_\_\_\_ DISTRICT OFFICE of CERTIFICATION USE ONLY

Date \_\_\_\_\_

Program Coordinator for Professional Development, PAEC

Status of Application	Date	By Whom
Send to Florida Department of Education		
Returned for Additional Verification		

FLORIDA SEVERE OR PROFOUND DISABILITIES ENDORSEMENT  
\_\_\_\_\_ COUNTY ENDORSEMENT  
TRANSFER OF COLLEGE CREDIT (Form C)

1. Name \_\_\_\_\_
2. School \_\_\_\_\_ District \_\_\_\_\_
3. Social Security No. \_\_\_\_\_ 4. DOE No. \_\_\_\_\_

The attached college transcripts are submitted as part of the Florida Autism Endorsement Program. These courses meet the requirements of the following component(s) in the approved \_\_\_\_\_ County program for Florida Autism Endorsement.

Program area:

Component # and Title	College Course Title
1) _____	_____
2) _____	_____
3) _____	_____

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FOR DISTRICT OFFICE of CERTIFICATION USE ONLY

No. Points Approved \_\_\_\_\_ No. Points Not Approved \_\_\_\_\_

COMMENTS:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Date

\_\_\_\_\_  
District Professional Development Director

*\*Please note:*

Professional Development Directors must submit a copy of this form to the PAEC Professional Development Center.

*R. S. Smith*

**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 8i

**DATE OF SCHOOL BOARD MEETING:** May 28, 2012

**TITLE OF AGENDA ITEM:** Education Partnership Agreement:  
Panhandle Area Educational Professional Development Center  
and The Gadsden County School Board

**DIVISION:**

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

**PURPOSE AND SUMMARY OF ITEM:**

Inservice Program for adding an endorsement in ESE - Autism to a Florida Educator's Certificate

**FUND SOURCE:** N/A

**AMOUNT:** N/A

**PREPARED BY:** Dr. Pink Hightower

**POSITION:** Director, Human Resources and Staff Development

---

**INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER**

       Number of ORIGINAL SIGNATURES NEEDED by preparer.

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

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

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



District School Board Approval

In-service Program

For Add-On Endorsement

In the Area of

**FLORIDA AUTISM**

Professional Development Center  
Panhandle Area Educational Consortium  
753 West Boulevard  
Chipley, Florida 32428  
(850) 638-6131  
Toll Free 1-877-873-7232

Recommended to the \_\_\_\_\_ District School Board on \_\_\_\_\_, 20\_\_

\_\_\_\_\_  
Superintendent

Recommended to the \_\_\_\_\_ District School Board on \_\_\_\_\_, 20\_\_

\_\_\_\_\_  
Chairman of the Board

**IN-SERVICE PROGRAM**  
**FOR ADDING AN ENDORSEMENT IN**  
**ESE – Autism**  
**TO A FLORIDA EDUCATOR'S CERTIFICATE**

**Prepared By The**  
**Panhandle Area Educational Consortium**  
**Professional Development Center**  
**753 West Boulevard**  
**Chipley, Florida 32428**  
**Phone (850) 638-6131**  
**Toll free: 1-877-USE-PAEC (873-7232)**

**May 2013**



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**The Panhandle Area Educational Consortium  
ADD-ON ENDORSEMENT PROGRAM**

**K-12**

**Autism Endorsement**

**1. PROGRAM TITLE**

**Add-on Endorsement Program: Autism Endorsement**

**2. PROGRAM RATIONALE AND PURPOSE**

The Autism Spectrum Disorders Endorsement, as described in State Board of Education Rule 6A-4.01796, Florida Administrative Code, *Specialization Requirements for Endorsement in Autism – Academic Class*, will be required by July 1, 2011, for K-12 ESE teachers with 100% of students on their caseload or in their class identified as having autism spectrum disorders. This rule, 6A-4.01796, FAC., *Specialization Requirements for Endorsement in Autism - Academic Class*, outlines the requirements for the endorsement in autism.

In an effort to assist districts and ensure adequate numbers of highly qualified personnel in a critical shortage area, the state offers online endorsement courses through Virtual VE. However, limited numbers of opportunities to obtain the endorsement online, no local university options and a limited timeline have placed school districts in jeopardy of not having highly qualified staff for students on the autism spectrum. As of July 1, 2011, many personnel with years of successful experience in teaching students with autism will no longer be employable as in-field educators by virtue of not having an autism endorsement.

The Panhandle Area Educational Consortium (PAEC), on behalf of its member and participating school districts (Bay, Calhoun, Franklin, Gadsden, Gulf, Holmes, Jackson, Jefferson, Liberty, Madison, Taylor, Wakulla, Walton, Washington, and any other school district participating in the PAEC Master In-service Plan) expresses a need of sufficient numbers of staff qualified to provide services in district programs serving students with autism. As the deadline for endorsement approaches, a significant number of teachers in each district remain in need of part or all of the coursework required for endorsement in autism, due in part to the attrition of endorsed teachers and in part to lack of opportunity to participate in online offerings. The 14 small and rural member districts have very few teachers endorsed for *Autism*. This number diminishes through attrition and relocation of teachers to other locales. Each district must still provide services to students who have autism. At least one teacher in each of the 14 plus school districts has expressed an interest in endorsement in this certification area. The provision of an endorsement program for *Autism Endorsement* by PAEC, through in-service activities, will enable teachers to take advantage of the opportunity to add additional certification areas to their teaching certificate. The member and participating districts will collaborate to add this program of study to the PAEC Master Plan for In-service Professional Development. The districts, therefore, will benefit significantly from this program as it will lead not only to additional personnel obtaining highly qualified status by earning endorsement in *Autism*, but will also allow additional opportunities for professional development for all personnel serving students with Autism.

*Specific Authority 1001.02, 1012.55, 1012.56FS. Law Implemented 1001.02, 1012.54, 1012.55, 1012.56 FS. History–New 7-1-02, Revised 7-1-05.*



### 3. PROGRAM CONTENT/CURRICULUM COMPETENCIES

The competencies to be addressed in each course are stated as general and specific objectives within the components that are included in the Add-on Endorsement Program for Autism Endorsement. Each component has been developed in accordance with the requirements for the PAEC Master In-service Plan (MIP) and has been included in the PAEC Master In-service Plan. To be eligible to participate, a teacher must hold a professional certificate in any exceptional student education area. Participants must demonstrate increased competency in 80% of the course objectives and complete all required activities to receive credit for the component. Successful completion of the field-based experiences will be demonstrated through completion and submission of a comprehensive portfolio assessment.

#### SPECIALIZATION STUDIES

The professional education competencies specific to autism are addressed in the specialized courses that the Add-on for Autism Endorsement requires. The *Competencies for Teachers Seeking the Autism Endorsement* can be found in Appendix A.

The in-service courses will model the instructional strategies to be used to teach students with ASD in the K-12 program and include a variety of teaching modes, materials, media, and technologies, appropriate to the subject area(s) of the individual teachers participating. In addition, the in-service courses will incorporate scientifically based research on teaching students with ASD in K-12 programs. Finally, the courses will include strategies for developing cooperative working relationships with other teachers, agencies, and parents.

#### NATIONALLY RECOGNIZED GUIDELINES

A National Standards Report regarding competencies for personnel teaching students on the Autism Spectrum is in draft form as of the writing of this proposal, but not yet released. Thus, data on nationally recognized guidelines have been culled from various sources in Florida, California, and Virginia. Currently, a comprehensive review of literature conducted by the State of Virginia indicates six competencies upon which autism certification and/or endorsement processes appear to be based nationwide. These six competencies include:

1. General Autism, which addresses basic information regarding what the diagnosis of ASD means;
2. Intervention Development, which addresses planning for appropriate assessment and program planning for individuals with an ASD;
3. Communication, which focuses on one of the primary diagnostic areas of need for ASD;
4. Social Skill, which focuses on one of the primary diagnostic areas of need for ASD;
5. Positive Behavior Support, which focuses on determining messages behind behaviors, and developing positive plans to teach new skills; and
6. Sensory Motor Development, which addresses the needs of some individuals with an ASD to have sensory motor supports.

This add-on endorsement program addresses these competencies within the courses proposed, and uses instructional strands and specific objectives developed in part by the existing Add-on Endorsement program offered by The School District of Miami-Dade County and The School District of Pasco County, as well as state-approved programs in the states of Virginia and California. The CARD Center has provided input and support for this program through consultation and offer of assistance for training. As research continues, and especially upon

release of the anticipated National Standards Report, appropriate modifications to coursework herein will be made to ensure students are prepared commensurate with the current body of knowledge. Any program and/or content modifications will be submitted for approval to The Florida Department of Education as required.

**INSTRUCTIONAL DESIGN AND DELIVERY**  
**a. INSTRUCTIONAL STRAND**

<b>Autism Endorsement: Nature, Assessment and Diagnosis</b>	<b>Autism Endorsement: Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders (ASD)</b>	<b>Autism Endorsement: Assistive Instructional Technology and Alternative/ Augmentative Communication Systems</b>	<b>Autism Endorsement: Field-Based Experience with Students with Autism Spectrum Disorders (ASD)</b>
1. Characteristics of ASD 2. Assessment and Diagnosis 3. Individual Learning Goals, IEP, Curricula 4. Teaching Methodologies	1. Behavior, communication, sensory, and social issues in ASD 2. Basic Behavioral Principles 3. Preference and Reinforcer Assessment Methodology 4. Evidence-Based Instructional Methodologies and Strategies 5. Acquisition Goals, Data Collection, and Graphic Analysis 6. Behavior Definitions and Functions of Behavior 7. Important Issues with Functional Behavioral Assessment 8. Determining Appropriate Interventions for Positive Behavior Intervention Plans 10. Treatment Integrity 11. Reduction Goals, Data Collection, and Graphic Analysis	1. Supporting Communicative and Language Competence 2. Continuum of approaches to assessment and intervention 3. Functional, expressive and receptive communication 4. Augmentative and alternative communication (AAC) strategies 5. Integrating verbal and nonverbal forms of communication	1. Curriculum and Instruction/ Individualized Educational Services and Supports 2. Inclusion with typical peers 3. Supporting Play/Leisure and Imagination 4. Family Support and Partnerships 5. School and Community Partnerships 6. Professional Literacy and Leadership

**Instructional Delivery**

The coursework will include classroom and field experiences. Detailed courses of study for each course include content and methodological strategies. Because of the scope and intensity of this program, courses will be scheduled over an extended period to allow sufficient time for assimilation of information, methodology, and unique skills application or implementation. The curriculum has been designed to prepare teachers to utilize instructional strategies for teaching students with autism in their classrooms and to document their application as part of a comprehensive portfolio and in follow-up interactions on the PAEC ePDC.



## TRAINING COMPONENTS

The required components for endorsement in Autism are:

Component #	Master Plan Points	Component Title
2-103-540	60	Autism Endorsement: Nature and Needs, Assessment and Diagnosis
5-101-516	60	Autism Endorsement: Applied Behavior Analysis and Positive Behavior Supports
3-100-502	60	Autism Endorsement: Assistive/Instructional Technology and Natural/Alternative/Augmentative Communication Systems
2-100-541	60	Autism Endorsement: Field-Based Experience with Students with Autism Spectrum Disorder (ASD)

The in-service training components included in the Add-on Endorsement Program for Autism Endorsement have been developed as specified in the Master In-Service Plan. The in-service training components included in the Add-on Endorsement Program for Autism Endorsement are included in Appendix B.

## MATRIX

Matrix of Autism Endorsement Program			
Competency Number*	Component Number	Specific Objective Number(s)	Method of Competency Demonstration
	2-103-540	1, 2, 7 and 8	Research article summary
2a	2-103-540	22, 23, 24, 27, and 28	Parent interviews with sensory checklists
2a	2-103-540	36 and 36	Inclusion plan
2a	2-103-540	31	Classroom demonstration (discrete trial)
2a	2-103-540	28	Development of a community-based instruction activity
2a	2-103-540	33 and 34	Sketch of classroom structure with explanations
2a	2-103-540	9, 21 and 40	Portfolio entry (lesson plan)
2a	2-103-540	6	Development of visual schedule
2a, 2d	2-103-540	5, 6, 14, 16, 20, 21, 22, 24, 25, 26, 27, 28, 29, 30 and 32.	Classroom demonstration (programming)
2a, 2d	2-103-540	3, 4, 10, 11, 12, 13, 14, 15, 116, 17, 18, 19, 20, 37, 38, 39	Component Test
	5-101-516	6, 7, and 8	Completed preference and reinforcer assessments
2c	5-101-516	9, 10, 11 and 18	Self-report of classroom implementation of reinforcement strategies
2c	5-101-516	9, 10, 14 and 18	Self-report of classroom implementation of naturalistic instructional strategies
2c	5-101-516	9, 10, 11, 12, 13, 14, 15, 16, 17 and 18	Self-report of classroom implementation of response-prompted instructional strategies
2c	5-101-516	21 and 22	Classroom demonstration (social skills)
2c	5-101-516	23, 26 and 27	Classroom demonstration (data collection)
2c	5-101-516	24 and 25	Case Studies

2c	5-101-516	28, 31, 32, 35, 36, 37, 38, 63	Classroom demonstration (behavior definition, target behavior data collection)
2c	5-101-516	39, 52, 53, 54, 55, 56, 57, 58, 59, 62	Component test
2c	5-101-516	64 and 65	Graphing data
	3-100-502	3	Completed communication needs assessment
2b	3-100-502	2 and 4	Classroom demonstration (programming devices)
2b	3-100-502	4 and 10	Research and critique two articles on Augmentative devices
2b	3-100-502	31	Research and critique one article on the use of sign language
2b	3-100-502	4, 5, 6, 29	Integrate communication systems (lesson plan)
2b	3-100-502	6, 8 and 38	Classroom demonstration (identify types and functions of communication)
2b	3-100-502	11, 12, 22, 24, 25, 33	Create individual student schedules (initiating communication and 3-part exchange with peers)
2b	3-100-502	24, 25, and 33	Summary of completed reinforcement assessment for non-verbal student on the autism spectrum
2b	3-100-502	3 and 12	Summary paper
2b	3-100-502	5	Summary paper
2b	3-100-502	36	Summary paper or lesson plan
2b	3-100-502	6, 7, 16 and 28	Develop and present lesson plan for AT/Aug Comm integration across all content areas/subjects
2b	3-100-502	1, 9, 13, 14, 15, 17, 18, 19, 20, 21, 23, 26, 27, 30, 31, 32, 34, 35, 37, 38, 39, 40	Component test
	2-100-541	1-18	Complete observations and submit summary forms in each of the following: pre-k, elementary, middle, senior high, inclusion (at level as agreed upon between instructor and participant)
2e	2-100-541	1-18	Submit completed IEP demonstrating participation and appropriate consideration of and planning for the needs of a student on the Autism Spectrum.
2e	2-100-541	17	Submit a completed Functional Behavioral Assessment and intervention plan for a student on the Autism Spectrum
2e	2-100-541	2-14 and 16	Submit an administrator's observation of instruction of a student on the Autism Spectrum

*\*See Appendix A for competencies*

### **COURSE INSTRUCTORS**

Course instructors must possess a master's degree or higher, and have a minimum of three years qualified experience in working with students on the Autism Spectrum. Each course instructor must be certified and experienced in the area(s) of content to be taught. Instructors within the school



districts served by this endorsement may be used, in addition to contracted instructors from local institutions of higher education (community colleges, colleges or universities) or the private sector. As these courses will be provided regionally, the Professional Development and ESE Directors in the PAEC member school districts will work collaboratively with the PAEC Professional Development Director to make instructor assignments.

## **COMPLETION REQUIREMENTS**

### **A. PROGRAM COMPLETION**

Methods for determining a participant has obtained all the competencies required for the specialization area are addressed within the coursework requirements and reflected in the Matrix. The successful completion of each required course will document that the participant has attained the competencies and skills addressed in and specific to the course.

Proof of successful course completion and the awarding of in-service points will be maintained by the district and the PAEC Professional Development Office. At the conclusion of each course, each participant successfully mastering the competencies therein will be awarded in-service credit per the Master In-service Plan. Upon successful completion of all four required courses, the PAEC Professional Development Office will provide the participant with a Certificate of Completion noting that the participant has successfully completed the Add-on Endorsement Program: Autism Endorsement. The PAEC Professional Development Office will provide the district with all necessary forms for use in processing the teacher application for adding the endorsement to a teaching certificate. The District Teacher Certification Office will then assist the participant in filing the necessary paperwork and collecting fees associated with petitioning The Florida Department of Education to add the Autism endorsement to the educator's teaching certificate.

### **B. COMPETENCY DEMONSTRATION**

Requirements for the program stipulate that evidence of competency mastery in each required course must be maintained by the participant as part of the participant's portfolio. A copy of each participant's portfolio will be submitted to the district Professional Development office. Successful completion of each course, coupled with the submission of the portfolio and the follow-up responses on the PAEC ePDC, will be deemed adequate demonstration of competence.

### **C. COMPETENCY VERIFICATION**

College and/or university coursework may be substituted for portions of the autism endorsement add-on requirement. Consideration will be given to students who have successful completion with a grade of B or better of a college/university course with verification from the district instructor that there is reasonable equivalence between the college/university courses and the district add-on courses. Decisions will be made at the local level, in collaboration with the district Teacher Certification Office and the Professional Development Office. Competency Verification Forms should be completed and forwarded to the PAEC Professional Development Director.

## **PROGRAM EVALUATION**

### **A. EVALUATION PLAN**

The overall effectiveness of the Add-on Endorsement Program for Autism Endorsement will be determined by participant assessment, training component assessment, and program assessment techniques using the strategies described below.

1. Individual participants will be evaluated based on competency acquisition as verified by the instructor in accordance with approved competency demonstration methods and criteria. (In accordance with district in-service requirements, any participant who wishes to receive in-service points must demonstrate competency on at least 80% of the specific objectives using pre- and post-tests or other valid measures.)
2. Each training component will be evaluated by utilizing PAEC and district staff development program procedures.
3. The program will be assessed by participants; instructors; staff development personnel; and district exceptional student education administrative and supervisory staff to determine: program effectiveness, program efficiency in terms of management, operation, delivery and cost effectiveness.

Formal program evaluation will provide the following data:

**B. DESCRIPTIVE DATA**

1. Number of teachers who are out-of-field in autism spectrum disorders.
2. Number and percentage of the above that have enrolled in the add-on program.
3. Number of enrollees dropped for nonperformance.
4. Number and percentage of program completers.
5. Number and percentage of program completers teaching in the district.

**C. CLIENT SATISFACTION DATA**

Attitudes of participants will be surveyed to determine the extent to which:

1. The program is meeting candidate needs.
2. The quality of instruction is consistent with professional development standards.
3. The curriculum is pertinent to their classroom and professional development needs.
4. The pace, quantity, and quality of assignments are compatible with their primary teaching responsibilities.

**D. SUPERVISORY EVALUATION DATA**

Principals, administrators and supervisors may be asked to perform site-based evaluations to determine the extent to which:

1. School and program needs are being met through the training provided by the add-on endorsement program.
2. Skills acquired in add-on training are practiced in the candidate's classroom and shared with others.
3. Evidence exists of tangible benefit to students accruing from add-on training.

**E. LOGISTICAL SUPPORT**

Annual program costs will be calculated from records of training, material purchases, copying, consultant fees, district or project expenditures, and salary portions of key personnel in program operations. Additional evaluation procedures may be developed and implemented as needed by the district. Any program revisions resulting from these evaluation procedures will be reported to the Florida Department of Education, Division of Educator Quality, Bureau of Educator Recruitment, Development, and Retention.

Participants, instructors, and district staff will evaluate the program in the following areas:

1. Scope and sequence of courses;
2. Instructional materials;
3. Relevance to effective teaching and learning; and
4. Adequacy of preparation for teaching assignment/study.



In addition, in order to assess overall effectiveness of the program, participants completing the program will be asked to complete an online exit survey which will provide feedback regarding the management and operation of program activities.

#### **F. AN ANNUAL REVIEW**

An annual review of the efficacy of the program will be conducted by the PAEC Professional Development Director in conjunction with the ESE administration in each school district via continuous programmatic review of data collection previously noted in Program Evaluation, (A) Evaluation Plan. The carry-over effects of the training will be measured by direct observation, status of highly qualified personnel and the provision of quality educational services. The data obtained in this continuous review cycle will be used to revise the program as necessary as well as inform the next areas of professional development offered outside of the endorsement program.

### **MANAGEMENT**

The PAEC Professional Development Director/designee will be responsible for managing the program, to include disseminating information about the Add-on Endorsement Program, maintaining participant and program files, certifying the completion of program requirements and processing applications, coordinating program activities, collecting evaluation data, and providing information regarding the Add-on Endorsement Program for Autism Endorsement when required by the school district and/or Florida Department of Education staff. Participant files will include a copy of the Plan of Study, schedule of courses and timeline with a projected date for completion. Program files will include the schedule of courses offered, information regarding the instructor and participants, and evaluation data.

#### **A. ADMISSION**

To be eligible for the Add-on Endorsement Program for Autism Endorsement, a teacher must meet the following criteria:

1. Full-time instructional employee of the school district.
2. Hold a valid Florida Educator's Certificate (Temporary or Professional) in any area of exceptional student education;
3. Must have satisfactory performance evaluations; and
4. Meet any additional criteria established by the Superintendent, School Board or Florida Department of Education.

Eligible teachers desiring to participate in the program are required to contact the district Professional Development Director/designee to request a formal Plan of Study application. This Plan of Study form delineates the required course work for the endorsement in Autism. Each participant must meet with the Professional Development Director/designee to submit the completed Plan of Study form as part of the advisement procedure. A copy will be kept on file and the original will be returned to the applicant confirming acceptance into the Add-on Endorsement Program for Autism Endorsement.

#### **B. ADVISEMENT**

1. Component information for each course is provided on the PAEC website
2. The District Director of Professional Development will sign an application form for each individual identifying the need for the participant

#### **C. ATTENDANCE**

Attendance is mandatory; all courses have a specified number of hours and a participant must attend the required number of hours. Absences or excessive tardiness will jeopardize a participant's ability to successfully complete a course. Excused absence class work missed

due to serious illness or extreme emergency must be satisfied through a schedule approved by the instructor. Participants receive one in-service point for each clock hour of component participation, up to 60 hours per component.

#### **D. TRANSFER OF CREDIT**

Equivalent or higher content level college credit obtained from a regionally accredited institution of higher education with an approved autism endorsement program may be used to satisfy component requirements. College course(s) are converted to in-service points with each semester credit hour equivalent to twenty (20) in-service points. An official college transcript must be requested by the participant and forwarded to the PAEC Professional Development Director's Office.

In-service credit earned while employed in another district may be applied to the Add-On Certification provided:

In recognition of the fact that teachers may desire to take courses from multiple providers while working to earn the Florida Autism Endorsement, credit for completed coursework will be accepted by PAEC and the participant's professional development director under the following conditions:

1. Participant obtains approval to register for the course, PRIOR to enrolling, from the PAEC Program Consultant and/or the participant's district professional development director
2. The course is taught by an instructor who meets the Instructor Qualifications as listed above
3. The course provider provides authentic transcript of completed coursework with authorized signature affixed
4. The provider is able to provide a course description and completion requirements, upon request.

Participants must request an official In-service Transfer Record be sent from the previous employer to the district's Professional Development Director. A copy should be shared with the PAEC Professional Development Director.

#### **E. PROGRAM COMPLETION/CERTIFICATION PROCEDURE**

Successful completion of **at least** 240 in-service points consistent with the program requirements section of this document and other prerequisites, as indicated by district in-service records, shall constitute program completion. A designated PAEC representative will verify course completion by signing the Verification of Completion form and returning it to the District office. The participant's district office will submit completed documentation to the Florida Department of Education.

For participants that choose to take online courses for in-service credit, verification of completion will be recorded in an electronic systems database for reporting purposes.

#### **SCHOOL BOARD APPROVAL**

The School Board approval form is found in Appendix C.



## APPENDIX A

### Competencies for Teachers Seeking the Autism Spectrum Disorder Endorsement

These competencies were developed in 2003 to correspond to 6A-4.01796 Specialization Requirements for Endorsement in Autism – Academic Class

- (1) **A bachelor's or higher degree with certification in any exceptional student education area; and**
- (2) **Twelve (12) semester hours to include credit in each of the following areas:**
  - (a) **Nature of autism and intervention strategies for educating students who are autistic to include student characteristics, appropriate learning goals, teaching approaches, environmental arrangements; and**
    1. Demonstrate knowledge of the major characteristics of autism and the range of functioning level across all domains.
    2. Demonstrate understanding of the historical perspective of etiological theories and treatment approaches of individuals with autism.
    3. Explain the implications for the impact of autism on the family and interaction of the student with autism and the family.
    4. Describe formal and informal strategies for assessment of the following domains: speech-language communication; social-emotional, psychomotor, and cognitive areas of development.
    5. Describe the decision-making process for determining a communication and/or language system(s).
    6. Describe strategies for conducting a functional assessment of adaptive and problem behaviors, including specific relationships between environmental events and the student's behavior.
    7. Demonstrate ability to design behavior programs that include ecological, antecedent, and curricular components based on functional assessment.
    8. Describe strategies to promote social interactions and learning in more inclusive environments, including regular education and community.
    9. Design strategies for arranging the environment to promote:
      - opportunities to enhance communicative initiations and interactions;
      - opportunities for appropriate play and leisure activities
      - self-regulation and self-control;
      - direct instruction; and
      - the establishment of increasing independence in all areas of functioning.
    10. Demonstrate knowledge of current research trends, medical and educational issues, and programs in the field of autism.
    11. Describe the development of appropriate educational objectives across the range of functioning levels and across the age span (from preschool through adult services).
  - (b) **Use of assistive and instructional technology and natural, alternative and augmentative communication systems for students with Autism Spectrum Disorders;**
    1. Demonstrate understanding of communication characteristics and deficits of students with autism.
      - Limited communication;
      - Limited joint attention;
      - Communicative functions; and
      - Unconventional forms of communication.
    2. Design strategies for alternative methods of communication.

- Picture systems such as picture exchange communication system (PECS) and communication boards;
  - Symbol representation hierarchy; and
  - Literacy related supports.
3. Demonstrate understanding of different interventions for communication.
    - Traditional, to include verbal behavior and discrete trial training;
    - Naturalistic, to include incidental learning and pivotal response;
    - Social interventions, such as social stories and comic strip conversations; and
    - Engineering the environment.

**(c) Behavior management and positive behavior supports for students with Autism Spectrum Disorders;**

1. Demonstrate understanding of person centered planning.
2. Design strategies for developing comprehensive behavioral intervention plans.
  - Prevention of behaviors;
  - Replacement behaviors;
  - Changing responses; and
  - Lifestyle interventions based on data from functional behavior assessment.
3. Demonstrate understanding of core deficits (communication and social) to behavior.
  - Social stories;
  - Functional communication;
  - Common misconceptions of behavior; and
  - Social skills training.
4. Demonstrate understanding of applied behavior analysis principles.
  - Reinforcement;
  - Prompting
  - Shaping
  - Fading and
  - Task analysis.

**(d) Assessment and diagnosis of autism; and**

1. Demonstrate understanding of the instruments used and process utilized for a comprehensive evaluation.
  - Characteristics for determining eligibility;
  - Autism-specific instruments such as the Autism Diagnostic Observational Schedule (ADOS), Autism Diagnostic Interview – Revised (ADI-R); and
  - Recommendations for educational programming/IEP development.
2. Describe strategies for conducting ongoing classroom based assessments as well as data-based decision making and program development.
  - Portfolio assessment;
  - Curriculum-based measurement (CBM) and assessment (CBA);
  - Data interpretation; and
  - Using assessment to determine present levels of performance.
3. Plan, organize, and lead multidisciplinary team members through the functional behavior assessment process to identify function of problematic behavior(s) and associated skill deficits.

**(e) Field-based experience with students with Autism Spectrum Disorders**

1. Demonstrate ability to complete applied assignments, in a school based setting, in assessment, diagnosis, and curriculum prescription.
  - Ongoing classroom based assessments;
  - Data collection;
  - Data-based decision making; and
  - Program development.
2. Demonstrate ability to complete field based assignments in behavioral management.
  - Solving classroom management problems;
  - Observe current practice; and
  - Review and share current research.
3. Demonstrate knowledge and skills necessary to understand the theory and teaching applications for students with ASD.
  - Major theories and trends;
  - Etiological and diagnostic issues;
  - Classroom structure;
  - Research-based instructional strategies; and
  - Family involvement.
4. Demonstrate ability to collaborate with families, agencies, and the community
  - Facilitating family and school collaboration with sensitivity to the range of the impact that ASD may have on the family system.
  - Identifying various agencies and community systems that support students with ASD in the home, community, and work settings.
  - Assessing family preference for level of support in advocating for their children and provide appropriate assistance.
  - Communicating and advocating for the needs of students with ASD to police, emergency responders, and other individuals and groups in the community.
  - Leading cross-system planning and collaboration efforts.
  - Designing instructional programs with attentiveness to legal mandates and family considerations.



## APPENDIX B

**COMPONENT TITLE: Autism Endorsement: Nature and Needs, Assessment and Diagnosis**

**IDENTIFIER NUMBER: 2-103-540**

**NUMBER OF IN-SERVICE POINTS: 60**

### **GENERAL OBJECTIVE**

This component is designed to enable the participant to identify characteristics associated with Autism Spectrum Disorders (ASD), to understand current trends and methodologies used in the instruction of those students, and to become familiar with current formal and informal assessments used in diagnosis and instructional planning.

### **SPECIFIC OBJECTIVES:**

Upon completion of this component, participants will be able to:

1. Describe the current understanding of the etiology and prevalence of Autism Spectrum Disorders.
2. Compare and contrast the differences within Pervasive Developmental Disorders, i.e., Autism, Pervasive Developmental Disorder-Not Otherwise Specified (PDD-NOS), Asperger Disorder, Retts Disorder, and Childhood Disintegrative Disorder (CDD).
3. Identify common characteristics within the spectrum with specific reference to communication, sensory responses and needs, stereotypical behaviors, socialization and social skill development.
4. Identify diagnostic criteria for Autism Spectrum Disorders per the most recent version of the Diagnostic and Statistical Manual.
5. Identify eligibility criteria for Autism as defined by the most recent version of the Diagnostic and Statistical Manual, and definition/description of The Florida Department of Education.
6. Compare and contrast the state's eligibility criteria for autism per the most recent version of the Diagnostic and Statistical Manual.
7. Understand the history of the disorder in terms of its identification and intervention.
8. Describe potential courses of development and outcomes in individuals with Autism Spectrum Disorder from infancy to adulthood (joint attention, imitation, failure to use gestures, failure to use symbols).
9. Describe the needs of students with ASD based on characteristics of the disorder and ways to incorporate this knowledge into a comprehensive and adaptive program.
10. Describe the range of possible behaviors across the lifespan.
11. Assess and identify the learning styles and uneven profiles observed in individuals with ASD.
12. Identify intervention/support strategies based on individual strengths and needs as they relate to learning.
13. List behaviors that could indicate the presence of a mental health or disability disorder.
14. Understand the challenges that IEP team members have to address when determining an appropriate placement and services needed for students with autism and emotional comorbidity.
15. Differentiate between standardized and non-standardized assessments.
16. Identify current evaluation instruments used in the diagnosis of autism, for example, GARS, CHAT-M, ADOS, ADI-R, CSBS, CARS).
17. Analyze the pros and cons of 3 evaluation instruments used in the diagnosis of autism.



18. List and describe several assessment instruments currently used by district school psychologists in determining an intelligence quotient (IQ) for students.
19. Understand the pros and cons of utilizing IQs as a measurement of an ASD student's potential.
20. Describe the use of formal and informal tests utilized by psychologists and teachers to determine academic levels of functioning and inform instructional planning.
21. Demonstrate how to assess a student's strengths and weaknesses using formal and informal assessment data, and develop an individualized program using evidence-based methodologies and promising practices.
22. Describe the importance of parental input in the diagnosis of autism.
23. Describe the importance that sensory issues play in maladaptive behaviors exhibited by many students with autism and how to accommodate for sensory issues in the school environment.
24. Demonstrate knowledge of the impact of common medical issues for persons with autism, such as seizure disorders, chronic otitis media, chronic constipation or diarrhea, eating and sleep issues, use of psychotropic medications, etc.
25. Participate with the transdisciplinary team to develop goals and objectives that are appropriate, observable, measurable and functional.
26. Demonstrate consideration and planning for student needs regarding communication, social skills, and sensory-motor concerns.
27. Collaborate with family and other professionals on accommodations and modifications needed to access home, educational, work and community environments.
28. Consider and plan for transitional needs of students (i.e., prekindergarten to elementary, elementary to middle, middle to high, high to postsecondary activities, such as employment, adult living, recreation, community living, and post-secondary education).
29. Identify the criteria utilized by the IEP team to determine appropriate state assessment participation.
30. Identify social and behavioral supports needed for successful inclusion in general education settings for ASD students.
31. Implement evidence-based and promising practices strategies, such as incidental teaching, discrete trial, group instruction, task analysis, use of prompts and prompt fading, shaping, effective use of reinforcement in teaching skills, shadowing, modeling and scaffolding.
32. Use data and ongoing assessments to modify program content, presentation and interventions.
33. List reasons for structuring the classroom environment for students with ASD.
34. Describe how to physically structure a self-contained autistic classroom.
35. Describe several types of environmental structures and visual systems used in classrooms of students with autism and how these structures and systems are used to meet individual student's needs.
36. Describe various physical and visual strategies that can be used to accommodate a student with ASD in a general education classroom, i.e., environmental structuring, schedules, social situation stories and scripts, to communicate social information and expectations.
37. Categorize the different types of visual schedules used to promote independence based on a student's educational and cognitive abilities.
38. Differentiate between work systems used with high functioning/Aspergers students and those used with ASD students in self-contained classrooms.
39. Identify and distinguish between a variety of curricula and methodologies used to provide instruction for students with ASD.
40. Demonstrate an understanding of how to use the Sunshine State Standards in developing appropriate curricula for students on the autism spectrum.

## ACTIVITIES

1. Attend the instructor's lecture and demonstration on:
  - a. Characteristics of ASD (Specific Objectives 1,2, 3, and 7)
  - b. Assessment and Diagnosis (Specific Objectives 4, 5, 6, 12, 13, 15, 16, 17, 18, 19, 20, 21, 24)
  - c. Individual Learning Goals/IEP/Curricula (Specific Objectives 8, 9, 10, 11, 12, 14, 22, 25, 26, 27, 28, 29, 30)
  - d. Teaching Methodologies (Specific Objectives 23, 31, 32, 33, 34, 35, 36, 37, 38, 39).
2. Review eligibility criteria for autism from the handouts taken from the Programs and Procedures Manual for the district. (Specific Objectives 5 and 6)
3. Discuss the difference between formal and informal assessments; specify several assessments used in planning instruction for ASD students. (Specific Objectives 15, 16, 17, 18, 19, 20, 21)
4. Given 2 psychological reports for different students with ASD, the participants will compare and contrast the different assessments utilized in determining eligibility. (Specific Objectives 5, 6, 16, 20, 21)
5. Determine if the 2 students whose psychological reports were reviewed in class should participate in state and district assessment. (Specific Objective 29)
6. Develop 3 different types of visual schedules. (Specific Objectives 35, 36, 37)
7. Given a case study, each table of participants will develop different priority educational needs, goals, benchmarks, and accommodations for an ASD student included in a general education classroom. (Specific Objectives 25, 26, 27, 28, 30, 32)
8. Identify the role that the IEP team plays in determining appropriate program placement for students with ASD and other related disabilities. (Specific Objectives 14, 22, 24, 25, 26, 27, 30).
9. Review the Sunshine State Standards and the Sunshine State Standards for Special Diploma and identify specific benchmarks in the development of a weekly lesson plan. (Specific Objective 40)
10. Make a sketch of how a self-contained classroom should be physically structured and explain the reasons why. (Specific Objectives 33 and 34)
11. Develop a community-based instruction activity for students with autism. (Specific Objective 28)
12. Given a demonstration in class, discrete trial data will be recorded. (Specific Objective 31).

## STRUCTURED INTERACTION ACTIVITY

1. Research and summarize 2 articles written about Pervasive Developmental Disorders. (Specific Objectives 1, 2, 7 and 8) 3 hours
2. Interview two parents and complete a sensory checklist for each child, identifying sensitivity to auditory, visual and tactile stimulus. (Specific Objectives 23, 24, 27 and 28) 3 hours
3. Develop at home and share with the class a plan for accommodating a student with autism in the general education environment, to include an independent work system for a sorting or matching activity and another one for an academic task to be instructed in an inclusive environment. (Specific Objectives 35 and 36) 4 hours

## Follow-up/ Evaluation

**Participants who will use in-service credit earned in this component to add the Autism endorsement to a certificate will be evaluated using the following assessment procedures:**

1. Complete pretest and posttest on the following: a) elements of assessment and diagnosis in determining autism; b) the characteristics of students on the autism spectrum, including similarities and differences among students on the spectrum; c) compare and contrast typical



development with that of students on the autism spectrum; d) uses of formal and informal assessments in developing appropriate educational services for students on the autism spectrum; e) development of appropriate IEP goals and objectives; and f) discussion of various curricular approaches currently used with students on the autism spectrum.

Participants will pass the posttest with 80% accuracy and will also demonstrate increased competency on 80% of the competencies of the component.

2. Maintain a reflective journal and share with classmates the changes they have made in their classrooms as a result of the information acquired in this training component.
3. Complete an Autism Program Compliance Checklist and share the results with their administrator.
4. Complete any other assessment procedure required by the instructor(s).
5. Demonstrate the acquisition of all required competencies of each approved program component of the add-on program.

### **Evaluation**

**Participants who will not use in-service credit earned through participation in this component to add the Autism endorsement to a certificate will:**

1. Demonstrate increased competency of 80% of the specific objectives of the component as determined by pretest and posttest or other valid measures.
2. Complete all individual and group activities at a level of quality established by the instructor; and
3. Complete all written assignments at a level that demonstrates the ability to integrate the material learned with experience and clearly relate that information to others.

Component evaluation will consist of instructor and participant assessment of how well component activities help participants to master competencies and objectives.



**COMPONENT TITLE: Autism Endorsement: Applied Behavior Analysis and Positive Behavior Supports**

**IDENTIFIER NUMBER: 5-101-516**

**NUMBER OF IN-SERVICE POINTS: 60**

**GENERAL OBJECTIVE**

This course provides participants with an understanding of how applied behavior analysis principles pertain to individuals with ASD, including implementation associated with teaching various skills and supporting behavior in educational settings. The functional assessment of problem behavior as well as proactive and preventative methods for addressing problem behavior will be addressed. In addition, evidence-based instructional strategies to develop communication, social, self-help, and academic skills will be emphasized and linked to behavioral needs. Role playing and other hands-on activities will be embedded in course instruction.

**SPECIFIC OBJECTIVES**

1. Identify social and behavioral issues associated with autism spectrum disorder and how those behaviors impact the functioning and quality of life of these individuals.
2. Demonstrate an understanding of the link between behavior and communication.
3. List and describe possible sensory issues for a student with ASD.
4. Define applied behavior analysis.
5. Understand basic behavioral principles, including basic operant reinforcement, differential reinforcement, extinction, punishment, discrimination training, generalization, etc.
6. Describe multiple preference assessment methodologies.
7. Evaluate the reinforcing value of preferred items.
8. Describe the value of having a parent identify potential reinforcers.
9. Identify and distinguish between various evidence-based instructional methodologies for teaching children with autism (e.g., reinforcement, naturalistic, response-prompted).
10. Understand and use reinforcement, shaping, behavioral momentum, chaining, modeling, prompting, fading, imitation, discrimination training, and presentation/instructions to promote adaptive behaviors and skills.
11. Compare/contrast shaping and chaining.
12. Explain multiple prompting techniques and the transfer of stimulus control.
13. Identify the principles and components of discrete trial training.
14. Compare and contrast natural environment training, discrete trial training, and incidental teaching.
15. Demonstrate the ability to teach a skill using errorless learning.
16. Describe precision teaching/fluency-based instruction
17. Understand the basics of verbal behavior.
18. Explain various teaching strategies and procedures for teaching language and other skills to children with autism.
19. Identify common reasons for ineffective behavioral instruction.
20. Identify methods to generalize and maintain acquired behaviors.
21. Identify various methods of teaching social skills to students with ASD.
22. Design an appropriate plan to address social skills deficits.
23. Identify methods to measure and record acquisition of behavior.
24. Select acquisition goals and develop curriculum and instruction based on assessment results.
25. Demonstrate the ability to write skill acquisition plans that address goals and objectives.
26. Demonstrate the ability to collect data on skill acquisition programs.
27. Explain how data collection and the graphic display of data are used to make programming decisions.

28. Identify, define, and prioritize target behaviors.
29. Identify the different functions of behavior.
30. Describe behavioral assessment procedures, including functional analysis, and how they are used to determine the function of behavior.
31. Demonstrate the ability to use and collect data using a variety of assessment tools utilized in a Functional Behavior Assessment (FBA).
32. Explain the Antecedent-Behavior-Consequence (ABC) model of understanding and managing behavior.
33. Compare/contrast various assessment questionnaires.
34. Explain important elements from a structured interview.
35. Describe the essentials of a behavioral observation.
36. Determine the type of data collection necessary based on the type of behavior being observed.
37. Understand the importance of data collection throughout all phases of intervention (e.g., baseline, treatment, generalization, maintenance).
38. Explain how data collected during observation may or may not support the hypothesis established from a structured interview.
39. Develop a hypothesis of the function of behavior, considering setting events, antecedents/triggers, and consequence events.
40. Evaluate the competing behavior model theory.
41. Summarize how social and sensory stressors might be missed in a behavioral observation.
42. Explain and cite examples showing how the removal of stressors can be reinforcing to a child with ASD.
43. Recognize how a behavior can be inappropriate due to the setting or context.
44. Explain how a behavioral excess or deficit can be the reason for an inappropriate behavior.
45. Explain and cite examples showing how a chain of behaviors over time can distort the function of the behaviors.
46. Explain how the need for sameness (predictability) can contribute to inappropriate behaviors.
47. Describe possible reasons for self-stimulatory, repetitive behaviors.
48. Differentiate between observable behaviors that are maintained by environmental variables from those that are maintained by variables that cannot be observed.
49. Explain how the lack of alternative behaviors can help maintain problem behaviors in students with autism.
50. Differentiate between the Consultative Model and the Collaborative Model of support for a behavioral intervention plan.
51. Describe a plan to work with a collaborative team to develop and implement a behavior intervention plan.
52. Develop a Positive Behavior Intervention Plan (PBIP) that takes into consideration function and the context of the problem behavior.
53. Demonstrate an understanding of Positive Behavior Support
54. Formulate interventions based on the functions of a behavior rather than the overt behavior.
55. Describe how traditional discipline procedures can inadvertently reinforce a student's inappropriate behavior.
56. Identify categories of interventions and how these interventions interrelate with each other.
57. Identify proactive and preventative methods for addressing problem behaviors.
58. Describe visual strategies that may prevent inappropriate behavior.
59. Explain the importance of choosing ethical interventions (e.g., least restrictive and non-aversive interventions).
60. Identify situations or events that can affect the implementation of a PBIP.
61. Define, use, and understand the importance of treatment integrity.
62. Write individualized behavior reduction goals and objectives based on assessment data.
63. Explain how data collection is used to monitor the progress of the PBIP.
64. Understand the importance of graphic displays of data in behavior analysis.



65. Identify different types of graphs that are used in behavior analysis.
66. Summarize and explain the need for conducting a FBA and implementing a PBIP in providing a free appropriate public education (FAPE) for a child with maladaptive behaviors.

## ACTIVITIES

1. Attend the instructor's lecture and demonstration on:
  - a. Behavior, communication, sensory, and social issues in ASD (Specific Objectives 1, 2, and 3)
  - b. Basic Behavioral principles (Specific Objectives 4 and 5)
  - c. Preference and Reinforcer Assessment Methodology (Specific Objectives 6, 7, and 8)
  - d. Evidence-Based Instructional Methodologies and Strategies (Specific Objectives 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, and 20)
  - e. Teaching Social Skills (Specific Objectives 21 and 22)
  - f. Acquisition Goals, Data Collection, and Graphic Analysis (Specific Objectives 23, 24, 25, 26, and 27)
  - g. Behavior Definitions and Functions of Behavior (Specific Objectives 28 and 29)
  - h. Functional Behavior Assessment and Data Collection (Specific Objectives 30, 31, 32, 33, 34, 35, 36, 37, 38, and 39)
  - i. Important Issues with Functional Behavior Assessment (Specific Objectives 40, 41, 42, 43, 44, 45, 46, 47, 48, and 49)
  - j. Determining Appropriate Interventions for Positive Behavior Intervention Plans (Specific Objectives 50, 51, 52, 53, 54, 55, 56, 57, 58, and 59)
  - k. Treatment Integrity (Specific Objectives 60 and 61)
  - l. Reduction Goals, Data Collection, and Graphic Analysis (Specific Objectives 62, 63, 64, and 65)
2. Complete a preference assessment and reinforcer assessment for a student with ASD. (Specific Objectives 6, 7, and 8).
3. Analyze assessment data from several case studies and determine evidence-based instructional strategies that are most appropriate for the student's needs. (Specific Objectives 9 – 22)
4. Implement a variety of reinforcement instructional strategies (e.g., differential reinforcement, shaping, behavioral momentum, etc.) (Specific Objectives 9, 10, 11, and 18).
5. Implement a variety of naturalistic instructional strategies (e.g., modeling, incidental teaching, natural environment training, naturalistic time delays, "mand" modeling, expansions, etc.) (Specific Objectives 9, 10, 14, and 18).
6. Implement a variety of response-prompted instructional strategies (e.g., least to most prompting, chaining, fading, discrimination training, discrete trial training, errorless learning, etc.) (Specific Objectives 9 – 18).
7. Plan and organize how to train specific social skills based on scenarios provided by the instructor. (Specific Objectives 21 and 22)
8. Given a demonstration in class, collect data on the student's response to a variety of instructional strategies. (Specific Objectives 23, 26, and 27)
9. Given several case studies, write appropriate acquisition goals, benchmarks, and curriculum based on assessment results. (Specific Objectives 24 and 25)
10. When observing a demonstration in class, develop a behavior definition and determine the appropriate method of data collection on a target behavior for reduction. (Specific Objectives 28, 31, 36, 37, and 38)



11. Collect data on a target behavior using several functional assessment tools (e.g., A-B-C, scatter plot, etc.) in a simulated setting and/or classroom observation. (Specific Objectives 31, 32, 35, 36, and 38)
12. Given multiple case studies, develop a hypothesis for the function of behavior, considering setting events, antecedents/triggers, and consequence events. (Specific Objective 39)
13. Analyze data from several case studies and develop appropriate interventions for each. (Specific Objectives 52-59)
14. Given assessment data on several case studies, write appropriate reduction goals and benchmarks. (Specific Objective 62)
15. Given a demonstration in class, collect data on the student's behavior using various measurement tools (e.g., frequency, duration, latency, interval, and time-sampling). (Specific Objectives 36, 37, and 63).
16. Given several sets of data, the student will appropriately graph the data and explain why he/she chose that type of graphic display. (Specific Objectives 64 and 65)

### **STRUCTURED INTERACTION ACTIVITY**

1. Conduct a preference assessment and reinforcer assessment with one of their students with ASD and write a summary of the results. (Specific Objectives 6 and 7).
2. Develop with a parent a reinforcement menu for one of their students with ASD and describe its value. (Specific Objective 8)
3. Develop and share with the class a skill acquisition plan for one of their students with ASD based on their needs, using one or more of the instructional strategies discussed in class. Include the appropriate data collection sheets as well as the acquisition goals. (Specific Objectives 9-27)
4. Read and critique several articles discussing the utility of functional assessment questionnaires. (Specific Objective 33)
5. Conduct a structured interview and questionnaire with one parent and at least one professional. (Specific Objectives 30, 33, and 34)
6. Observe a student with inappropriate behavior and collect functional assessment data. Write a summary of the results, including a hypothesis for the function of the target behavior. (Specific Objectives 30-39)
7. Collect data and graph a targeted behavior using an instructor-approved method. (Specific Objectives 31 and 36)

### **FOLLOW-UP**

1. Participants will submit skill acquisition plans, IEP goals and benchmarks, data collection sheets, and graphs for a student in the participant's class who has behavioral deficits (social, academic, communicative, self-help, etc.) that need to be acquired through the use of evidence-based instructional strategies.
2. Participants will submit a functional assessment of behavior (FBA), a positive behavior intervention plan (PBIP), IEP goals and benchmarks, data collection sheets, and graphs for a student in the participant's class who has inappropriate behaviors that need to be modified through the use of positive behavior supports.

### **EVALUATION**

**Participants who will use in-service credit earned in this component to add the Autism endorsement to a certificate will be evaluated using the following assessment procedures:**

1. Complete pretest and posttest on the following: a) function of behavior; b) behavioral assessments and collection of data; c) development of FBA and PBIP; d) implementation of PBIP and IEP goals and benchmarks; e) behavior management in the classroom;

- f) reinforcers and stressors in ASD; g) sensory issues in ASD; h) characteristics and learning styles of ASD; i) positive behavioral supports and proactive interventions; j) procedures for manifestation determination. Participants will pass the posttest with 80% accuracy and will also demonstrate increased competency on 80% of the competencies of the component.
2. Maintain a reflective journal and share with classmates the changes they have made in their classrooms as a result of the information acquired in this training component.
  3. Complete any other assessment procedure required by the instructor(s).
  4. Demonstrate the acquisition of all required competencies of each approved program component of the add-on program.

**Participants who will not use in-service credit earned through participation in this component to add the Autism endorsement to a certificate will:**

1. Demonstrate increased competency of 80% of the specific objectives of the component as determined by pretest and posttest or other valid measures.
2. Complete all individual and group activities at a level of quality established by the instructor; and
3. Complete all written assignments at a level that demonstrates the ability to integrate the material learned with experience and clearly relate that information to others.

Component evaluation will consist of instructor and participant assessment of how well component activities help participants to master competencies and objectives.



**COMPONENT TITLE: Autism Endorsement: Assistive/Instructional Technology and Natural/Alternative/Augmentative Communication Systems**

**IDENTIFIER NUMBER: 3-100-502**

**NUMBER OF IN-SERVICE POINTS: 60**

**GENERAL OBJECTIVE**

This component is designed to enable the participant to research, examine, and implement assistive and instructional technology as well as alternative/augmentative communication systems for students with Autism Spectrum Disorder (ASD).

**SPECIFIC OBJECTIVES:**

Upon completion of this component, participants will be able to:

1. Identify and describe communication needs for students with ASD.
2. Identify and describe various communication assessment tools used with ASD students.
3. Identify individual communication needs of students with ASD based on assessment.
4. Examine different alternative/augmentative communication systems used in working with students with autism.
5. Identify appropriate assistive/instructional technology (ies) that can be used to assist students with ASD of differing abilities.
6. Develop a classroom plan that integrates the use of alternative/augmentative communication and assistive/instructional technology (ies) into the curriculum, for example: environmental structure, picture symbols, visual schedules, electronic devices.
7. Identify communication development as normal or abnormal using a developmental checklist on a given student.
8. Identify three (3) activities which facilitate communication interaction in the home and in school.
9. Name four (4) areas of communication assessment.
10. Identify three (3) characteristics indicative of success with augmentative communication systems.
11. Explore a variety of visual systems used to promote communication and language development.
12. Individualize the communication systems used to meet the specific needs of students
13. Identify three (3) forms of communication.
14. Understand that communication is greatly affected by the use of natural and formalized body movements.
15. Explain why visual messages are easier to understand than auditory messages for students with ASD.
16. Examine why student behavior is improved across settings and with a variety of people when the communication tools provide consistency.
17. Understand that communication skills affect a student's social interaction.
18. Explain how communication skills affect a student's self-management and behavior.
19. Explore how communication allows students to make choices.
20. Learn to identify echolalia as form of communication.
21. Understand the difference between choice systems and communication systems.
22. Consider different options for symbols as communication tools: objects, photos, Boardmaker symbols, etc.



23. Learn to identify vocabulary that the student would use rather than what you would want them to say.
24. Identify opportunities where students can interact in natural situations using natural cues and consequences.
25. Understand that use of immediate and consistent feedback to encourage a student's communication attempt.
26. Explore opportunities throughout the school day where the communication systems are used across activities, events and environments.
27. Understand the use of "sabotage" to set the stage for communication to occur.
28. Interact with students as if the AAC system is his/her voice.
29. Explore the use of tape recorders and computer software (assistive technology) to improve educational performance for students with ASD.
30. Explore the use of communication boards within the school environment as an assistive technology tool.
31. Explain how receptive sign language is used to help a student with ASD.
32. Differentiate between the use of a picture schedule and a picture exchange system in terms of receptive and expressive communication needs.
33. Demonstrate how to conduct a reinforcement assessment in order to determine a "temptation" for an initial expressive communication attempt.
34. Explain at least three areas of possible expressive/receptive needs for a child with partial apraxia-like symptoms.
35. Describe reasons for social deficits interfering with the expressive/receptive development of a child with ASD.
36. Give alternative visual strategies for a child with ASD that does not discriminate line drawings.
37. Explain how difficulty with identifying and effectively using visual cues in the student's environment affects the ability of the student with ASD to get the intended meaning, and thus, act appropriately in social settings.
38. Evaluate the different communication functions of echolalia.
39. Describe the challenges of teaching students with ASD how to express their feelings.
40. Cite four names for apraxia and give possible reasons for the differences.

## ACTIVITIES

1. Attend the instructor's lecture(s) and demonstration(s) on:
  - a. Communication needs of students with ASD. (Specific Objectives 1, 7, 13, 14, 21, 34 and 40)
  - b. Communication needs based on assessment. (Specific Objectives 2, 3, 9, 18, 23, 31, and 33)
  - c. Alternative/Augmentative communication (Specific Objectives 4, 12, 19, 28 and 29)
  - d. Instructional and assistive technology (Specific Objectives 5, 6, 10, 28 and 29)
  - e. Communication strategies across settings. (Specific Objectives 8, 16, 19, 24, 25 and 26)
  - f. Visual strategies for communication. (Specific Objectives 11, 12, 15, 22, 30, 32, 36 and 37)
  - g. Pragmatics (Specific Objectives 17 and 35)
  - h. Functions of communication (Specific Objectives 20, 23, 27, 38 and 39)
2. Complete a communication needs assessment for a student with ASD that has very little speech. (Specific Objective 3)
3. Operate and program a variety of augmentative communication devices for a specific activity. (Specific Objectives 2 and 4)

4. Develop a lesson plan that integrates a communication system to target a specific activity within a specific environment. (Specific Objectives 4, 5, 7 and 29)
5. Identify types and different functions of communication after viewing a video clip of a student. (Specific Objectives 6, 8, and 38)
6. Create an individual student schedule that shows opportunities for initiating a communication attempt. (Specific Objectives 11, 12, 24, and 25)
7. Identify 3 different scheduled opportunities for an ASD student to practice a 3-part communication exchange with a peer. (Specific Objectives 22 and 33)
8. Conduct a reinforcement assessment to establish an initial communication attempt for a nonverbal student with ASD. (Specific Objectives 24, 25, and 33)
9. Compare and contrast different tools used to assess communication needs of students with ASD. (Specific Objective 2)
10. Describe the procedure(s) used to initiate referrals for alternative/augmentative communication and adaptive access assessments. (Specific Objectives 3 and 12)
11. Critique at least three instructional technology software tools used in the instruction of Reading/Language Arts, Mathematics, and at least one other content area. (Specific Objective 5)

#### **STRUCTURED INTERACTION ACTIVITY**

1. Develop and present a week's lesson plan that demonstrates how assistive technology or augmentative communication system(s) will be taught to the student with ASD and used for instruction across all content areas/subjects. (Specific Objectives 6, 7 and 16) 3 hours
2. Conduct a reinforcement assessment and write a summary of the results. (Specific Objective 33) 2 hours
3. Research and critique 2 articles dealing with augmentative devices used with ASD students. (Specific Objectives 4 and 10) 2 hours
4. Research and critique 1 article dealing with the use of sign language for expressive/receptive communication with ASD students. (Specific Objective 31) 1 hour

#### **FOLLOW-UP**

1. Participants will submit a plan to implement augmentative/alternative communication and assistive/instructional technology for students with ASD in their school and share it with administration.
2. Participants will submit to their administrators a communication checklist for students in their class.

#### **EVALUATION:**

**Participants who will use in-service credit earned in this component to add the Autism endorsement to a certificate will be evaluated using the following assessment procedures:**

1. Complete pretest and posttest on the following: a) communication needs of students on the autism spectrum; b) communication needs based on assessment; c) alternative/ augmentative communication; d) instructional and assistive technology; e) communication strategies across settings; f) visual strategies for communication; g) pragmatics; and h) functions of communication. Participants will pass the posttest with 80% accuracy and will also demonstrate increased competency on 80% of the competencies of the component.
2. Maintain a reflective journal and share with classmates the changes they have made in their classrooms as a result of the information acquired in this training component.
3. Complete any other assessment procedure required by the instructor(s).
4. Participants will demonstrate the acquisition of all required competencies of each approved program component of the add-on program.

**Participants who will not use in-service credit earned through participation in this component to add the Autism endorsement to a certificate will:**

1. Demonstrate increased competency of 80% of the specific objectives of the component as determined by pretest and posttest or other valid measures.
2. Complete all individual and group activities at a level of quality established by the instructor;  
and
3. Complete all written assignments at a level that demonstrates the ability to integrate the material learned with experience and clearly relate that information to others.

Component evaluation will consist of instructor and participant assessment of how well component activities help participants to master competencies and objectives.



**COMPONENT TITLE: Autism Endorsement: Field-Based Experience with Students with Autism Spectrum Disorder (ASD)**

**IDENTIFIER NUMBER: 2-100-541**

**NUMBER OF IN-SERVICE POINTS: 60**

**GENERAL OBJECTIVE**

This component is designed to enable the participant to analyze and critique the implementation of strategies and key programmatic elements in a variety of settings for students with ASD.

**SPECIFIC OBJECTIVES:**

Given involvement in this activity, participants will be able to:

1. Demonstrate the ability to write appropriate educational and behavioral goals and objectives.
2. Demonstrate effective classroom organization and management.
3. Demonstrate effective instructional planning for both groups and individuals.
4. Demonstrate effective use of communication with students.
5. Demonstrate effective use of alternative/augmentative communication systems used in working with ASD students across activities, events, and environments.
6. Demonstrate the ability to work effectively with paraprofessionals.
7. Demonstrate the ability to work effectively with parents.
8. Demonstrate skill in curricular planning and implementation for academics, socialization, play, imagination, communication and independence.
9. Demonstrate the ability to use discrete trial data in the design and/or modification of services.
10. Demonstrate knowledge of appropriate instructional levels and environments for students.
11. Reflect knowledge of growth and development in curricular planning and expectations.
12. Demonstrate use of informal assessment procedures.
13. Demonstrate the ability to interpret assessment data.
14. Document students' progress toward goals and objectives through data collection.
15. Demonstrate understanding of legal issues through participation in the IEP process.
16. Demonstrate the ability to provide social, sensory and behavioral supports needed for successful inclusion in the general education setting for students on the autism spectrum.
17. Demonstrate the ability to develop a functional behavior assessment and an intervention plan for a student with autism.
18. Demonstrate the ability to assess and program services that support transition, vocational development and independence.

**ACTIVITIES**

1. Attend the instructor's lecture(s) and demonstration(s) on:
  - a. Curriculum and Instruction/Individualized services and supports (Specific Objectives 1, 2,3, 4, 5, 8, 9, 12, 13, 14 and 17)
  - b. Inclusion (Specific Objectives 10 and 16)
  - c. Supporting play and leisure (Specific Objectives
  - d. Family support partnerships (Specific Objective 7)
  - e. School and community partnerships (Specific Objectives 6 and 18)
  - f. Professional Literacy and Leadership (Specific Objectives 11 and 15)
2. Complete five observations in classrooms serving students with ASD, in the following settings: (Specific Objectives 1-18)
  - a. Pre-kindergarten
  - b. Elementary school

- c. Middle school
  - d. Senior high school
  - e. Inclusion setting (grade level to be approved by instructor)
3. Complete observation forms and reflections upon each visit for targeted population (Specific Objectives 1-18)

### **STRUCTURED INTERACTION ACTIVITY (10 hours total)**

1. Submit the five classroom observations analyzing the key programmatic elements utilized in the instruction of ASD students for each of the targeted populations. (Specific Objectives 1-18).
2. Submit a completed, comprehensive portfolio demonstrating competencies obtained in the Autism Add-on Endorsement program.

### **FOLLOW-UP**

Participants will maintain a reflective log and will share with other participants on the last day of the training which tools and techniques acquired during the Professional Development were most beneficial.

### **EVALUATION**

**Participants who will use in-service credit earned in this component to add the Autism endorsement to a certificate will be evaluated using the following assessment procedures:**

1. Complete a reflection for each of the five required observations in classrooms serving students with ASD, to include the following elements: a) learning characteristics of students on the autism spectrum; b) environmental structure; c) effective behavior management strategies; d) different communication systems and technologies; e) different assessments; and f) curriculum development. Participants will submit these reflections with a summary of the professional growth experienced as a direct result of participating in the add-on endorsement program.
2. Share with classmates the skills they have enhanced/developed and the changes they have made in their classrooms as a result of the information acquired in this training component.
3. Complete any other assessment procedure required by the instructor(s) providing the program.
4. Demonstrate the acquisition of all required competencies of each approved program component of the add-on program.

**Participants who will not use in-service credit earned through participation in this component to add the Autism endorsement to a certificate will:**

1. Demonstrate increased competency of 80% of the specific objectives of the component as determined by pretest and posttest or other valid measures.
2. Complete all individual and group activities at a level of quality established by the instructor; and
3. Complete all written assignments at a level that demonstrates the ability to integrate the material learned with experience and clearly relate that information to others.

Component evaluation will consist of instructor and participant assessment of how well component activities help participants to master competencies and objectives.

# APPENDIX C

## FORMS



**FLORIDA AUTISM ENDORSEMENT  
ADD-ON ENDORSEMENT APPLICATION FORM (Form A)**

NAME \_\_\_\_\_ SSN \_\_\_\_\_

SCHOOL \_\_\_\_\_ DISTRICT \_\_\_\_\_

I am planning to add Florida Autism Endorsement to my current Florida teaching certificate. I understand that I will need to complete the four courses covering the topics prescribed by the State Board of Education Rule 6A.-4.01796. I also understand that I am responsible for verification of college credits, when appropriate. To receive credit for components, I understand that I must earn the full 60 points available for each component.

I have completed the following activities (give dates) which I believe should be considered within this program:

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Please give a brief statement of your reason(s) for pursuing this endorsement.

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\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Position

*\*Please note:*

Applicants must return this completed form to the District Professional Development Director. District Professional Development Director must send a copy of this form to the PAEC Professional Development Center.

**VERIFICATION OF POINTS  
 APPLICABLE TOWARD ADD-ON CERTIFICATION  
 FLORIDA AUTISM ENDORSEMENT (Form B)**

1. Name \_\_\_\_\_

2. School \_\_\_\_\_

3. Social Security No. \_\_\_\_\_ 4. Points on file: \_\_\_\_\_

- (1) \_\_\_\_\_ Nature and Needs, Assessment and Diagnosis  
(60 points minimum)
- (2) \_\_\_\_\_ Applied Behavior Analysis and Positive Behavior Supports for Students with ASD  
(60 points minimum)
- (3) \_\_\_\_\_ Assistive/Instructional Technology and Natural/Alternative/Augmentative Communication Systems  
(60 points minimum)
- (4) \_\_\_\_\_ Field-Based Experience with Students with Autism Spectrum Disorder (ASD)  
(60 points minimum)

College courses may be substituted for any of the above components for which the course descriptions match the \_\_\_\_\_ County Master In-service Plan Components.

6. Verification of Requirements:

<u>Points Required</u>	<u>Points Verified</u>	<u>Deficiency</u>
Requirement #1 Min. 60		
Requirement #2 Min. 60		
Requirement #3 Min. 60		
Requirement #4 Min. 60		

Total Required      240 Hours

FOR \_\_\_\_\_ DISTRICT OFFICE of CERTIFICATION USE ONLY

\_\_\_\_\_  
Date

\_\_\_\_\_  
Program Coordinator for Professional Development, PAEC

Status of Application	Date	By Whom
Send to Florida Department of Education		
Returned for Additional Verification		

FLORIDA AUTISM ENDORSEMENT  
\_\_\_\_\_ COUNTY ENDORSEMENT  
TRANSFER OF COLLEGE CREDIT (Form C)

1. Name \_\_\_\_\_
2. School \_\_\_\_\_ District \_\_\_\_\_
3. Social Security No. \_\_\_\_\_ 4. DOE No. \_\_\_\_\_

The attached college transcripts are submitted as part of the Florida Autism Endorsement Program. These courses meet the requirements of the following component(s) in the approved \_\_\_\_\_ County program for Florida Autism Endorsement.

Program area:

Component # and Title	College Course Title
1) _____	_____
2) _____	_____
3) _____	_____

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FOR DISTRICT OFFICE of CERTIFICATION USE ONLY

No. Points Approved \_\_\_\_\_ No. Points Not Approved \_\_\_\_\_

COMMENTS:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Date

\_\_\_\_\_  
District Professional Development Director

*\*Please note:*

Professional Development Directors must submit a copy of this form to the PAEC Professional Development Center.



SUMMARY SHEET



RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8j

DATE OF SCHOOL BOARD MEETING: May 28, 2012

TITLE OF AGENDA ITEM: Education Partnership Agreement:  
Panhandle Area Educational Professional Development Center  
and The Gadsden County School Board

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM:

Inservice Program for adding an endorsement in Athletic Coaching/Sport Medicine  
to a Florida Educator's Certificate

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Dr. Pink Hightower

POSITION: Director, Human Resources and Staff Development

**INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER**

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

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

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

This form is to be duplicated on light blue paper.

Inservice Program

For Add-On Endorsement

In the Area of

**ATHLETIC COACHING/SPORTS MEDICINE**

Professional Development Center  
Panhandle Area Educational Consortium  
753 West Boulevard  
Chipley, Florida 32428  
(850) 638-6131

Recommended to the \_\_\_\_\_ District School Board on \_\_\_\_\_, 20\_\_

\_\_\_\_\_  
Superintendent

Approved by the \_\_\_\_\_ District School Board on \_\_\_\_\_, 20\_\_

\_\_\_\_\_  
Chairman of the Board

**INSERVICE PROGRAM**  
**FOR ADDING AN ENDORSEMENT IN**  
**ATHLETIC COACHING/SPORTS MEDICINE**  
**TO A FLORIDA EDUCATOR'S CERTIFICATE**

**Prepared By The**

**Panhandle Area Educational Consortium**  
**Professional Development Center**  
**753 West Boulevard**  
**Chipley, Florida 32428**  
**Phone (850) 638-6131**  
**Toll free: 1-877-USE-PAEC (873-7232)**

**Revised May 2013**





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I. **Program Title**  
Athletic Coaching/Sports Medicine Add-on Endorsement

II. **Program Rationale and Purpose**

Washington County is experiencing a growth in the need for teachers who are certified in Athletic Coaching/Traffic Safety as there exists a shortage of teachers with the Athletic Coaching/Traffic Safety endorsement. Due to the availability of coursework from the university system and the travel time required, a program is needed to assist teachers in obtaining the endorsement. The Panhandle Area Educational Consortium (PAEC) will coordinate multi district training programs to more effectively meet the needs of the district and participants. The program will provide teachers holding valid teaching certificates the opportunity to obtain the Athletic Coaching endorsement.

III. **Program Content/Curriculum**

The Competencies to be mastered by participants in this program are those recommended by the Florida Department of Education and correlate with current trends and research in Athletic Coaching. The competencies are identified in Appendix A.

IV. **Instructional Design and Delivery**

A. Instructional strands:

1. Knowledge of human growth and development
2. Knowledge of instruction as it relates to athletic coaching
3. Knowledge of biomechanical foundations
4. Knowledge of sports injuries
5. Knowledge of human psychology
6. Knowledge of physiological principles
7. Knowledge of substance use and abuse
8. Knowledge of nutrition principles
9. Knowledge of legal aspects related to athletic coaching
10. Knowledge of public relations principles
11. Knowledge of sports management

B. Training Components

The Master Inservice Plan components that have been developed for use in this endorsement program are designed to include:

1. Specific objectives related to the competencies to be attained by each participant.
2. The assessment procedure to be followed in the attainment of competencies and the associated criteria for successful component completion.
3. Also included are the Target Group, Brief Description, General Objectives, and Description of Activities.
4. The required component titles are:
  - i. Care and Prevention of Athletic Injuries (Sport Medicine) - 60 points
  - ii. Coaching Theory - 60 points
  - iii. Theory and Practice of a Specific Sport - 60 points

Included in Appendix B of this document is a set of the components that will be offered to meet the requirements established for the program.

C. Matrix

Included in Appendix C is a visual presentation of the components, in terms of how the competencies are addressed and what methods are used to demonstrate the competencies.

D. Instructor Qualifications

Instructors used in the training of certified educators in the Athletic Coach/Sports Medicine Endorsement are as follows:

1. Educators holding certification in the field or endorsement in Athletic Coaching/Sports Medicine and experienced teachers in this field
2. College professors
3. Licensed personnel in the medical field and Sports Medicine
4. Certified or licensed personnel in the area of delivery

**V. Completion Requirements**

Successful completion of 180 inservice points/hours consistent with the program requirements (successful demonstration of all program competencies) as indicated by district inservice records shall constitute program completion. The district's Professional Development director will submit documentation to the district's Office of Certification verification of the participant's completion of the requirements necessary to add the Athletic Coaching/Sports Medicine Endorsement to his/her certificate.

**VI. Program Evaluation**

The overall effectiveness of the Washington County Add-On program for the Athletic Coaching/Sports Medicine Endorsement will be determined by evaluating the program, the courses, and the participants by:

- A. Administering, to each participant, pre and post-assessments designed by the instructors to evaluate attainment of specific objectives. Other validated assessment strategies may also be used to determine successful attainment of the component's specific objectives. Examples of these strategies include written tests, classwork, homework, observations, written/oral reports, quizzes, and demonstrations. Each participant must obtain a minimum 80% mastery level of objectives to successfully complete the component.
- B. Instructors and participants evaluating how well the component activities helped participants to master the objectives. This evaluation will include the effectiveness of the instructor as well as the activity itself.
- C. Reviewing annually to determine the effectiveness of the management and delivery of the program to determine the degree of its efficiency and cost effectiveness. The outcome of these reviews will be considered when revising the program.



## VII. Management

The district's Director of Professional Development is designated by the Superintendent of Schools for monitoring the implementation of the Athletic Coaching/Sports Medicine Add-On Endorsement Program and has the responsibility for admitting, evaluating transfer credit, and coordinating the delivery of the program's inservice components. The Panhandle Area Education Consortium will coordinate multi district training programs to more effectively meet the needs of the districts and participants.

### A. Admission Requirements

- a. Employed as a teacher in Washington County Public Schools
- b. Program entry may occur while one holds a valid temporary Florida Educator's Certificate. An applicant who entered the Add-On Athletic Coaching/Sports Medicine Endorsement program based on a Temporary Certificate must show proof of eligibility for a Professional Certificate prior to the district's verification of completion of the program.
- c. Recommendation by principal/work location supervisor.

### B. Advisement

- a. Each participant will receive a copy of the Add-On Athletic Coaching/Sports Medicine components.
- b. The district director of Professional Development will complete a plan of inservice training during the endorsement time line which will be forwarded to each participant.
- c. The plan of inservice training will be signed off both by the Superintendent and the district Director of Professional Development.

### C. Attendance Requirement

Attendance is mandatory; all courses have a specified number of hours and a participant must attend the required number of hours. Absences or excessive tardiness will jeopardize a participant's ability to successfully complete a course. Classwork missed due to a serious illness or extreme circumstances will have to be satisfied through an agreement with the instructor. Each component in the program requires sixty (60) hours of attendance in order to receive sixty (60) Master Inservice Hours (MIH) credit.

### D. Transfer and Utilization of Credit

- a. Equivalent credit awarded by a regionally accredited institution may be used to satisfy a course requirement provided a grade of "C" or higher was earned and that the credit was earned within the past ten (10) years. College credits are converted to inservice credits with each semester hour equivalent to twenty (20) MIH.
- b. Inservice credits earned while employed in another district may be transferred provided that the course contents is equivalent or of a higher level than that of the required component, that the course was taken as part of an Add-On Endorsement Program, and has not been previously used for certification renewal.

- c. Participants must submit a written request with course description with an official transcript or official Inservice Transfer Record showing coursework successfully completed to the District Director of Professional Development. The director will review the transfer of credit request to assess the appropriateness of the course to the Add-On Endorsement Program requirements and notify the participant.

E. Certification of Completion

When participants have completed all program completion requirements and District Verification Form for Completion of An Approved Add-On Program will be prepared by the district director or a designee (such as Panhandle Area Education Consortium Professional Development Center Director), and forwarded the superintendent for a signature and submission to the Department of Education.

F. Records

- a. Participant - The district will maintain a file on each program participant containing performance, advisement, transfer, component completion, and all other necessary data.
- b. Component - The district will maintain a file for each component offered containing performance and other evaluative data, instructor personnel data, and other necessary information.
- c. Program - District records will be in compliance with the standards of the add-on endorsement program and applicable state board rules.
- d. Forms - Forms for the Add-On Program Athletic Coaching Endorsement are contained in Appendix D.

**VIII. School Board Approval**

See Appendix E.

**Appendix A - Competencies**



**Knowledge of human growth and development**

1. Recognize the physical, cognitive, social, and emotional development of student athletes. Including normative differences in chronological age groups, maturation, readiness to learn, train, and compete
2. Identify learning and competitive experiences appropriate for student athletes at various stages of growth development.
3. Define individualized, age appropriate, non-injurious training methods for student athletes.

**Knowledge of instruction as it relates to athletic coaching**

4. Select appropriate instructional strategies for athletic coaching.
5. Outline the development of athletic program philosophy, including goals and objectives.
6. Recognize the importance of pre-assessment in establishing instructional level.
7. Distinguish characteristics of coaching in activity or sport.
8. List feedback methods used in athletic coaching.
9. Define methods used to evaluate student athletes and program effectiveness.
10. Analyze and utilize evaluative data when redesigning programs.
11. Identify available and suitable professional resources for coaching.

**Knowledge of biomechanical foundations**

12. Define normal human anatomical features and abnormal deviations.
13. Identify biomechanical principles and concepts appropriate to athletic coaching.
14. Apply appropriate physics principles in the acquisition of basic movement skills.

**Knowledge of sport injuries**

15. Detect athletic injuries.
16. Select the appropriate athletic injury treatment modalities.
17. Identify appropriate first aid emergency planning and care procedures. Including cardiopulmonary resuscitation; the unconscious athlete; suspected head, neck, and spine injuries; and other life threatening circumstances.
18. Select appropriate techniques for rehabilitation and reconditioning.
19. Identify the basic skills involved in athletic injury counseling.
20. Recognize safe playing conditions in order to facilitate injury prevention and enhance athletic performance. Including selection of appropriate athletic uniforms, use of protective equipment, sanitary maintenance of uniforms and equipment, use of facilities, and avoidance of extreme weather conditions (e.g., heat, humidity, cold, lightning, etc.)
21. Identify appropriate athletic injury reporting systems.
22. Identify appropriate health related policies and procedures for student athletes. Including parental medical consent, referral procedures, and medical examinations
23. Explain the importance and responsibility of the athletic trainer and on-call physician.

**Knowledge of human psychology**

24. Recognize the psychological aspects of athletic coaching.
25. Identify instructional and humanistic coaching methods which assist student athletes in developing appropriate self-perceptions.
26. Identify instructional and humanistic coaching methods which enhance appropriate and constructive peer interactions.
27. Demonstrate by example the ability to recognize and take appropriate action relative to problems among student athletes. Including deficit academic performance, inappropriate

behaviors occurring inside and outside the athletic context, substance abuse, depression, burnout, child abuse, and suicidal tendencies

28. Define coaching motivational techniques. Including awareness of performance enhancement techniques, visualization, stress reduction/relaxation, and attention focus.
29. Identify appropriate techniques for use in monitoring personal emotional self-control in athletic coaching situations.

#### **Knowledge of physiological principles**

30. Identify basic training principles (e.g., overload, progression, and specificity).
31. Identify the variables by which overload can be modified.
32. Evaluate and interpret the results of pre-physical fitness and motor assessments.
33. Using evaluative data, apply principles of training to formulate individual and group conditioning programs.
34. Explain body composition factors related to athletic performance potential. Including body weight as it affects performance and the percentage of body fat related to conditioning
35. Identify environmental conditions and their effects on personal health, safety, and learning (e.g., temperature, humidity, lighting, etc.).

#### **Knowledge of substance use and abuse**

36. Identify the negative effects of drugs on personal health and athletic performance.
37. Identify legal consequences of drug-taking behavior.
38. Identify symptoms of substance abuse.
39. Identify major characteristics of illegal substance use problems, to include the effects and dangers of drug use including performance enhancing drugs;
40. Identify referral techniques for student athletes with substance abuse problems.

#### **Knowledge of nutrition principles**

41. Explain the relationship between nutritional needs and athletic training.
42. Evaluate the adequacy of diets in meeting the nutritional needs of student athletes.
43. Recognize fallacies and dangers underlying selected dietary plans and supplements.
44. Explain the relationship between food intake, body weight, physical activity, and health.
45. Determine the relationship of hydration and dehydration to physical performance.

#### **Knowledge of legal aspects related to athletic coaching**

46. Recognize tort liability in athletics. Including knowledge of adequate instruction and proper supervision.
47. Identify constitutional rights of student athletes, with reference to discrimination(s), appropriate disciplinary techniques, and eliminating athletes from the team
48. Identify the minimum insurance coverage areas necessary for an athletic program.
49. Identify state procedures and regulations governing athletic participation.
50. Identify legal precedents and actions in athletic coaching involving assault and battery, sexual misconduct, and sexual harassment.

#### **Knowledge of public relations principles**

51. Identify the elements of communication.
52. Recognize the importance of feedback to reduce distortion of the intended message.
53. Explain the importance of targeting a specific audience to promote an athletic program.
54. Identify methods to assess expectations of the school community, community at large, and media.

#### **Knowledge of sport management**

55. Outline theoretical principles and strategies for successful athletic coaching.
56. Identify managerial principles in the use of equipment, facilities and deployment of personnel.
57. Outline athletic budget development and control procedures.
58. Define personnel and program evaluation techniques as used in athletic coaching.
59. Distinguish between ethical and unethical coaching behavior.



**Appendix B - Components**

## **ATHLETIC COACHING/SPORTS MEDICINE ENDORSEMENT**

Instructional Strand:	Program Area Specialization Competencies
Component Title:	<b>Care and Prevention of Athletic Injuries (Sports Medicine)</b>
Identifier Number:	6-414-500
Number of Points:	60
Target Group:	Certificated teachers who wish to add the coaching endorsement to their certificate, Non-faculty personnel currently holding a valid teaching certificate who wish to receive coaching certification, and Athletic Directors/Activities Coordinators who wish to upgrade their skills and/or add coaching endorsement to their certificate.

### **General Objectives**

To acquire additional knowledge and skills in care and prevention of athletic injury whereas the participant will be able to deal with injury detection, treatment, prevention, rehabilitation, reconditioning, and counseling and acquire a basis for making healthy lifestyle decisions.

This component is designed to enable the participant to learn about basic content and recent advances in care and prevention of athletic injuries, as well as the dangers and effects of drug use. This includes injury detection, injury treatment, rehabilitation, reconditioning, counseling, and injury prevention and dangers, symptoms and possible long-term effects of drug use including performance enhancing drugs.

This component should include not only subject matter content, but also offer appropriate teaching methods, hands-on laboratory experiences, and appropriate on-the-field, off-the-field safety precautions and procedures.

### **Specific Objectives**

1. Demonstrate thorough knowledge of athletic nutrition and ability to advise athletes concerning nutrition.
2. Identify skills needed to recognize athletic injury.
3. Display abilities in selection of appropriate athletic injury treatment modalities.
4. Identify appropriate first aid emergency planning and care procedures.
  - a. Cardiopulmonary resuscitation and related activities.
  - b. Unconscious athlete treatment and care.
  - c. Care of suspected head, neck, and spine injured athletes.
  - d. Consideration of other life threatening circumstances. Distinguish the acceptable selection and usage of rehabilitation and reconditioning techniques.
5. Distinguish the acceptable selection and usage of rehabilitation and reconditioning techniques.
6. Demonstrate an understanding of athletic injury counseling methodology.
7. Show evidence of knowledge of and application for playing conditions and for athletic facilities in order to facilitate injury prevention and enhance athletic performance.
  - a. Selection of appropriate athletic uniforms.

- b. Protective equipment.
  - c. Sanitary maintenance of the foregoing.
- 8. Identify accepted methods for conduct of inservice training.
- 9. Demonstrate an understanding of athletic injury reporting systems.
- 10. Identify major characteristics of illegal substance use problems; recommend/refer identified athletes appropriately.
- 11. Acquire knowledge of the dangers and effects of drug use, including performance enhancing drugs.
- 12. Demonstrate knowledge of appropriate health related policies and procedures.
  - a. Parental medical consent.
  - b. Establish policy/guidelines regarding health of athletes.
  - c. Referral procedures.
  - d. Medical examinations.
  - e. Knowledge of role/importance of athletic trainer.
  - f. On-call physician.
- 13. Maintain currency in the field.
- 14. Exhibit a basic understanding of anatomy and physiology as related to sports medicine.
- 15. State the importance of a knowledge of sports medicine as a lifelong activity.

#### **Description of Activities**

Laboratory activities shall consist of methods, techniques, and recommended operational procedures by certified trainers and physicians: by lectures, demonstrations, and individual/group applications. Activities will include, but not limited to, the following:

- 1. Application of standard first aid, as evidenced by submission of current First Aid card to instructor.
- 2. Cardiopulmonary resuscitation, as evidenced by submission of current CPR card to instructor.
- 3. Taping and wrapping techniques.
- 4. Conditioning and rehabilitation methods.
- 5. Anatomy and physiology as related to sports medicine.
- 6. Conference/seminars.

#### **Evaluation Procedures**

To the satisfaction of the consultant, each individual will:

- 1. Complete assigned activities.
- 2. Demonstrate increased competency on at least 80% of the objectives as determined by a pre- and post-assessment or by other valid means of measurement, in compliance with Section 231.608(1), Florida Statutes and Rule 6A-5.071(5), FAC.
- 3. Submit copies of current First Aid card and CPR card to instructor.

In addition, each individual will complete an evaluation of the effectiveness of both component and consultant.



## ATHLETIC COACHING/SPORTS MEDICINE ENDORSEMENT

Instructional Strand:	Program Area Specialization Competencies
Component Title:	<b>Coaching Theory</b>
Identifier Number:	1-011-541
Number of Points:	60 – DOE Approval through 06/30/2013
Target Group:	Certificated teachers who wish to add the coaching endorsement to their certificate, Non-faculty personnel currently holding a valid teaching certificate who wish to receive coaching certification, and Athletic Directors/Activities Coordinators who wish to upgrade their skills and/or add coaching endorsement to their certificate.

### General Objectives

To acquire additional knowledge, methods, skill application that will improve coaching effectiveness.

This component is designed to enable the participant to acquire additional knowledge about legal aspects, human growth and development psycho-social development, bio-physiological foundation, sport management, sport instruction that will improve coaching effectiveness.

### Specific Objectives

#### 1. Legal Aspects

- a. Demonstrate proficiency in understanding tort liability in athletics.
  1. Knowledge of adequate care.
  2. Understanding of proper supervision.
- b. Understand the constitutional rights of student athletes.
  1. Identify ethnic or other discrimination.
  2. Identify appropriate disciplinary techniques.
  3. Decision making strategy in eliminating athlete(s) from the team.
- c. Identify minimum necessary athletic insurance coverage(s).
- d. Recognize and adhere to appropriate state and local policy and procedure regulations governing athletic participation.
- e. Understand contractual law as applied to athletic coaching.
- f. Be cognizant of appropriate coach/athlete interpersonal relations.
- g. Be aware of legal precedents and actions in athletic coaching.
  1. Sexual misconduct.
  2. Sexual harassment.
  3. Assault/battery.
- h. Maintain currency in field.

#### 2. Human Growth and Development

- a. Demonstrate an understanding of the characteristics of student athletes.
  1. Normative differences in chronological age.
  2. Maturational differences.
  3. Readiness.
    - i. To learn.
    - ii. To train.

- iii. To compete.
  - b. Distinguish the experiences appropriate for student athletes at various stages of growth development.
  - c. Determine individualized, age appropriate, non-injurious training methods for student athletes.
  - d. Maintain currency in field.
- 3. Psycho-Social Development
  - a. Understand the psychological aspects of athletic coaching.
    - 1. Identify instructional and humanistic coaching skills which assist student athletes to develop appropriate self-perceptions
    - 2. Identify instructional and humanistic coaching skills which enhance appropriate and constructive peer interactions.
    - 3. Demonstrate ability to recognize and take appropriate action relative to problems among student athletes:
      - i. Deficit academic performance.
      - ii. Inappropriate behaviors/appropriate corrective measures.
      - iii. Inability to get along with others.
      - iv. Inappropriate behaviors occurring outside the athletic context.
      - v. Substance abuse.
      - vi. Depression.
      - vii. Burnout.
      - viii. Child abuse.
      - ix. Suicidal tendencies.
  - b. Demonstrate proficiency in the use of appropriate motivational techniques for the athlete.
    - 1. Awareness of performance enhancement techniques.
      - i. Visualization.
      - ii. Stress reduction/relaxation.
      - iii. Attention focus.
    - 2. Identify appropriate techniques for use in monitoring personal emotional self-control in all athletic coaching situations.
    - 3. Determine personal physical/emotional status of well being as an athletic coach.
    - 4. Understand skills in effective interpersonal communication with athletes, parents, other coaches, administrators, other members of the school community, the media, and the public at large.
    - 5. Identify available/suitable professional resources for athletic counseling.
  - c. Maintain currency in field.
- 4. Bio-Physiological Foundations
  - a. Demonstrate current knowledge of normal human anatomical features and abnormal deviations.
  - b. Identify knowledge of biomechanical principles appropriate to athletic coaching.
    - i. Demonstrate understanding of physics principles, which form the basis of skills acquisition.

- ii. Demonstrate knowledge of biomechanical concepts as applied in athletic coaching.
  - c. Demonstrate understanding of exercise physiology as it relates to athletic coaching.
    - i. Understand training program(s) for sport and demonstrate the ability to implement appropriate program(s).
    - ii. Knowledge of appropriate environmental conditions and their effects on training and learning (temperature, humidity, lighting, etc.).
  - d. Demonstrate understanding of body composition factors related to athletic performance potential.
    - i. Body weight as it affects performance.
    - ii. Body fat percentage related to conditioning.
  - e. Maintain currency in foregoing subjects.
- 5. Sport Management
  - a. Understand theoretical principles and strategies for successful athletic coaching.
  - b. Understand managerial skills in use of equipment, facilities, and the deployment of personnel.
  - c. Possess budget control skills.
  - d. Knowledge of evaluation techniques.
    - i. Personnel.
    - ii. Program.
  - e. Demonstrate ethical behaviors and decision making in personal relations with others.
- 6. Instruction
  - a. Knowledge of sound instructional strategies in athletic coaching.
    - i. Philosophy of program (goals and objectives).
    - ii. Initial pre-assessment.
    - iii. Instructional approaches.
      - 1. Plan content.
      - 2. Develop procedures.
      - 3. Use of instructional resources.
    - iv. Coach the activity.
    - v. Reevaluate students and evaluate program effectiveness.
    - vi. Feedback.
    - vii. Redesign of program as appropriate.



### **Description of Activities**

Laboratory activities shall consist of methods, techniques, and recommended operational procedures by qualified professionals. By lectures, demonstrations, and individual/group applications. Activities will include inservice in the following:

1. Legal aspects of athletics.
2. Human growth and development.
3. Psycho-social development.
4. Bio-physiological foundations.
5. Sport management.
6. Instruction

### **Evaluation Procedures**

To the satisfaction of the consultant, each individual will:

1. Complete assigned activities.
2. Demonstrate increased competency on at least 80% of the objectives as determined by a pre- and post-assessment or by other valid means of measurement, in compliance with Section 231.608(1), Florida Statutes and Rule 6A-5.071(5), FAC.

In addition, each individual will complete an evaluation of the effectiveness of both component and consultant.

## ATHLETIC COACHING/SPORTS MEDICINE ENDORSEMENT

Instructional Strand:	Program Area Specialization Competencies
Component Title:	<b>Theory and Practice of Coaching a Specific Sport</b>
Identifier Number:	1-011-542
Number of Points:	60 – DOE Approval through 06/30/2013
Target Group:	Certificated teachers who wish to add the coaching endorsement to their certificate, Non-faculty personnel currently holding a valid teaching certificate who wish to receive coaching certification, and Athletic Directors/Activities Coordinators who wish to upgrade their skills and/or add coaching endorsement to their certificate.

### General Objectives

To acquire additional knowledge, methods, trends, and skill application in the coaching of a selected interscholastic sport.

This component is designed to enable the participant to acquire additional knowledge about basic content and recent advances in coaching a selected interscholastic sport.

The component should also include skill acquisition, coaching/ teaching methods, trends, hands-on laboratory experiences, and appropriate safety precautions and procedures.

### Specific Objectives

1. Identify the importance of selected interscholastic sport as a lifelong activity.
2. State the importance of a selected interscholastic sport as a part of our culture.
3. Identify the rules and terminology used in a selected interscholastic sport.
4. Identify the strategies of team and/or individual play in a selected interscholastic sport.
5. Identify the strategies of individual position play in a selected interscholastic sport.
6. Exhibit a knowledge of safety practices necessary to participate in a selected interscholastic sport.
7. State the physical fitness value derived from participation in selected interscholastic sports.
8. Identify the skills necessary to participate in selected interscholastic sports.
9. State the social skills derived from participation in selected interscholastic sports.
10. Identify positive sportsmanship techniques in participating in selected interscholastic sports.
11. Identify new methods and techniques for more effective coaching in selected interscholastic sports.
12. Identify innovative methods of organizing and administering a selected interscholastic sport.
13. Identify national, state, local policy revisions that will affect the administering of a selected interscholastic sport.
14. Exhibit a basic understanding and knowledge of sport medicine as it pertains to selected interscholastic sports.

15. Exhibit a basic understanding in the recognition, treatment, and evaluation of athletic injuries in selected interscholastic sports.

### **Description of Activities**

Laboratory activities that include the following:

1. Strategies of play.
2. Skill acquisition.
3. Sport assessment.
4. Sport improvement.
5. Sport organization and management.
6. Safety procedures.
7. Sportsmanship/social values.
8. Conference/seminars.

### **Evaluation**

To the satisfaction of the consultant, each individual will:

1. Complete assigned activities.
2. Demonstrate increased competency on at least 80% of the objectives as determined by a pre- and post-assessment or by other valid means of measurement, in compliance with Section 231.608(1), Florida Statutes and Rule 6A-5.071(5), FAC

In addition, each individual will complete an evaluation of the effectiveness of both component and consultant.



**Appendix C - Matrix**

**Matrix of Competencies and Specific Objectives for Add-On  
Endorsement of Athletic Coaching**

Competency Number	Component Name	Specific Objective Number	Method of Competency Demonstration
1	Coaching Theory	II.A.1,2,3	Component Test
2	Th. & Practice of a Spec. Sport	4	Component Test
	Coaching Theory	II.B	Component Test
3	Th. & Practice of a Spec. Sport	6	Component Test
	Coaching Theory	II.C	Component Test
4	"	IV.A	Component Test
	Th. & Practice of a Spec. Sport	4	Component Test
5	"	2	Component Test
	Coaching Theory	IV.A.1	Component Test
6	"	IV.A.2	Component Test
7	"	III.B.1,4	Component Test
8	"	VI.A.6	Component Test
9	"	VI.A.5,7	Component Test
10	"	VI.A.7	Component Test
11	"	V.D	Component Test
	Th. & Practice of a Spec. Sport	11,12,13	Component Test
	Care & Prevent	12	Component Test
12	Coaching Theory	VI.A	Component Test
13	"	IV.B.1,2	Component Test
14	"	IV.C.1,2	Component Test
15	Care & Prevent	2.,4.A,B,C,D	Component Test
	Th. & Practice of a Spec. Sport	15	Component Test
16	"	14	Component Test
	Care & Prevent	2.,4.A,B,C,D	Component Test
17	"	3,4.A,B,C,D	Component Test
	Th. & Practice of a Spec. Sport	15	Component Test
18	Care & Prevent	5	Component Test
19	"	6,13,14	Component Test
20	"	7.A,B,C	Component Test
	Th. & Practice of a Spec. Sport	8	Component Test
21	Care & Prevent	9	Component Test
22	"	10,11.A,B,C,D	Component Test
23	"	11.E,F	Component Test
24	Coaching Theory	III.A.1,2,3	Component Test
25	"	III.A.1	Component Test
	Th. & Practice of a Spec. Sport	9	Component Test
26	"	5	Component Test
27	Coaching Theory	III.A.2	Component Test
	"	III.A.3.a,b,c,d,e,f,g,h,i	Component Test

28	“	III.B.1.a,b,c	Component Test
	Th. & Practice of a Spec. Sport	10	Component Test
29	Coaching Theory	III.B.2,3	Component Test
30	“	IV.A,B	Component Test
31	“	IV.A,B	Component Test
32	“	IVB.	Component Test
	Th. & Practice of a Spec. Sport	7	Component Test
33	Coaching Theory	IV.C	Component Test
34	“	IV.D	Component Test
35	“	IV.C.2.	Component Test
36	“	III.A.3.d,e	Component Test
	Care & Prevent	10	Component Test
37	“	10	Component Test
38	“	10	Component Test
	Coaching Theory	III.A.3.e	Component Test
39	“	III.A.3.b	Component Test
	Care & Prevent	10	Component Test
40	“	1	Component Test
	Coaching Theory	IV.D.1,2	Component Test
41	“	IV.D.1	Component Test
	Care & Prevent	1	Component Test
42	“	1	Component Test
	Coaching Theory	IV.D.1	Component Test
43	“	IV.D.1,2	Component Test
	Care & Prevent	1	Component Test
44	“	1	Component Test
	Coaching Theory	IV.D	Component Test
45	“	I.A.1,2	Component Test
46	“	I.B.1,2,3	Component Test
47	Coaching Theory	I.C	Component Test
48	“	I.D.	Component Test
	Th. & Practice of a Spec. Sport	3,13	Component Test
49	Coaching Theory	I.G.1,2,3	Component Test
50	“	III.B.4	Component Test
51	“	VI.A.6	Component Test
52	“	V.A	Component Test
53	“	III.4	Component Test
54	“	V.A	Component Test
55	“	V.B	Component Test
56	“	V.C	Component Test
57	“	V.D	Component Test
58	“	V.E.	Component Test

\*Component tests could include written tests, class work, observation, written/oral reports, quizzes and/or demonstrations.



**Appendix E - Forms**

**PANHANDLE AREA EDUCATIONAL CONSORTIUM  
ATHLETIC COACHING/SPORTS MEDICINE ENDORSEMENT  
APPLICATION FORM (Form A)**

NAME \_\_\_\_\_

DISTRICT \_\_\_\_\_ SCHOOL \_\_\_\_\_

EMAIL \_\_\_\_\_ PHONE \_\_\_\_\_

\_\_\_\_\_ I am planning to add Athletic Coaching/Sports Medicine to my current Florida teaching certificate. I understand that I will need to complete the three courses covering the topics prescribed by the State Board of Education Rule 6A-4.0131. I also understand that I must earn the full 60 points available for each course completion.

\_\_\_\_\_ I do not currently hold a valid teaching certificate and am interested in coaching a school team. I understand that I may complete these three courses and apply for a renewable certificate for part-time athletic coaching as provided in State Board of Education Rule 6A-4.0282. This certificate process does not fall under the add-on or endorsement rule but does follow the process for applying for a regular part-time certificate.

\_\_\_\_\_ I hold certification in "athletic coaching" or "physical education" on a current, valid certificate and wish to complete one of more of the Coaching Endorsement courses to earn in-service points for certificate renewal.

---

\_\_\_\_\_ I have obtained approval from the Director of Professional Development in my district to enroll in this course as verified by his/her signature below.

\_\_\_\_\_  
Signature of Registrant

\_\_\_\_\_  
Date

\_\_\_\_\_  
Position

\_\_\_\_\_  
DOE Certification # (if applicable)

---

**FOR DISTRICT USE ONLY**

By signing below, I verify that the district has an Athletic Coaching Endorsement Plan approved by the Florida Department of Education.

\_\_\_\_\_  
District Director of Professional Development

\_\_\_\_\_  
Date

*\*Please note:*

- Applicants must return this completed form to the District Professional Development Director.
- District Professional Development Director must send a copy of this form to the PAEC Professional Development Center.

**PANHANDLE AREA EDUCATIONAL CONSORTIUM  
ATHLETIC COACHING/SPORTS MEDICINE ENDORSEMENT  
VERIFICATION OF POINTS (Form B)**

1. Name \_\_\_\_\_

2. District \_\_\_\_\_ 3. School \_\_\_\_\_

4. Social Security No. \_\_\_\_\_ 5. Points on file: \_\_\_\_\_

6. Requirements

(1) \_\_\_\_\_ Care and Prevention of Athletic Injuries (Sports Medicine)  
(60 points minimum)

(2) \_\_\_\_\_ Coaching Theory  
(60 points minimum)

(3) \_\_\_\_\_ Theory and Practice of Coaching a Specific Sport  
(60 points minimum)

College courses may be substituted, at district discretion, for any of the above components for which the course descriptions match the \_\_\_\_\_ County Master In-service Plan Components.

7. Verification of Requirements:

<u>Points Required</u>	<u>Points Verified</u>	<u>Deficiency</u>	<u>Date Completed</u>
Requirement #1 Min. 60			
Requirement #2 Min. 60			
Requirement #3 Min. 60			
Total Required 180			

\_\_\_\_\_  
Date

\_\_\_\_\_  
Program Coordinator for Professional Development, PAEC

FOR \_\_\_\_\_ DISTRICT OFFICE of CERTIFICATION USE ONLY

Status of Application:

\_\_\_\_\_ Sent to Florida Dept. of Education

\_\_\_\_\_ Returned for Additional Verification

\_\_\_\_\_  
Date

\_\_\_\_\_  
District Official

*Please note:* Professional Development Directors must submit a copy of this form to the PAEC Professional Development Center.



**PANHANDLE AREA EDUCATIONAL CONSORTIUM  
ATHLETIC COACHING/SPORTS MEDICINE  
TRANSFER OF COLLEGE CREDIT (Form C)**

1. Name \_\_\_\_\_
2. School \_\_\_\_\_ 3. District \_\_\_\_\_
4. Social Security No. \_\_\_\_\_ 5. DOE No. \_\_\_\_\_

The attached college transcripts are submitted as part of the Athletic Coaching/Sports Medicine endorsement program. These courses meet the requirements of the following component(s) in the approved \_\_\_\_\_ county program for Athletic Coaching/Sports Medicine endorsement.

Program area:

Component # and Title	College Course Title
1) _____	_____
2) _____	_____
3) _____	_____

---

**FOR DISTRICT OFFICE of CERTIFICATION USE ONLY**

No. Points Approved \_\_\_\_\_ No. Points Not Approved \_\_\_\_\_

COMMENTS:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Date District Professional Development Director

*Please note:* Professional Development Directors must submit a copy of this form to the PAEC Professional Development Center.

Appendix E – School Board Approval

**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 8k

**DATE OF SCHOOL BOARD MEETING:** May 28, 2013

**TITLE OF AGENDA ITEMS:** Updates to School Board Policies

**DIVISION:** General

**PURPOSE AND SUMMARY OF ITEMS:**

Board approval is requested for the following purchase order to be paid from the General Fund:

<u>Vendor</u>	<u>PO #</u>	<u>Fund</u>	<u>Amount</u>
NEOLA, Inc	184908	110	\$ 5,500.00

**FUND SOURCE:** General Fund

**AMOUNT** \$ 5,500.00

**PREPARED BY:** Bonnie Wood

**POSITION:** Assistant Superintendent for Business Services





*R. E. Smith*

**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 10a

**DATE OF SCHOOL BOARD MEETING:** **May 28, 2013**

**TITLE OF AGENDA ITEM:** **Roof work James A. Shanks Middle School**

**DIVISION:** Facilities

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

**PURPOSE AND SUMMARY OF ITEM:** **For Board approval of lowest and best quote for roof patch work at James A. Shanks Middle School; Commercial Roofing Company.**

**FUND SOURCE:** **Capital Outlay**

**AMOUNT:** **\$4,595.00**

**PREPARED BY:** Wayne Shepard

**POSITION:** Director of Facilities

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**INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER**

       Number of ORIGINAL SIGNATURES NEEDED by preparer.

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

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

Be sure that the COMPTROLLER has signed the budget page.

This form is to be duplicated on light blue paper.

# COMMERCIAL ROOFING CO. LLC

TRUST YOUR INVESTMENT TO A  
LICENSED & INSURED CONTRACTOR.  
CCC1327357

# Proposal

P.O. Box 20068  
TALLAHASSEE, FLORIDA 32316  
(850) 576-7890  
CELL (850) 567-3664  
FAX (850) 926-4441

CRCOFFICE@COMMERCIALROOFINGCO.NET  
[WWW.COMMERCIALROOFINGCO.NET](http://WWW.COMMERCIALROOFINGCO.NET)

Specializing in Residential & Commercial

PROPOSAL SUBMITTED TO <b>Gadsden County School Board</b>	DATE <b>5/2/13</b>	PHONE <b>627-9888</b>
STREET <b>35 Martin Luther King Jr. Blvd.</b>	JOB NAME <b>Shanks High School</b>	
CITY, STATE, ZIP CODE <b>Quincy, FL 32351</b>	JOB LOCATION <b>Various Areas</b>	
FAX NUMBER <b>875-8795</b>	SPECIAL REQUESTS/COMMENTS	

We hereby submit specifications and estimates for:

**Repairs Quote: Building #1 (front left corner entrance) \$225.00**

- 2 men / 2 hrs (\$50 per man per hour) \$25 Materials
  - 36" Modified Bitumen

**Repairs Quote: Building #1 (Door #8) \$215.00**

- 2 men / 2 hrs (\$50 per man per hour) \$15 Materials
  - Reseal door and flashings

**Repairs Quote: Library \$260.00**

- 2 men / 2 hrs (\$50 per man per hour) \$60 Materials
  - 5 ft of Modified Bitumen

**Repairs Quote: Building #2 (Room 14) \$330.00**

- 2 men / 2 hrs (\$50 per man per hour) \$130 Materials
  - 2 rolls of modified torch down

**Repairs Quote: Building #3 \$1,125.00**

- 2 men / 8 hrs (\$50 per man per hour) \$325 Materials
  - Replace 120 LF of L-Flashing
  - Seal with Modified Bitumen

**Repairs Quote: Gym (Louver & Entry Way) \$240.00**

- 2 men / 2 hrs (\$50 per man per hour) \$40 Materials
  - Repair wall flashings

**We Propose** hereby to furnish materials and labor – complete in accordance with the above specifications, for the sum of:

dollars **\$2,395.00**

**Payment to be made as follows: Within 15 days of completion**

All material is guaranteed to be as specified. All work to be completed in workmanlike manner according to standard practices. Any alteration or deviation from above specifications involving extra costs will be discussed with owner, and will become an extra charge over and above the estimate. All agreements contingent upon strikes, accidents or delays beyond our control. Owner to carry fire, tornado, and other necessary insurance. Our workers are fully covered by Workmen's Compensation Insurance.

Should payment not be made as set forth above, interest shall accrue from the date of final performance at the highest rate allowed by the laws of the State.

In the event suit shall be brought for the collection hereof, or the same has to be collected upon demand of an attorney, customer agrees to pay a reasonable attorney's fee for making such collection in an amount not less than 33-1/3 of the amount due.

Any warranty given on above job becomes non-transferable.

Authorized

Signature Keith Logan

Note: This proposal may be withdrawn by us if not accepted within **15** days.

**Acceptance of Proposal:** The above prices, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Payment will be made as outlined above.

Signature \_\_\_\_\_ Date of Acceptance: \_\_\_\_\_



# COMMERCIAL ROOFING CO. LLC

TRUST YOUR INVESTMENT TO A  
LICENSED & INSURED CONTRACTOR.  
CCC1327357

# Proposal

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CROFFICE@COMMERCIALROOFINGCO.NET  
[WWW.COMMERCIALROOFINGCO.NET](http://WWW.COMMERCIALROOFINGCO.NET)

Specializing in Residential & Commercial

PROPOSAL SUBMITTED TO <b>Gadsden County School Board</b>	DATE <b>3/25/13</b>	PHONE <b>627-9888</b>
STREET <b>35 Martin Luther King Jr. Blvd.</b>	JOB NAME <b>Shanks High School</b>	
CITY, STATE, ZIP CODE <b>Quincy, FL 32351</b>	JOB LOCATION <b>Various Areas</b>	
FAX NUMBER <b>875-8795</b>	SPECIAL REQUESTS/COMMENTS	

We hereby submit specifications and estimates for:

**Repairs Quote: Gym (Walkway) \$1,100.00**

2 men / 8 hrs (\$50 per man per hour) \$300 Materials

- Replace 10x20 section of roof with modified bitumen

**\*Rotten wood replacement is not included in the price. Any wood replacement will be \$7 per square foot.**

**Repairs Quote: Band Room (Walkway) \$1,100.00**

2 men / 8 hrs (\$50 per man per hour) \$300 Materials

- Replace 10 x 20 section of roof with modified bitumen

**\*Rotten wood replacement is not included in the price. Any wood replacement will be \$7 per square foot.**

**\*Price to replace beam is undetermined.**

**We Propose** hereby to furnish materials and labor – complete in accordance with the above specifications, for the sum of:

dollars **\$2,200.00**

**Payment to be made as follows: Within 15 days of completion**

All material is guaranteed to be as specified. All work to be completed in workmanlike manner according to standard practices. Any alteration or deviation from above specifications involving extra costs will be discussed with owner, and will become an extra charge over and above the estimate. All agreements contingent upon strikes, accidents or delays beyond our control. Owner to carry fire, tornado, and other necessary insurance. Our workers are fully covered by Workmen's Compensation Insurance. Should payment not be made as set forth above, interest shall accrue from the date of final performance at the highest rate allowed by the laws of the State. In the event suit shall be brought for the collection hereof, or the same has to be collected upon demand of an attorney, customer agrees to pay a reasonable attorney's fee for making such collection in an amount not less than 33-1/3 of the amount due. Any warranty given on above job becomes non-transferable.

Authorized

Signature Keith Logan

Note: This proposal may be withdrawn by us if not accepted within **15** days.

**Acceptance of Proposal:** The above prices, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Payment will be made as outlined above.

Signature \_\_\_\_\_ Date of Acceptance: \_\_\_\_\_



Matthew Sapp, Contractor  
Phone: 850-962-5218  
Fax: 850-962-7859

P.O. Box 606  
Sopchoppy, FL 32358

License No. CBC 047832 – CRC 1327242 – CCC 1326353

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## Proposal

May 3, 2013

Mr. Wayne Sheppard  
Gadsden County School Board  
35 Martin Luther King Jr. Blvd  
Quincy, FL 32351

RE: Shanks High School

### **DESCRIPTION OF WORK:**

Repair Gym and Band Room Walk Ways

Rotten wood and/or flashing replacement will be charged at \$8.50 per square foot. This is above the cost of proposal.

**Total Cost of Work is \$3,625.00**

**Payments are due to be made as follows: 30% at start with balance due in full upon completion.**

---

Matthew Sapp  
Vice President, LDS Construction Services, Inc.

Liability insurance is provided by Auto Owners Insurance. Workers Comp coverage is provided by Summit. Certificates are available upon request.

LDS Construction Services, Inc. utilizes heavy equipment to deliver shingles and remove debris. We are not liable for any damage done to yard, driveways or water lines caused by such equipment.

It is the sole responsibility of the property owner to notify LDS Construction Services, Inc of any exposed roof decking on the interior portion of your home.

---

LDS Roofing Proposal  
Page 2

Construction Industries Recovery Fund: Payment may be available from the Construction Industries Recovery Fund if you lose money on a project performed under contract, where the loss results from specified violations of Florida law by a state licensed contractor, for information about the Recovery Fund and filing a claim contact:

Construction Industries Licensing Board  
Construction Industries Recovery Fund  
1940 North Monroe Street  
Tallahassee, FL 32399-2202  
(850) 487-1395

This proposal may be withdrawn if not accepted within 30 days.

---

**ACCEPTANCE OF PROPOSAL**

The above prices, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Payment will be made as outlined above.

\_\_\_\_\_  
Signature of Acceptor

\_\_\_\_\_  
Date Accepted

**IF ACCEPTED PLEASE FAX TO (850) 962-7859 OR MAIL ONE COPY OF THIS PROPOSAL TO P.O. BOX 606 SOPCHOPPY, FL 32358.**





Matthew Sapp, Contractor  
Phone: 850-962-5218  
Fax: 850-962-7859

P.O. Box 606  
Sopchoppy, FL 32358

License No. CBC 047832 – CRC 1327242 – CCC 1326353

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## Proposal

May 3, 2013

Mr. Wayne Sheppard  
Gadsden County School Board  
35 Martin Luther King Jr. Blvd  
Quincy, FL 32351

RE: Shanks High School

### **DESCRIPTION OF WORK:**

Repair Buildings 1  
Repair Library rear wall  
Repair Building 2  
Repair Building 3  
Repair Gym

Rotten wood and/or flashing replacement will be charged at \$8.50 per square foot. This is above the cost of proposal.

**Total Cost of Work is \$5,100.00**

**Payments are due to be made as follows: 30% at start with balance due in full upon completion.**

---

Matthew Sapp  
Vice President, LDS Construction Services, Inc.

Liability insurance is provided by Auto Owners Insurance. Workers Comp coverage is provided by Summit. Certificates are available upon request.

LDS Construction Services, Inc. utilizes heavy equipment to deliver shingles and remove debris. We are not liable for any damage done to yard, driveways or water lines caused by such equipment.

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---

LDS Roofing Proposal  
Page 2

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Construction Industries Licensing Board  
Construction Industries Recovery Fund  
1940 North Monroe Street  
Tallahassee, FL 32399-2202  
(850) 487-1395

This proposal may be withdrawn if not accepted within 30 days.

---

**ACCEPTANCE OF PROPOSAL**

The above prices, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Payment will be made as outlined above.

\_\_\_\_\_  
Signature of Acceptor

\_\_\_\_\_  
Date Accepted

**IF ACCEPTED PLEASE FAX TO (850) 962-7859 OR MAIL ONE COPY OF THIS PROPOSAL TO P.O. BOX 606 SOPCHOPPY, FL 32358.**

# BURNETTE CONSTRUCTION

*"Providing Roofing Solutions That Work"*

P.O. Box 10869, Tallahassee, FL 32302  
 Phone : ( 850)577-1233 Fax :( 850)576-9162  
 License Number CCC057797

PROPOSAL SUBMITTED TO: Gadsden County School Board	PHONE 627-9888	DATE 05/02/2013
STREET 35 Martin Luther King Jr. Blvd.	JOB NAME Shanks High School	
CITY, STATE AND ZIP CODE Quincy, FL 32351	JOB LOCATION same	
CONTACT: Wayne Sheppard	CITY, STATE AND ZIP CODE same	JOB PHONE same

**ROOF TYPE:** Repairs

**Repairs Quote:**

- Repair 2 sq of gym walkway  
*\*Wood replacement will be \$9 per LF, not included in proposal.*
- Repair 2 sq of band room  
*\*Wood replacement will be \$9 per LF, not included in proposal*

We Propose hereby to furnish material and labor – complete in accordance with above specifications for the sum of:

Three-thousand three -hundred twenty-five and no/100-----Dollars      \$3,325.00

Payment to be made as follows:

Upon completion of project.

Contractor's Signature

*Caleb Burnette*

Note: This proposal may be withdrawn by us if not accepted within 30 days.

**Acceptance of Proposal** – The above prices, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Payment will be made as outlined above.

Signature \_\_\_\_\_

Signature \_\_\_\_\_

Date of Acceptance: \_\_\_\_/\_\_\_\_/\_\_\_\_



# BURNETTE CONSTRUCTION

**“Providing Roofing Solutions That Work”**

P.O. Box 10869, Tallahassee, FL 32302  
 Phone :( 850)577-1233 Fax :( 850)576-9162  
 License Number CCC057797

PROPOSAL SUBMITTED TO: Gadsden County School Board	PHONE 627-9888	DATE 05/02/2013
STREET 35 Martin Luther King Jr. Blvd.	JOB NAME Shanks High School	
CITY, STATE AND ZIP CODE Quincy, FL 32351	JOB LOCATION same	
CONTACT: Wayne Sheppard	CITY, STATE AND ZIP CODE same	JOB PHONE same

**ROOF TYPE:** Repairs

**Repairs Quote:**

- Repair front left corner entrance of Building
- Repair Door 8 at Building 1
- Repair rear library wall
- Repair room 14 in Building 2
- Repair Building 3
- Repair Gym entry way

We Propose hereby to furnish material and labor – complete in accordance with above specifications for the sum of:

Three-thousand six hundred fifty and no/100-----Dollars	\$3,650.00
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**Payment to be made as follows:**

Upon completion of project.

Contractor's Signature

*Caleb Burnette*

Note: This proposal may be withdrawn by us if not accepted within 30 days.

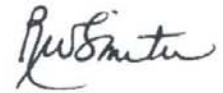
**Acceptance of Proposal –** The above prices, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Payment will be made as outlined above.

Signature \_\_\_\_\_

Signature \_\_\_\_\_

Date of Acceptance: \_\_\_ / \_\_\_ / \_\_\_

SUMMARY SHEET



RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10b

DATE OF SCHOOL BOARD MEETING: **May 28, 2013**

TITLE OF AGENDA ITEM: **Camera, Surveillance System for Warehouse**

DIVISION: **Facilities**

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

**PURPOSE AND SUMMARY OF ITEM: For Board approval of camera surveillance system for the District Warehouse. Pricing based off School Board bids 1213-10,11,12 for a total of \$16,025.36—10 cameras and all necessary equipment.**

FUND SOURCE: **Capital Outlay**

AMOUNT: **\$16,025.36**

PREPARED BY: **Wayne Shepard**

POSITION: **Director of Facilities**

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**INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER**

       Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered                     

CHAIRMAN'S SIGNATURE: page(s) numbered                     

Be sure that the COMPTROLLER has signed the budget page.

This form is to be duplicated on light blue paper.



# PROGRESSIVE COMMUNICATIONS

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May 3, 2013

Progressive Communications, Inc.  
100 Industrial Park Road  
Milledgeville, Georgia 31061

Gadsden County School District  
Attn: Wayne Shepard  
35 Martin Luther King Blvd.  
Quincy, Florida 32351  
Re: Gadsden County Maintenance Facility's Surveillance

Dear Mr. Shepard,

This letter is to confirm the pricing for the Turnkey ExacqVision Surveillance System we proposed for the Gadsden County Maintenance Facility, as a whole, matches what was originally quoted for JSMS, CPA, and WGHS.

The Bill of Materials is different for the Maintenance Facility than the three schools. The size of the project calls for a smaller server, less cameras and different components for the communications room and cable plant components. However, all the cameras are the same as well as the server, excluding the server's hard drive size – 2 TBs for this site verse 4TBs for the schools.

When you compare the same surveillance electronics used in the prior bids (one for one), the price difference is \$40.61. That difference comes from less volume. We pass volume discounts on to our customers as we receive them.

For a quick comparison, I've inserted the Bill of Materials in the same format as the first three schools we bid.

Please don't hesitate to call for questions.

Thank you for the opportunity!

Sincerely,

Russell Waggoner

Cc: Carol Robinson



# **PROGRESSIVE COMMUNICATIONS**

April 22, 2013

Gadsden County Schools  
Wayne Shepard  
35 Martin Luther King Drive  
Quincy, FL. 32351

RE: Surveillance Turnkey Solution  
Maintenance Facility

Progressive Communications, Inc. (PCI) is pleased to provide pricing for a Turnkey Surveillance Solution of 10 surveillance cameras at the Gadsden County Schools Maintenance Facility in Quincy, Florida.

## **Scope of Work**

PCI will provide and install 5 new IP based HD720p Vandal Resistant Indoor Dome Cameras and 5 new IP based HD 720p Vandal Resistant Exterior Day/Night Cameras.

PCI will provide, install and configure 1, 4TB Exacq Server.

PCI will provide, install and configure 1, 12 port POE Cisco Catalyst 2960C in each closet that has a camera. Total of 1

PCI will need rights to the Gadsden County Network to install the system or have a technology staff member with us during the install of the server and new data switches.

PCI will install the Exacq software on one PC at the school and on Wayne Sheppard's PC.

## **Horizontal Cable**

PCI will provide and install 10 new Cat5e yellow non-plenum cables to the 10 new camera locations. The cable will be terminated to a RG-45 plug.

## **Telecom Room**

PCI will terminate the Cat5e cables to a yellow Panduit Cat5e jack and insert them into a 24 port patch panel. Total of 1, 24 port patch panels.



PCI will provide and install 10, 1' Cat5e patch cords for each cable installed and one patch cord to connect the new data switch to the existing data switch.

PCI will provide and install 1, 12 port Cisco POE switch in each closet that has a camera cable originating from it. Total of 1.

PCI will provide and install 1, 4TB Exacq server in the Telecomm closet located at the Maintenance Facility.

PCI has priced an option for the new cables, switch and server to be mounted into a wall mount open frame swing gate rack.

### **Testing and Documentation**

PCI will test each Cat5e cable installed. PCI will install the software from Exacq on one customer provided computer. PCI will train the customer on the software once it is installed on the computer.

PCI will focus each camera to customers' requirements.

### **Warranty**

PCI will warranty the system for a period of 1 year from the date of installation of any workmanship errors.

PCI will assist in setting up Gadsden County Schools warranty through the manufacture to insure they get the standard warranties on the Exacq Server and Cameras.

### **Key Assumptions**

In order to quote this project, the following *key assumptions* have been made:

1. Others will supply any required building ground, plywood backboards, floor boxes, core holes, sleeves, conduit, back boxes, poke-thru's, and power poles.
2. Payment Terms: Net 30
3. Unencumbered access to all pertinent areas will be made readily available to PCI technicians.
4. PCI will not be responsible in any way for acts of nature nor for the negligence of, or accidents caused by the customer or others.



# PROGRESSIVE COMMUNICATIONS

SECURITY SURVEILLANCE SOLUTION - GADSDEN CO. SCHOOL DISTRICT'S MAINTENANCE FACILITY BLDG.					
Description	Part Number	Manufacturer	Qty.	Unit Price	Extended Price
<b>Horizontal</b>					
5e LAN CMR Yellow	M57556	Mohawk	2,000	\$0.138	\$276.00
<b>Workstation</b>					
Cat5e Jack Yellow	NK5E88TGYL	Panduit	10	\$3.18	\$31.80
Alliance-Mini 2.64 HD 720p Indoor Vandal Res.	IQD31SV-B7	IQinVision	5	\$466.80	\$2,334.00
Alliance-mx 2.64 HD 720p Exterior Day/Night	IQM31NE-B5	IQinVision	5	\$594.00	\$2,970.00
Single IP Camera Lic Professional	EVIP-01	Exacq	10	\$108.00	\$1,080.00
Wall Mount Bracket for Camera	IQA-WM	IQinVision	10	\$84.00	\$840.00
<b>Surface Raceway</b>					
Fastening (Screws & Anchors)	PCI	PCI	80	\$0.13	\$10.40
<b>Communications Room</b>					
2' Wall Mount Swing Rack	E19SWM12U24	Hoffman	1	\$198.00	\$198.00
Rack Mount Grounding Bus Bar	DG19	Hoffman	1	\$66.00	\$66.00
#6 2 Hole Lug Bag of 10	DGCL61	Hoffman	1	\$39.60	\$39.60
#6 THHN Green	5K-0601-5	Accu-Tech	50	\$1.02	\$51.00
24 Port Field Config Patch Panel	NKPP24P	Panduit	1	\$20.40	\$20.40
Catalyst 2960C Switch 12 FE PoE 2 x Dual Uplink Lan Base	WS-2960C-12PC-L	Cisco	1	\$860.40	\$860.40
AC Power Cord (North America) C13 NEMA 5-15P 2.1m	CAB-AC	Cisco	1	\$0.00	\$0.00
19" Rackmount Kit	RCKMNT-19-CMPCT	Cisco	1	\$68.40	\$68.40
Cat5e Jack Yellow	NK5E88TGYL	Panduit	10	\$3.18	\$31.80
Cat5e 5' Patchcord Yellow	MCTP5EBI-X-5	Generic	11	\$1.32	\$14.52
Blank Jack Black Bag of 10	NKBMBL	Panduit	14	\$0.22	\$3.08
IP 2U Server 4 TB	IPS-4000-2U	Exacq	1	\$2,784.79	\$2,784.79
Server Rail Kit 20"	EI-500020050	Exacq	1	\$66.96	\$66.96
<b>Consumables &amp; Misc. Material</b>					
8" Tie Wrap Clear bag of 100	T50R9C2	Hellerman	5	\$3.00	\$15.00
11.5" Tie Wrap Black bag of 100	T50I0C2	Hellerman	1	\$6.14	\$6.14
15' Roll of Black Velcro	GT.75X1800	Hellerman	2	\$8.40	\$16.80
Electrical Tape	TARTAN1710-3M	Hellerman	2	\$0.96	\$1.92
Panduit label Tape (100 Labels)	C195XOY1C	Panduit	1	\$45.60	\$45.60
Cable Label Refill	514-REF	Hellerman	1	\$7.14	\$7.14
Camera Mounting Material	PCI	PCI	10	\$12.00	\$120.00
<b>Labor/Engineering/Training</b>					
Installation/Configuration/Training	PCI-ENG	PCI	1	\$4,065.61	\$4,065.61
<b>Grand Total - Turnkey Surveillance Solution:</b>					<b>\$16,025.36</b>

**SUMMARY SHEET**



**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 10c

**DATE OF SCHOOL BOARD MEETING:** May 28, 2013

**TITLE OF AGENDA ITEM:** George Munroe Parking Lot

**DIVISION:** Facilities

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

**PURPOSE AND SUMMARY OF ITEM:** For School Board to accept or reject the single bid received from Pyramid Construction Company to construct a new parking lot at George Munroe Elementary School.

**FUND SOURCE:** Capital Outlay

**AMOUNT:** \$169,700.00

**PREPARED BY:** Wayne Shepard

**POSITION:** Director of Facilities

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**INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER**

       Number of ORIGINAL SIGNATURES NEEDED by preparer.

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

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

Be sure that the COMPTROLLER has signed the budget page.

This form is to be duplicated on light blue paper.

# MAINTENANCE DEPARTMENT

## SCHOOL BOARD OF GADSDEN COUNTY

PLUMBING  
ELECTRICAL

CARPENTRY  
HVAC

CUSTODIAL

-----  
805 SOUTH STEWART STREET, QUINCY, FLORIDA 32351 - (850) 627-9888 - FAX: (850) 875-8795

TO: Mr. Reginald C. James – Superintendent of Schools  
FROM: *W.S.* Wayne Shepard – Director of Facilities  
RE: New parking lot bid for George w. Munroe Elementary School  
DATE: May 17, 2013

Mr. James,

We opened bid # 1213-16 for a new parking lot and upgrades at George W. Munroe Elementary on May 16, 2013 at 2:00 pm EST. This bid was advertised in one of our local newspapers as required. Our architect contacted six companies by phone.

We received two (2) bids for the project. One bid was received fifty minutes after the opening, therefore invalid. I feel it will be in the Districts best interest to reject the one bid and re-bid the project. This is my recommendation.

If you have any questions or comments please call me at 627-9888, 545-7918 or email me at [shepardw@gcpsmail.com](mailto:shepardw@gcpsmail.com).

c.c. Rosalyn Smith  
Bonnie Wood



00310  
BID FORM

**BID FOR LUMP SUM CONTRACTS**

Owner: **GADSDEN COUNTY SCHOOL BOARD**

Date: 5-16-2013

Project: **NEW PARKING AND DRIVE UPDGRADES,  
GEORGE MUNROE ELEMENTARY SCHOOL**

Proposal of Pyramid Excavation (hereinafter called "Bidder")

a FLORIDA (corporation/ a partnership/an individual) doing business as (strike out inapplicable terms):

\_\_\_\_\_

To the Gadsden County School Board (hereinafter called "Owner")

The Bidder, in compliance with your Invitation to Bid and Instruction To Bidders for the construction of:

**NEW PARKING AND DRIVE UPDGRADES, GEORGE MUNROE ELEMENTARY SCHOOL  
BID NO. 1213-16**

having examined the plans and specifications with related documents and the site of the proposed work, and being familiar with all of the conditions surrounding the construction of the proposed project including, but not limited to, the availability of materials and labor and all matters referred to in the Contract Documents and Bid Package, hereby proposes to furnish all labor, materials, and supplies; and to construct the project in accordance with the Contract Documents, within the time set forth therein, and at the prices stated below. These prices are to cover all expenses incurred in performing the Work required under the Contract Documents, of which this bid is a part.

Bidder hereby agrees to commence Work under the Contract Documents on or before a date to be specified in written "Notice to Proceed" from the Owner and to substantially complete the project no later than sixty (60) calendar days after the date of the Owner's "Notice to Proceed".

Bidder further agrees to pay as liquidated damages, the sum of Two Hundred and no/100 dollars (\$200.00) for each consecutive calendar day thereafter.

Bidder acknowledges receipt of the following addendum:

Addendum No	Dated
_____	_____
_____	_____
_____	_____
_____	_____

**BASE BID:** Bidder agrees to perform all of the work described in the Specifications and shown on the Drawings for the sum of

ONE HUNDRED AND SIXTY-NINE THOUSAND SEVEN HUNDRED DOLLARS <sup>NO CENTS</sup> (\$ 169,700<sup>00</sup>)  
(Amount shall be shown in both words and figures. In case of discrepancy, the amount shown in words will govern.)

**ALTERNATIVE BIDS:**

Deductive Alternative "No.1": Add to the amount stated in "Base Bid" above

Deduct Three Thousand Nine Hundred Dollars AND NO CENTS (\$ 3900<sup>00</sup>)

Deductive Alternative "No.2": Add to the amount stated in "Base Bid" above

Deduct Three Thousand - Five Hundred Dollars AND NO CENTS (\$ -3500<sup>00</sup>)

Deductive Alternative "No.3": Add to the amount stated in "Base Bid" above

Deduct Six Thousand Seven Hundred Dollars AND NO CENTS (\$ -6700<sup>00</sup>)

Deductive Alternative "No.4": Add to the amount stated in "Base Bid" above

Deduct Fourteen Thousand Dollars AND NO CENTS (\$ -14,000<sup>00</sup>)

**UNIT PRICES:**

Provide on the Attachment "A" form, unit pricing for items listed.

Bidder understands that the Owner reserves the right to reject any or all bids and to waive any technical irregularities in the bidding or the bid process.

The Bidder agrees that this bid shall be good and may not be withdrawn for a period of twenty (20) calendar days after the opening of bids. Upon receiving written notice of the acceptance of this bid, Bidder will execute the Contract Documents and provide all Certificates of Insurance within ten (10) days thereof.

The bid guarantee attached in the sum of (\$ 8485.00)  
Shall become property of the Owner in the event the Contract Documents are not executed, or the required Certificates of Insurance are not provided to the Owner, within the time requirements set forth above as liquidated damages for the delay and additional expense to the Owner caused thereby.

Florida Construction Industries Licensing Board Certification

James Hawkins COC 1224488  
(Name of Holder) (Certificate Number)

In witness thereof, the Bidder has hereunto set his signature and affixed his seal this 16<sup>th</sup> day of May, 2013.

(SEAL)  
By: [Signature]  
Title: President

END OF SECTION

**BID TABULATION** BID NO.: 1213-16 DATE: 5-16-2013  
**GADSDEN COUNTY SCHOOL BOARD**  
**PARKING AND DRIVE UPGRADES**  
**GEORGE MUNROE ELEMENTARY SCHOOL**



JOEL SAMPSON ARCHITECT, INC.

BIDDERS	BASE BID	DEDUCT ALT #1	DEDUCT ALT #2	DEDUCT ALT #3	DEDUCT ALT #4
PEAVY AND SONS CONSTRUCTION	No Bid				
NORTH FLORIDA ASPHALT	No Bid				
PYRAMID EXCAVATION <i>Jennifer J. Smith</i>	\$169,700.00	<del>3,900.00</del>	3,500.00	6,700.00	14,000.00
CAPITAL ASPHALT	No Bid				

5/16/13  
 5/16/13 - *Mary J. Smith*  
 5/16/2013 - *Walter Smith*



Gadsden County School Board Office  
**ATT: Mr. Wayne Shepard**  
Max D. Walker Building  
35 Martin Luther King Boulevard  
Quincy, Florida 32351

**SEALED BID :**

**BID FOR PARKING AND DRIVE UPGRADES**

**Bid No. 1213-16**

**George Munroe Elementary School**

**1830 West King Street**

**Quincy, Florida**

05-16-13P02:51 RCVD



17 May 2013

Mr. Wayne Shepard, Facilities Director  
Gadsden County School Board  
805 South Stewart Street  
Quincy, Florida 32351



Re: New Parking and Drives  
George Munroe Elementary School

Dear Mr. Shepard:

We have reviewed the bid package for construction work received May 16, 2013 for the above referenced project. Unfortunately only one bid was received by the stated time, but this package does appear to be in order and complete. The bid package requested base bid and deductive alternates. See attached bid tabulation. Because they are the only proper bid, Pyramid Excavation, Inc. is the apparent low bidder based on the base bid amount of \$169,700.00. which includes all alternates.

Since we have no other bids to compare against, I am making my recommendation based on my cost projections. (My cost projection did not include sealing and striping.) Going by my cost opinion for the construction and comparing equal scopes of work & contingencies (with no sealing and striping), my opinion was \$179,500. for the work. The same scope in Pyramid's bid total's \$155,700. I would suggest from these comparison's that the contractor's bid is \$20,500. lower than my opinion of a total project cost.

I understand your funding appears to allow accepting of the base bid which includes all alternates - \$169,700.00. To that end, and as the bid package appears to be complete, we recommend acceptance of their base bid for the project. We do however understand your procurement policies or standard procedures may prefer or require multiple bids for comparison.

The bid is officially good for twenty calendar days from the bid date or until June 5, 2015. Please respond with the Board's intent in this matter. If the bid is rejected, the certified check needs to be returned to the bidder.

If you have any questions, please contact me.

Sincerely,

  
Joel Sampson  
NCARB

212 NORTH ADAMS STREET QUINCY, FLORIDA 32351 850-875-4348 LIC NO AA26000893

**BID TABULATION** BID NO.: 1213-16 DATE: 5-16-2013  
**GADSDEN COUNTY SCHOOL BOARD**  
**PARKING AND DRIVE UPGRADES**  
**GEORGE MUNROE ELEMENTARY SCHOOL**



JOEL SAMPSON ARCHITECT, INC.

BIDDERS	BASE BID	DEDUCT ALT #1	DEDUCT ALT #2	DEDUCT ALT #3	DEDUCT ALT #4
PEAVY AND SONS CONSTRUCTION	No bid				
NORTH FLORIDA ASPHALT	No bid				
PYRAMID EXCAVATION	\$169,700.	\$3,900.	\$3,500.	\$6,700.	\$14,000.
CAPITAL ASPHALT	No bid				

*R. Smiter*

**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 11a

**DATE OF SCHOOL BOARD MEETING:** May 28, 2013

**TITLE OF AGENDA ITEM:** Medical Physicals 2013-2014

**DIVISION:** Administration Transportation

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

**PURPOSE AND SUMMARY OF ITEM:** Recommended physicians to examine bus drivers and  
(Type and Double Space) certain personnel for a recommended fee of \$70.00 per examination.

Capital Regional Medical Group Kay Keeton, ARNP	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

**AMOUNT:** \$7,000.00

**PREPARED BY:** Joe E. Lewis  
*Joe E. Lewis*  
**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           

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



# 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

April 23, 2013

## 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 2013-2014.

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.

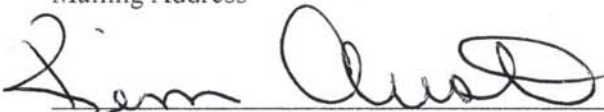
## DRUG AND ALCOHOL TESTING EXCLUDED DEXTERITY TESTING SECTION EXCLUDED

CAPITAL REGIONAL MEDICAL GROUP  
Physician's Name or Group

KAY KEETON, ARNP  
(Please print or type)

409 HIGH STREET CHATTAHOOCHEE, FL 32324  
Mailing Address

(850) 663-4643  
Telephone Number

  
Signature of Physician or Business Manager

4-26-13  
Date

PLEASE RETURN THIS FORM NO LATER THAN MAY 10, 2013

TO THE FOLLOWING ADDRESS:

MR. JOE LEWIS  
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

CHARLIE D. FROST  
DISTRICT NO. 4  
GRETNA, FL 32332

ROGER P. MILTON  
DISTRICT NO. 5  
QUINCY, FL 32353



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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.

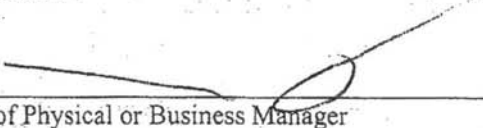
### DRUG AND ALCOHOL TESTING EXCLUDED DEXTERITY TESTING SECTION EXCLUDED

CARDIOLOGY AND INTERNAL MEDICINE GROUP OF N. FL. PA  
Physician's Name or Group

HELEN NITSIOS, M.D.  
(Please print or type)

230 EAST CRAWFORD STREET QUINCY, FL 32351  
Mailing Address

(850) 627-4327  
Telephone Number

  
Signature of Physical or Business Manager

5/1/13  
Date

PLEASE RETURN THIS FORM NO LATER THAN MAY 10, 2013

TO THE FOLLOWING ADDRESS:

MR. JOE LEWIS  
DIRECTOR OF TRANSPORTATION  
35 MARTIN LUTHER KING, JR. BLVD.  
QUINCY, FL 32351  
FAX NUMBER 875-8895

AUDREY D. LEWIS  
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QUINCY, FL 32353

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QUINCY, FLORIDA 32351  
TEL: (850) 627-9651  
FAX: (850) 627-2760  
http://www.gcps.k12.fl.us

April 23, 2013

## 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 2013-2014.

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

CHOOKIERT EMKO, M.D.  
Physician's Name or Group

*Chookiert Emko, M.D.*

(Please print or Type)

21 NORTH LOVE STREET QUINCY, FL 32351  
Mailing Address

(850) 627-9563  
Telephone Number

Signature of Physician or Business Manager

*C. Emko, M.D.*

Date

*4/26/13*

PLEASE RETURN THIS FORM NO LATER THAN MAY 10, 2013  
TO THE FOLLOWING ADDRESS:

MR. JOE LEWIS  
DIRECTOR OF TRANSPORTATION  
35 MARTIN LUTHER KING, JR. BLVD.  
QUINCY, FL 32351  
FAX NUMBER 875-8895

AUDREY D. LEWIS  
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DISTRICT NO. 2  
QUINCY, FL 32351

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DISTRICT NO. 3  
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DISTRICT NO. 4  
GRETNÄ, FL 32332

ROGER P. MILTON  
DISTRICT NO. 5  
QUINCY, FL 32353

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QUINCY, FLORIDA 32351  
TEL: (850) 627-9651  
FAX: (850) 627-2760  
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April 23, 2013

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\$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

5/1/13

Date

PLEASE RETURN THIS FORM NO LATER THAN MAY 10, 2013

TO THE FOLLOWING ADDRESS:

MR. JOE LEWIS  
DIRECTOR OF TRANSPORTATION  
35 MARTIN LUTHER KING, JR. BLVD.  
QUINCY, FL 32351  
FAX NUMBER 875-8895

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"Building A Brighter Future"

April 23, 2013

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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 of Physician or Business Manager

*Carla M. Hollowman*

Date

*5/2/13*

PLEASE RETURN THIS FORM BY MAY 10, 2013

TO THE FOLLOWING ADDRESS:

MR. JOE LEWIS  
DIRECTOR OF TRANSPORTATION  
35 MARTIN LUTHER KING, JR. BLVD.  
QUINCY, FL 32351  
FAX NUMBER 875-8895

AUDREY D. LEWIS  
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ROGER P. MILTON  
DISTRICT NO. 5  
QUINCY, FL 32353

SUMMARY SHEET

*RWS*

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 12a

DATE OF SCHOOL BOARD MEETING: May 28, 2013

TITLE OF AGENDA ITEM: Discussion and Request to Advertise the Board's Intent to Revise all of Gadsden County School Board Policies and 2013-2014 Code of Student Conduct.

**DIVISION:**

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

**PURPOSE AND SUMMARY OF ITEM:**

The purpose of this item is to request revisions to all of Gadsden County School Board policies for implementation beginning the 2013-2014 school year and thereafter and the 2013-2014 Code of Student Conduct.

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: May 28, 2013

The School Board of Gadsden County, Florida hereby gives notice of its intent to revise all of Gadsden County School Board Policies for implementation beginning the 2013-2014 school year and thereafter and the 2013-2014 Code of 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 revise all of Gadsden County School Board Policies and the Code of Student Conduct in order to be in compliance with legislative changes and updates.

**A PUBLIC HEARING WILL BE HELD DURING THE BOARD MEETING SCHEDULED FOR 6:00 P.M.  
ON:** Tuesday, June 25, 2013

**PLACE:** Max D. Walker School Administration Building  
35 Martin Luther King, Jr., Blvd.  
Quincy, Florida 32351

IF A PERSON DESIRES TO APPEAL ANY DECISION MADE BY THE SCHOOL BOARD WITH RESPECT TO ANY MATTER CONSIDERED AT ANY SUCH HEARING, HE/SHE WILL NEED A RECORD OF THE PROCEEDINGS, AND FOR SUCH PURPOSE HE/SHE MAY NEED TO ENSURE THAT A VERBATIM RECORD OF THE PROCEEDINGS IS MADE, WHICH RECORD INCLUDES THE TESTIMONY AND EVIDENCE UPON WHICH THE APPEAL IS TO BE BASED.

**NAME OF THE PERSON ORIGINATING THIS RULE:**

Rosalyn W. Smith  
Deputy Superintendent

**NAME OF THE PERSON WHO APPROVED THIS RULE:**

Reginald C. James  
Superintendent of Schools

**DATE OF SUCH APPROVAL:** May 28, 2013

A COPY OF THE POLICY PROPOSED FOR AMENDMENT MAY BE EXAMINED DURING BUSINESS HOURS AT THE MAX D. WALKER SCHOOL ADMINISTRATION BUILDING, 35 MARTIN LUTHER KING, JR. BLVD., QUINCY, FLORIDA 32351.

Reginald C. James, Superintendent of Schools  
For Gadsden County, Florida, and Secretary and  
Chief Executive Officer of the School Board of  
Gadsden County, Florida.



# GADSDEN COUNTY SCHOOL DISTRICT



*"Building a Brighter Future"*

## Code of Student Conduct

~~2012-2013~~ 2013-2014

**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

<del>Eric Hinson</del> <b>Audrey Lewis</b> District No. 1 Havana, FL 32333 Midway, FL 32343	<b>Judge B. Helms, Jr.</b> District No. 2 Quincy, FL 32351	<b>Isaac Simmons, Jr.</b> District No. 3 Chattahoochee, FL 32324 Greensboro, FL 32330	<b>Charlie Frost</b> District No. 4 Gretna, FL 32332 Quincy, FL 32352	<b>Roger P. Milton</b> District No. 5 Quincy, FL 32351
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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

### 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*

Reginald C. James  
Superintendent of Schools

RCJ:RWS:mjwb

ERIC HINSON  
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 FROST  
DISTRICT NO. 4  
GRETNA, FL 32332  
QUINCY, FL 32352

ROGER P. MILTON  
DISTRICT NO. 5  
QUINCY, FL 32351

BOARD MEETS FOURTH TUESDAY OF EACH MONTH  
EQUAL OPPORTUNITY EMPLOYER



## **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, ~~dark brown, dark blue~~ 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 ~~will~~ **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 unless its school paraphernalia

\* 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.

### **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 ~~gets~~ 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.

**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: Please be advised these are just guidelines and 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.

### *4<sup>th</sup> 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: Please be advised these are just guidelines and the principal has authority, within Florida Statutes, to increase consequences based upon the severity of the infraction.**

CLASS II	INTERMEDIATE OFFENSES
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- 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: Please be advised these are just guidelines and 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: Please be advised these are just guidelines and 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: Please be advised these are just guidelines and the principal has authority, within Florida Statutes, to increase consequences based upon the severity of the infraction.**

CLASS III	GROUP C	MAJOR OFFENSES
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**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)
  - b. sexual battery
  - c. armed robbery
  - d. aggravated battery
  - e. assault, battery or aggravated battery on a teacher or other school personnel
  - f. kidnapping or abduction
  - 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.

## 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:**

**a**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.

### 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.





## 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: Please be advised these are just guidelines and 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 (Aggravated)** - intentionally or knowingly causing great bodily harm, permanent disability, or permanent disfigurement or using a deadly weapon while committing a battery

**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

**Drugs represented as drugs/imitation, use, storage, or possession** - to store, possess, purchase, use, or be under the influence of any mood modifying substance and/or dangerous substance including, but not limited to, marijuana, hallucinogens, inhalants, as well as any substance represented to be an illegal substance, such as designer drugs, or caffeine pills, tablets, or caplets, or any substance which is represented to be any such substance while on school property or jurisdiction of the school district

**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

**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

**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

**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.

SUMMARY SHEET



RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 13a

DATE OF SCHOOL BOARD MEETING: May 28, 2013

TITLE OF AGENDA ITEM: School Improvement Grant 1003(g) Cohort I 2010-2013

Executive Summary

DIVISION: Education Transformation Operations

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

PURPOSE AND SUMMARY OF ITEM:

School Improvement Grant 1003(g) Cohort I 2010-2013 Executive Summary

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: James Mills

POSITION: Director, Education Transformation Operations

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: \_\_\_\_\_

2013 MAY 16 PM 2:34  
GARDNER SCHOOL BOARD  
OFFICE OF ASSISTANT  
SUPERINTENDENT

# School Improvement Grant 1003(g) Cohort I 2010-2013 Executive Summary

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*Gadsden County Public Schools (Florida)*

- EAST GADSDEN HIGH SCHOOL (0071)
- WEST GADSDEN HIGH SCHOOL (0051)



## **Program Structure and Implementation**

The Education Transformation Office (ETO) is the primary mechanism for implementing the School Improvement Grant.

Within the ETO, the Director of School Transformation Operations leads efforts to fulfill the requirements and goals of the SIG. The ETO serves the SIG schools in four overarching areas with an overall aim of increasing student achievement: community and parent involvement, leadership development, improving teacher quality, and support system for students.

Program specialists in the areas of elementary reading, secondary reading, elementary mathematics, secondary mathematics, science, Response to Intervention, assessment, and data analysis also support the requirements and initiatives within the SIG. In addition, a staff position directly responsible for directing activities related to career and technical education and science, technology, engineering, and mathematics (STEM) programs was also utilized.

Each program specialist is tasked with providing extensive support to administrators, instructional coaches, and teachers at each school served by the SIG. Support provided to SIG schools included but were not limited to the following:

- Monthly data discussions of formative assessment data and Early Warning System information
- Development of coaching plans for both instructional coaches and teachers
- Classroom walkthroughs with administrators and instructional coaches
- Support for Differentiated Accountability requirements and instructional audits
- Development of interim and formative progress monitoring assessments
- Facilitation of lesson study and Professional Learning Communities (PLC)
- Periodic review and updating of activities related to the School Improvement Plan (SIP)
- Professional development related to the Reading Endorsement and Next Generation Content Area Reading Professional Development (NGCAR-PD)
- Modeling of lessons for instructional coaches and teachers
- Support for scheduling Tier 2 and Tier 3 intervention services for students
- Development of data chat system and schedule
- Creation of Positive Behavior Support (PBS) protocols

In an effort to align policies and procedures from the LEA level, several activities were undertaken to ensure successful implementation of the SIG. Through collective bargaining, common planning time was established during the regular school day where teachers were able to collaborate and plan effective



lessons. Additionally funds were set aside not available to other sites to support lesson study and Professional Learning Communities (PLC).

The LEA also supported efforts by both sites to participate in extended learning time by lengthening the school day and providing comprehensive summer school programs, including field trips related to STEM and course offerings that directly support career and technical education. These opportunities were not traditionally available to students without the funds and goals set forth in the SIG.

In addition, provisions were made for recruitment, replacement, and retention of administrators, instructional coaches, and teachers through meeting learning targets and financial incentives. Additional incentives for attendance were also included in the Memorandum of Understanding to demonstrate the LEA's commitment to supporting the aims of the SIG.

Administrators, instructional coaches, and teachers were also provided with opportunities for professional development, all of which directly supported the goals of the SIG. Professional development included attendance at academic conferences, instructional strategies related to initiatives within the science, technology, engineering, and mathematics (STEM) fields, lesson study, data analysis, classroom libraries, and career and technical education.

The LEA, through close communication and collaboration with each site, communicated SIG goals and implementation priorities with school leadership through monthly meetings hosted at the individual school sites. This decentralized approach allowed school leadership, including administrators, instructional coaches, and teachers, to share accomplishments, as well as obstacles to meeting the goals set forth by the SIG. LEA personnel were then able to provide assistance as needed to support schools in overcoming challenges and extending successes. At both sites supported by SIG, goal posters were placed in each classroom and throughout campus. Periodic faculty meetings, all of which were attended by LEA-level staff, were held by administrators at both sites to discuss progress toward each goal.

In the original SIG application, many commitments were made by the LEA to support the two school sites. Chief among these was the selection and implementation of an intervention model. Within the two models that were used at each site, implementation of a comprehensive instructional program that was vertically aligned took place through the creation of curriculum pacing guides, lesson study, and Professional Learning Communities (PLC). In addition, the LEA committed to replacing administrators, instructional coaches, and teachers who were considered to be less than effective based on student achievement data. This process was followed at both sites through the replacement of entire staffs (including the administration, instructional coaches, and teachers).

East Gadsden High School implemented a Health Academy and Law Enforcement Academy, along with an Information Technology Academy and Plant Biotechnology Academy as proposed in the SIG. Specialized teachers were hired and additional professional development has been ongoing to fortify and support these initiatives. At West Gadsden High School, a Law Enforcement Academy, Culinary Arts Academy, and Information Technology Academy were created, along with additional offerings in the area of Advanced Placement coursework. Programs at both sites have benefited from the LEA commitment to provide technology and instructional materials that meet students' needs through rigorous and relevant instruction.

The LEA's commitment in the SIG to provide streamlined intervention services has been met through extended day activities that were supported through SIG funding, Title I, Title II, Race to the Top, and



additional dollars from the Florida Department of Education’s Career and Professional Education program. An external review of supplemental programs used at each site was conducted and decisions were made collaboratively among the LEA, school, and FLDOE to discontinue programs that were found to be ineffective.

Evolution of the original vision of the SIG has taken place through the continuous improvement process. While the vision of increasing student achievement has remained paramount, through careful analysis of implementation effectiveness, adjustment related to activities and implementation steps has occurred. Less emphasis was placed on advanced coursework through the Advanced Placement program, instead choosing to focus on exposing students to increased opportunities for dual enrollment.

Funds were redirected to support an increased need for literacy instruction, including extended day interventions and classroom libraries, both of which were not highly visible in the original application. Also, implementation activities related to offering students more opportunities in the area of career and technical education helped reshape the original vision of the SIG.

Finally, the LEA’s vision for supporting and monitoring schools evolved from having a select individual oversee all activities related to SIG to establishing an entire department to provide a multitude of support and monitoring services. The creation of the Education Transformation Office (ETO) demonstrated the district’s desire and willingness to build capacity and ensure that the SIG would not be a temporary measure to increase student achievement.

## **Parental Involvement**

Increasing the involvement of parents within the two SIG schools was a high priority. The LEA’s vision of SIG as a tool to increase parental involvement was based on the premise of supporting and improving the “curriculum of the home.” To accomplish this goal, the LEA invested heavily—through funding sources such as SIG and Title I—to purchase classroom libraries, form community partnerships, conduct community and town hall meetings, and allocate time for parents to visit the school.

Parent meetings were held at each of the SIG schools to share the goals of SIG, as well as discuss the tangible assets that the LEA had procured through the SIG to support initiatives and implementation steps. Public relation announcements were also shared through the newspaper and radio informing parents of the opportunities to visit each site during non-school hours. Each quarter, parents were invited to each site to collect report cards, meet with teachers, schedule conferences, and ask questions about the many new programs that were being offered at both East Gadsden High School and West Gadsden High School.

These activities led to an increase in the amount of parental involvement at both sites. Prior to the implementation of the SIG, parental involvement was extremely low. In the life span of SIG, the LEA has monitored parental involvement through attendance sheets and successful Parent Link message receptions. The LEA attributes the increase in parental involvement to active public relations, the establishment of new academic and career and technical education programs, and an increased focus on school to home communication.

While parental involvement has increased at both SIG sites, the LEA still believes that additional barriers must be overcome to strengthen this area. At the secondary level—and especially at the high-school level—parents are less likely to visit the school or take an active role in the daily operations of the school

as students age and increase in grade level. To combat this decline, the LEA is working closely with its ETO and Parent Services Department to plan additional activities that will entice parents to visit the school, including student work demonstrations, performances, and awards opportunities.

In addition, the LEA has also recognized that parent involvement is extremely low for those students who traditionally are considered to be at-risk based on Early Warning System (EWS) data and achievement scores on the statewide assessment. As a possible solution, the LEA is working in tandem with the ETO and SIG sites to identify at-risk students and make direct contact with the parents through phone calls to inform them of ways to become more involved at the school site.

Finally, the LEA has identified communication in Spanish as a barrier that needs to be overcome to raise the level of parental involvement. The ETO and Parent Services Department now employ and use two bilingual staff assistants to translate materials and make Spanish-language recordings that can be sent to parents. The placement of translators at parent meetings and town hall events will be used to further the LEA's commitment to serving the Spanish-speaking community, which is increasing at both sites.

### **Strategic Planning to Build Capacity and Ensure Sustainability**

During the life of the SIG, the LEA has worked closely with both schools to build capacity in an effort to ensure sustainability. Moving forward, the three highest priority needs for both sites are as follows: high-quality, job-embedded professional development; collaboration among teachers through lesson study and Professional Learning Communities (PLC); expanded access to career and technical education programs.

These areas were identified based on the analysis of what practices led to the most improvement in student achievement at each site. The LEA experiences a high rate of teacher turnover at the two sites that were served through the SIG. Therefore, it will be imperative to offer professional development to nurture current staff and train new staff members that are hired at both sites. To improve instructional quality and collaboration among teachers, two vehicles—lesson study and Professional Learning Communities (PLC)—must continue to be utilized as high-yield strategies. Not only have these best practices led to increases in student achievement, but also they have led to an increased sense of team and morale for teachers at both sites.

Finally, the reduction in discipline incidents and increase number of students attaining industry certifications prior to graduating can be directly attributed the increased offerings within career and technical education programs at both sites. These programs, with the integration of STEM opportunities, have led to increased student engagement and achievement. To sustain these advances, the LEA is committed to continuing to offer STEM and career and technical education programs at both sites.

SIG schools are monitored on a weekly basis through the Education Transformation Office (ETO). Both the Director of School Transformation Operations and ETO Program Specialists are responsible for monitoring implementation activities, addressing challenges, and ensuring that each site has the resources and support needed to achieve the goals of the SIG.

To ensure that the strong monitoring that has occurred is able to continue, the district is currently considering using the model developed under the SIG as a district-wide initiative, including setting goals for each school that are consistent with those in the SIG and School Improvement Plans (SIP). The best



practices utilized at both SIG sites is seen by the district as a tool for ensuring success at sites within the district.

Through the initiatives undertaken by the SIG, emphasis and development to STEM and career and technical education was able to take root and flourish. This focus will remain at both sites following the end of the SIG. Resources from other areas such as the FEFP, Race to the Top, and competitive grant opportunities will be used to continue to the support of these valuable programs. Additionally, the district's Director of Career and Technical Education has forged relationships and articulation agreements with Tallahassee Community College and other post-secondary institutions to ensure that students leaving the two SIG sites are able to continue their education in their chosen fields of study embarked upon at the secondary level.

In addition, through the registration and funding of Career and Professional Education (CAPE) academies at both sites, both programs will generate additional funding based on the increased number of students who have achieved industry certifications. These funds will be used to purchase additional supplies and materials, as well as sustain activities such as field trips, work-study experiences, and technology integration.

A majority of the goals within the SIG have been met by both sites. However, the biggest barrier to ensuring that goals continue to be met is consistency. Over the life of the SIG, some goals have been met in a given year and not in another. In an effort to ensure that the SIG goals are met and sustained in the coming years, the LEA has committed to continuing the Education Transformation Office (ETO) with its heavy emphasis on professional development, modeling, lesson study, Positive Behavior Support (PBS), Response to Intervention (RtI), data analysis, and monitoring.

Aside from the STEM and career and technical education activities included within the SIG, other activities related to increasing student achievement will be maintained. Common planning time, lesson study, Professional Learning Communities (PLC), data chats, Positive Behavior Support (PBS), Response to Intervention (RtI), classroom libraries, and technology integration will all be included as initiatives and funding priorities through the District Improvement and Assistance Plan (DIAP) and individual School Improvement Plans (SIP).

Master scheduling at both sites will included common planning time, allowing for lesson study, Professional Learning Communities (PLC), and collaboration related to best practices for instructional delivery, including technology integration and intervention activities. Positive Behavior Support (PBS) and Response to Intervention (RtI) will be reinforced and extended through support from the ETO and Exceptional Student Education (ESE) Department. Classroom libraries will continue to be supported as a means for exposing students to engaging, rigorous text and reading opportunities outside of the school day. As one our perpetual challenges at both sites, improving student performance in the area of reading will continue to be supported by the funding of a fully-released Reading Coach, funded through sources outside of the SIG.