

AGENDA

REGULAR SCHOOL BOARD MEETING

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

August 27, 2024

6:00 P.M.

THIS MEETING IS OPEN TO THE PUBLIC

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

ITEMS FOR CONSENT

6. REVIEW OF MINUTES – **SEE ATTACHMENT**
  - a. July 2, 2024, 5:00 p.m. – Special School Board Meeting
  - b. July 16, 2024, 6:00 p.m. – Special School Board Meeting
  - c. July 23, 2024, 4:30 p.m. – School Board Financial Workshop
  - d. July 23, 2024, 6:00 p.m. – Regular School Board Meeting
  - e. July 30, 2024, 4:30 p.m. – School Board Workshop
  - f. July 30, 2024, 6:00 p.m. – Tentative Budget Hearing

ACTION REQUESTED: The Superintendent recommends approval.

7. PERSONNEL MATTERS (resignations, retirements, recommendations, leaves of absence, terminations of services, volunteers, and job descriptions)

- a. Personnel 2023 – 2024 – **SEE PAGE #4**

ACTION REQUESTED: The Superintendent recommends approval.

- b. Personnel 2024 – 2025 – **SEE PAGE #5**

ACTION REQUESTED: The Superintendent recommends approval.

8. AGREEMENTS/CONTRACT/PROJECT APPLICATIONS

a. Health Insurance Increase - **SEE PAGE #8**

Fund Source: General Fund

Amount: No Change to the current percentage funded by the Board

ACTION REQUESTED: The Superintendent recommends approval.

b. Memorandum of Understanding between PanCare of Florida, Inc., and the School Board of Gadsden County – **SEE PAGE #10**

Fund Source: N.A

Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

c. Memorandum of Understanding between Baker County School District (eDynamic Holdings, LP) and the School Board of Gadsden County – **SEE PAGE #23**

Fund Source: N/A

Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

d. K-12 Comprehensive Evidence-Based Reading Plan (CERP) – **SEE PAGE #48**

Fund Source: FEFP

Amount: \$350,280.00

ACTION REQUESTED: The Superintendent recommends approval.

e. Head Start 2024 – 2025 Non-Competing Refunding Application – **SEE PAGE #81**

Fund Source: Head Start

Amount: \$2,674,819.00

ACTION REQUESTED: The Superintendent recommends approval.

f. Addendum to GCSD and PAEC Elevate Rural FL – School Climate Grant Contract **SEE PAGE #162**

Fund Source: U. S. Department of Education

Amount: \$1,248,215.91

ACTION REQUESTED: The Superintendent recommends approval.

g. TOP-1 GCSD (James A. Shanks Middle School) – **SEE PAGE #170**

Fund Source: N/A

Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

9. EDUCATIONAL ISSUES

- a. 2024 -25 Uniform Statewide Assessment Calendar – **SEE PAGE #177**

Fund Source: N/A

Amount: N/A

**ACTION REQUESTED:** The Superintendent recommends approval.

- b. Gadsden County High School Cheerleaders Out-of-State (Douglas, GA) Field Trip Request  
**SEE PAGE #190**

Fund Source: N/A

Amount: N/A

**ACTION REQUESTED:** The Superintendent recommends approval.

- c. Gadsden County High School Cheerleaders Out-of-State (Donalsonville, GA) Field Trip Request - **SEE PAGE #194**

Fund Source: N/A

Amount: N/A

**ACTION REQUESTED:** The Superintendent recommends approval.

ITEMS FOR DISCUSSION

10. EDUCATIONAL ITEMS BY THE SUPERINTENDENT

11. SCHOOL BOARD REQUESTS AND CONCERNS

12. ADJOURNMENT



# THE GADSDEN COUNTY SCHOOL DISTRICT

Educating Every Student Today, Making Gadsden Stronger Tomorrow

**Elijah Key, Superintendent of Schools**

35 Martin Luther King, Jr. Blvd Quincy, Florida 32351

Main: (850) 627-9651 or Fax: (850) 627-2760

[www.GadsdenSchools.org](http://www.GadsdenSchools.org)

August 27, 2024

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

Dear School Board Members:

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

**Item 7A Instructional and Non-Instructional Personnel 2023-2024**

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

The following reflects the total number of full-time employees in this school district for the 2024-2025 school term, as of August 27, 2024.

<u>Description Per DOE Classification</u>	<u>DOE Object#</u>	<u>#Employees August 2024</u>
Classroom Teachers and Other Certified	120 & 130	291.00
Administrators	110	52.00
Non-Instructional	150, 160, & 170	359.00
		<u>702.00</u>
Part Time Instructional		2.00
Part Time Non Instructional		3.00
Total		<u>5.00</u>
100% Grant Funded		213.00
Split Grant Funded		17.00
Total Grant Funded of 702 Employees		<u>230.00</u>

Sincerely,

Elijah Key, Jr.  
Superintendent of Schools

Cathy S. Johnson  
DISTRICT NO. 1  
Havana, FL 32333  
Midway, FL 32343

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

Leroy McMillan.  
DISTRICT NO. 3  
Chattahoochee, FL 323324  
Greensboro, FL 32330

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

Karema D. Dudley  
DISTRICT NO. 5  
Quincy, FL 32351



**AGENDA ITEM 7A, INSTRUCTIONAL AND NON INSTRUCTIONAL 2023-2024**

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

**RESIGNATION**

<b><u>Name</u></b>	<b><u>Location</u></b>	<b><u>Position</u></b>	<b><u>Effective Date</u></b>
Albert, Michael*	Transportation	Bus Driver	06/28/2024
Moore, Stephanie *	JASMS	Assistant Principal	06/14/2024
Smith, Robert	Transportation	Bus Aide	06/07/2024
Williams, Vilie*	SSES	School Food Service Worker	05/28/2024

\*Resigned to accept another position within the District

**AGENDA ITEM 7B INSTRUCTIONAL AND NON INSTRUCTIONAL 2024/2025**

**INSTRUCTIONAL**

<b><u>Name</u></b>	<b><u>Location</u></b>	<b><u>Position</u></b>	<b><u>Effective Date</u></b>
Amoako, Richard	GCA	Teacher	08/05/2024
Baker, Annette	District/ESE	Teacher	08/15/2024
Baker, Kenneth	District/ESE	Teacher	08/05/2024
Bascom, Chinita	GWM	School Counselor	08/05/2024
Battles, Lucretia	GTC	Teacher	08/05/2024
Bridges-Bright, Gail	FSH	Teacher	08/05/2024
Brown, Kimberly	District/ESE	Teacher on Special Assignment	08/05/2024
Bryant, Cynthia	CES	Teacher	08/05/2024
Canidate, Jacquelin	CPA	Teacher	08/05/2024
Carroll, Vonkelia	GWM	Teacher	08/05/2024
Clarke Smith, Sanga	GWM	Teacher	08/05/2024
Combs, Eugenia	SSES	Media Specialist	08/07/2024
Davis, Dionne	SSES	Teacher	08/05/2024
Epps, Kathy	SSES	Teacher	08/05/2024
Everett, Tiffany	GWM	Teacher	08/05/2024
Flynn, Christine	HMS	Teacher	08/05/2024
Francis, Carolyn	CES	Reading Coach	08/05/2024
Gayle, Khadijah	HMS	Teacher	08/05/2024
Graham, Sarah	CES	Teacher	08/05/2024
Henson, Edna	WGMS	School Counselor	08/05/2024
Hogan, Elliott	GCHS	Teacher	08/08/2024
Hudgins, Mary	WGMS	Teacher	08/05/2024
Johnson, Carol	WGMS	Teacher	08/05/2024
Joyner, Eliza	HMS	Teacher	08/05/2024
Knight, Devonta	GCHS	Teacher	08/05/2024
Levinson, Jenny	GTC	Teacher	08/05/2024
Mire, Susan	District/ESE	School Psychologist	08/05/2024
Moss, Travis	SSES	Teacher	08/05/2024
Paul, Jamila	HMS	Teacher	08/05/2024
Pegollo, Michael	GWM	Teacher	08/05/2024
Rittman, Jarvis	HMS	Teacher	08/05/2024
Robinson, Dominga	GCHS	Teacher	08/05/2024
Schroer, Hannah	HMS	Teacher	08/05/2024
Singletary, Yolanda	GTC	PT Teacher	08/05/2024
Stewart, Eric	HMS	Teacher	08/05/2024
Thurston, Krislyn	GTC	Teacher	08/05/2024
Vickers, Nave	HMS	Teacher	08/05/2024
Warren, Tia	HMS	Teacher	08/05/2024
Williams, Dwight	CPA	Teacher	08/05/2024
Yarrell, Shnedra	GWM	Teacher	08/05/2024
Yates, Amanda	GCA	Teacher	08/05/2024

**NON INSTRUCTIONAL**

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Aikens, Sabrina	Transportation	Dispatcher	08/08/2024
Albert, Michael	Transportation	Mechanic II	07/01/2024
Baker, Trena	SSES	Educational Paraprofessional	08/05/2024
Bradwell, Jasmine	GTC	Custodial Assistant	08/12/2024
Bradwell, Marquita	JASMS	Educational Paraprofessional	08/05/2024
Burgess, Samuel	District/Finance	School Food Service Op. Manager	08/07/2024
Chandler, Jhirmaria	SSES	Secretary	08/01/2024
Donaldson, Nekittra	JASMS	Educational Paraprofessional	08/05/2024
Estrada, Mayra	HMS	Office Manager	07/22/2024
Gordon, Robert	District	School Safety Guardian	08/06/2024
Green, Dinah	Transportation	Bus Driver	08/09/2024
Hollis, Shavonte	JASMS	ESE Self Help Aide	08/05/2024
Horn, Rebecca	District/ESE	School Social Worker	07/30/2024
Hughes-Leeks, Tamika	GCHS	Principal	08/19/2024
Luckey, Anthony	WGMS	Educational Paraprofessional	08/05/2024
Mills, James	GBES	Assistant Principal	07/22/2024
Moore, Stephanie	GTC	Coordinator	07/01/2024
O'Donnell, Amy	District	Administrative Assistant	08/19/2024
Thomas, Emanuel	Transportation	Mechanic II	08/01/2024
Tomas, Evelin	SSES	Educational Paraprofessional	08/05/2024
Wiggins, Cleanita	GCHS	Assistant Principal	07/24/2024
Williams, Vilie	SSES	ESE Self Help Aide	08/05/2024
Yzaguirre, Yessenia	GWM	Educational Paraprofessional	08/05/2024

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

<u>Name</u>	<u>Location/Position</u>	<u>Beginning Date</u>	<u>End Date</u>
Shields, Erin	GCHS/Teacher	08/05/2024	08/30/2024

**RESIGNATION**

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Aikens, Sabrina*	Transportation	Bus Aide	08/07/2024
Akins, Delores	Transportation	Bus Aide	08/07/2024
Alls, Deondra	GWM	Teacher	08/02/2024
Bascom, Chinita*	District/ESE	Program Specialist	08/02/2024
Brown, Felecia	District/ESE	Program Specialist	08/09/2024
Draper, Terrance	Transportation	Bus Driver	08/08/2024
Franklin, Chelsea	GCHS	Principal	07/31/2024
Frost-Lawson, Andrea	District/Finance	Account Clerk	08/09/2024
Jarrett, Kisha	District/Academic Svcs	Admin on Special Assignment	08/01/2024
Joyner, Eliza	HMS	Teacher	08/13/2024
Loresca, Irene	SSES	Teacher	08/01/2024
O'Donnell, Amy*	Maintenance	Secretary	08/16/2024
Quintanilla, Ernesto	CPA	Educational Paraprofessional	08/01/2024
Riley, Johnny	Maintenance	Asst. Dir of Facilities	08/16/2024
Robinson, Dominga*	GCHS	Secretary	08/02/2024
Thompson-Wilson, Ingrid	HMS	Teacher	07/22/2024
Warren, Tia*	HMS	Educational Paraprofessional	08/02/2024
Wiggins, Cleanita*	GCHS	Teacher	07/23/2024

\* Resigned to accept another position within the District

**TRANSFERS****Name**

Amoako, Richard  
 Byrd, Jacary  
 Canidate, Tyeise  
 Gee, Wendy  
 Goodson, Sandra  
 Grandison, Sophia  
 Haywood, Jahiya  
 James, Pearlean  
 Jarrett, Kisha  
 Mandela, Judith  
 Walker, Sarah  
 White, Chardae  
 Williams, Shereka

**Location/Position****Transferring From**

GCA/Teacher  
 CES/Office Manager  
 CES/Teacher  
 JASMS/Teacher  
 CES/Teacher  
 CES/Teacher  
 CES/Educational Paraprofessional  
 CES/Teacher  
 JASMS/Principal  
 JASMS/Teacher  
 JASMS/Teacher  
 GBES/Educational Paraprofessional  
 WGMS/Teacher

**Location/Position****Transferring To**

JASMS/Teacher  
 GTC/Office Manager  
 JASMS/Teacher  
 HMS/Teacher  
 JASMS/Teacher  
 JASMS/School Counselor  
 JASMS/Educational Paraprofessional  
 JASMS/Teacher  
 District/Admin on Special Assignment  
 CPA/Teacher  
 GCHS/Teacher  
 CES/Educational Paraprofessional  
 JASMS/Teacher on Special Assignment

**Effective Date**

08/12/2024  
 08/02/2024  
 08/05/2024  
 08/05/2024  
 08/05/2024  
 08/05/2024  
 08/05/2024  
 07/01/2024  
 08/05/2024  
 08/05/2024  
 08/05/2024  
 08/05/2024

**DROP RETIREMENT****Name**

Davis, Sharon  
 Holloway, Lucius  
 Joseph, Sandra

**Location**

GBES  
 Maintenance  
 GBES

**Position**

Educational Paraprofessional  
 Boiler Mechanic  
 Teacher

**DROP Ends**

08/30/2024  
 07/22/2024  
 08/30/2024

**SUBSTITUTES****Teacher**

Battles, Ashley  
 Carty, Elajah  
 Carter, Erica  
 Cato, Mae  
 Franklin, Stone  
 Heard, Zion  
 Hicks, Ricky  
 Jackson, Renesha  
 Kelly, Tracy  
 Nash, Beverly  
 Pringley, Giselda  
 Roberts, Jerry  
 Shaw, Ricardo

**Custodial**

Akins, Delores  
 Brown, Eugene

**SFS Worker**

Akins, Delores  
 Deshazier, Toby  
 Fitzgerald, Brenda

**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO:** 8a

**DATE OF SCHOOL BOARD MEETING:** 8/27/2024

**TITLE OF AGENDA ITEM:** Health Insurance Increase

**DIVISION:** Business & Finance

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

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

Pat Thoms Insurance Agency, the district's insurance agent, calculated the rates for health insurance costs with the district covering 78% of the total rate. This maintains the percentage covered by the Board. The attached document shows the new rates for CHP Capital Selection and CHP Values Selection.

The Insurance Committee met on August 4, 2024, to review and discuss the rates. It is recommended that the district hold to these rates as the percentage calculation results in the Board covering some of the costs and the individual covering some of the cost.

**FUND SOURCE:** General Fund

**AMOUNT:** No change to the current percentage funded by the board.

**PREPARED BY:** Marleni Bruner

**POSITION:** Director of Finance

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INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

       Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered           

CHAIRMAN'S SIGNATURE: page(s) numbered

**GADSDEN COUNTY SCHOOL BOARD  
2024-25 HEALTH AND DENTAL RATE SHEET**

CHP CAPITAL SELECTION PLAN				CHP VALUE SELECTION PLAN		
	RATE	EMPLOYER COST	EMPLOYEE COST	RATE	EMPLOYERS COST	EMPLOYEE COST
EMPLOYEE	\$ 813.82	\$ 634.78	\$ 179.04	\$ 600.63	\$ 468.49	\$ 132.14
EMPLOYEE & SPOUSE	\$ 1,628.29	\$ 723.91	\$ 904.38	\$ 1,201.74	\$ 534.27	\$ 667.47
EMPLOYEE & CHILD/CHILDREN	\$ 1,383.64	\$ 697.14	\$ 686.50	\$ 1,021.18	\$ 514.51	\$ 506.67
EMPLOYEE & FAMILY	\$ 2,360.33	\$ 804.02	\$ 1,556.31	\$ 1,742.02	\$ 593.38	\$ 1,148.64
<b>2024-25 DENTAL RATES</b>						
	<b>LOW OPTION</b>			<b>HIGH OPTION</b>		
EMPLOYEE	\$ 18.20	\$ 18.20	\$0.00	\$ 26.16	\$ 18.20	\$ 7.96
EMPLOYEE & SPOUSE	\$ 45.36	\$ 18.20	\$ 27.16	\$ 54.88	\$ 18.20	\$ 36.68
EMPLOYEE & CHILD/CHILDREN	\$ 44.80	\$ 18.20	\$ 26.60	\$ 54.28	\$ 18.20	\$ 36.08
EMPLOYEE & FAMILY	\$ 78.12	\$ 18.20	\$ 59.92	\$ 89.16	\$ 18.20	\$ 70.96

**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 8b \_\_\_\_\_

**DATE OF SCHOOL BOARD MEETING:** August 27, 2024

**TITLE OF AGENDA ITEM:**

Memorandum of Understanding between PanCare of Florida, Inc., and the School Board of Gadsden County.

**DIVISION:**

Exceptional Student Education

**No** This is a CONTINUATION of a current project, grant, etc.

**PURPOSE AND SUMMARY OF ITEM:**

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

**FUND SOURCE:** N/A

**AMOUNT:**

**PREPARED BY:** Kesandra Brown



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

**INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER**

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 12

CHAIRMAN'S SIGNATURE: page(s) numbered 12

SCHOOL BOARD ATTORNEY: page(s) numbered \_\_\_\_\_

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

REVIEWED BY: 

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

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

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

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

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

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

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

**I. RECITALS**

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

**II. SCOPE OF SERVICES**

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

- b) Schedule virtual appointments for students with a licensed medical, mental, or behavioral health professional. (NP, PA, MD, DO, LCSW, LCP, LMHC).
- c) Provide proper clean-up and disposal of medical waste and other items generated by PanCare’s activities in the school clinic at the end of each working day.
- d) Collaborate with School Board in identifying clinic space in each listed school.
- e) Provide follow-up care to students serviced, as needed.
- f) Provide School Telehealth Program including consultative school health services to include telehealth virtual visits, trainings, and guidance to students, parents, and school personnel. PanCare will provide mental and behavioral health counseling services, including parent consultation, staff consultation and referrals for assistance and support with social and emotional health needs.
- g) Confirm parental consent prior to providing healthcare services to any student. As used throughout this Agreement, the term “parent” is inclusive of parents and legal guardians. Ensure the parents of students receiving services have given consent for the students to receive the applicable Telehealth services.
- h) Provide case management and case records documentation. Must maintain case records that indicate all contacts including follow up information and encounters with students.
- i) Provide clinic supplies, including but not limited to, Band-Aids, gloves, gauze, exam table, and exam table coverings, at participating school.

2. School Board agrees to:

- a) Provide to PanCare access to the Schools’ facilities for the implementation of the School Telehealth Program services.
- b) Provide one private, noise controlled, and dedicated clinic space for provision of School Telehealth services at the School.
- c) Provide active network connections for PanCare to provide Telehealth services.
- d) Provide to PanCare access to student’s medical records upon receipt of consent from a parent.



- e) In collaboration with PanCare, determine the School Telehealth Program business hours considering the service needs of the school.
- f) At the School where services are to be provided, send to all students' parents consent forms for the provision of School Telehealth services.
- g) Allow PanCare to store school health equipment at the school where Telehealth services are provided. Provide the keys to the clinic to PanCare. PanCare understands that school personnel will also have keys to the clinic.
- h) Provide live access for electronic health records. PanCare employees having access to such records shall at all times abide by state and federal laws and access only those students' records for which they have a lawful purpose to do so. As stated in sub-section II.3. below, PanCare is responsible for its employees and agents' compliance.
- i) Provide AED (automated external defibrillator) equipment at the school.

3. The Parties agree to:

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

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

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

### **III. REVENUE GENERATED**

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

### **IV. FACILITIES EQUIPMENT AND SUPPLIES**

- a) During the term of this Agreement, School Board will provide AED equipment.
- b) School Board must ensure that facility or listed school is adequate and maintained.
- c) Supplies required to operate the School Telehealth clinic and equipment will be supplied by PanCare.
- d) PanCare will notify the School Board in writing a minimum of 30 days prior to making any changes in location, which shall affect the Parties' ability to contact the other parties by telephone, facsimile transmission, or in writing.
- e) PanCare is responsible for the procurement of the Telehealth equipment necessary for the provision of Telehealth services.

### **V. AMENDMENT**

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

## **VI. EFFECTIVE TERM**

This Agreement shall commence on the date of execution and expire on the 31<sup>st</sup> day of July 2025.

## **VII. TERMINATION BY EITHER PARTY**

- a) Termination at Will: This Agreement may be terminated by either Party upon no less than 30 calendar days' notice in writing to the other party, without cause, unless a lesser time is mutually agreed upon in writing by the Parties. The notice must be delivered by certified mail, return receipt requested, or in person with proof of delivery.
- b) Termination for Breach: This Agreement may be terminated for any Party's non-performance upon no less than 10 business days' notice in writing to the other Party. Waiver of breach of any provisions of this Agreement will not be deemed to be a waiver of any other breach and will not be construed to be a modification of the terms of this Agreement.

## **VIII. LIABILITY AND INSURANCE**

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

waiver of sovereign immunity by any Party to which sovereign immunity may be applicable. Nothing herein shall be construed as consent by a state agency or political subdivision of the State of Florida to be sued by third parties in any matter arising out of any Agreement, as defined in §768.28 Florida Statutes.

- b) School Board agrees to be fully responsible for its own acts of negligence, or its agents' negligence, when acting within the scope of their employment, and agree to be liable for any damages resulting from said negligence. Nothing herein is intended to serve as a waiver of sovereign immunity by any Party to which sovereign immunity may be applicable. Nothing herein shall be construed as consent by a state agency or political subdivision of the State of Florida to be sued by third parties in any matter arising out of any Agreement, as defined in §768.28 Florida Statutes.
- c) PanCare shall maintain, throughout the term of this Agreement and any renewals, general liability insurance in an amount of not less than \$1,000,000.00 per occurrence, \$3,000,000.00 aggregate covering its activities pursuant to this Agreement. The policy shall be obtained from a liability insurance carrier rated A or higher, under a policy approved for use in the State of Florida. The policy shall contain an evidence/endorsement providing physical and sexual abuse and molestation coverage. PanCare shall provide the School Board with a Certificate of Insurance naming "The School Board of Gadsden County, Florida, its officers, employees, and agents" as included in an additional insured endorsement to the general liability policy as an additional insured under PanCare's policy and unconditionally entitling the School Board to thirty days' notice of cancellation of such policy or any of the coverage provided by such policy.
- d) The Parties agree to provide all insurance which may be required or necessary for this Agreement as determined in accordance with Federal, State and local laws and regulations; as well as follow all regulatory mandates from Federal, State and local Health agencies. The Parties shall hold such insurance at all times during the existence of this Agreement.
- e) The provisions of this section shall survive the expiration or termination of this Agreement.

## **IX. CONFIDENTIALITY AND INFORMATION SECURITY**

- a) The Parties shall maintain confidentiality of all data, files, and records including client records related to the services provided pursuant to this Agreement and shall comply with state and federal laws. Procedures must be implemented by the

Parties to ensure the protection and confidentiality of all confidential matters. These procedures shall be consistent with the Department of Health Information Security Policies, Protocols, and Procedures, as amended, which are incorporated herein by reference and the receipt of which is acknowledged by PanCare and School Board.

- b) As required by Florida Statutes and the Health Insurance Portability and Accountability Act (HIPAA), the Parties shall have procedures in place which ensure access only to those persons authorized to review or receive the contents; assurance that patients interviews, assessments, or discussions pertaining to the patient take place in a confidential setting; and assurances that patient's permission for release of confidential information is obtained.
- c) The Parties will comply with the Health Insurance Portability Accountability Act, as well as all regulations promulgated there under.
- d) PanCare understands and agrees that it is subject to all federal and state laws and School Board Policies relating to the confidentiality of student information. PanCare further agrees to comply with the Family Educational Rights and Privacy Act ("FERPA"), 34 C.F.R. §99 et. seq. PanCare shall regard all student information as confidential and will not disclose the student information to any third party.

**X. NOTICES**

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

- 1. If to PanCare:

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

- 2. If to the School Board:

\_\_\_\_\_ District Schools  
Attention:

With a copy to:

## **XI. BACKGROUND CHECK**

- a) PanCare shall ensure that its staff is background screened in accordance with section 381.0059, Florida Statutes, and must follow all applicable laws.
- b) In accordance with the requirements of §1012.465, §1012.32, and §1012.467, Florida Statutes, PanCare agrees that each of its employees, representatives, agents, subcontractors or suppliers who is permitted access on school grounds when students are present, who has direct contact with students or who has access to or control of school funds must meet Level II screening requirements as described in the above-referenced statutes and School Board Policies. As such, background and criminal history checks must be completed, and results must be cleared by School Board prior to any employee or agent beginning work pursuant to this Agreement. Further upon clearance, the School Board will issue a photo identification badge, which shall be worn by the individual at all times while on School Board property when students are present. PanCare agrees to bear any and all costs associated with acquiring the required background screening and in obtaining the required photo identification badge.

## **XII. INDEPENDENT CAPACITY OF THE PARTIES**

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

or responsibility, expressed or implied, on behalf of or in the name of School Board (or any of its Affiliates) in any way. PanCare covenants and agrees with School Board that PanCare shall pay when due all taxes or contributions levied by, or in accordance with, any federal, state or local law due with respect to any of PanCare's employees, agents or independent contractors for any and all purposes whatsoever.

### **XIII. SUBCONTRACTORS**

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

### **XIV. SEVERABILITY**

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

### **XV. GOVERNING LAW**

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

### **XVI. WAIVER OF BREACH**

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

### **XVII. HEADINGS**

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

### **XVIII. AGREEMENT INTERPRETATION**

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

#### **XIX. ENTIRE AGREEMENT**

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

#### **XX. PUBLIC RECORDS**

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

#### **XXI. FURTHER ACTS**



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

**XXII. EXECUTION IN COUNTERPARTS**

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

**XXIII. PARTIES' AUTHORITY**

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

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

**PanCare:**

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

---

Robert Thompson  
President & CEO

Date: \_\_\_\_\_

**School Board:**

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

(name)  
Superintendent

(name)  
Board Chair

Date: \_\_\_\_\_

Date: \_\_\_\_\_

**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD**

**AGENDA AGENDA ITEM NO.** 8c \_\_\_\_\_

**DATE OF SCHOOL BOARD MEETING:** August 27, 2024 \_\_\_\_\_

**TITLE OF AGENDA ITEM:**

Memorandum of Understanding between Baker County School District (eDynamic Holdings, LP) and the School Board of Gadsden County.

**DIVISION:**

Exceptional Student Education

**No** This is a CONTINUATION of a current project, grant, etc.

**PURPOSE AND SUMMARY OF ITEM:**

Learning Blades is a curriculum with supplemental materials to help integrate Science Technology, Engineer, and Mathematics (STEM), Computer Science (CS) and Career Technical Education in a student's education. This curriculum targets students in grades 5-9.

**FUND SOURCE:** N/A

**AMOUNT:**

**PREPARED BY:** Kesandra Brown



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

**INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER**

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 23

CHAIRMAN'S SIGNATURE: page(s) numbered 24

SCHOOL BOARD ATTORNEY: page(s) numbered \_\_\_\_\_

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

REVIEWED BY: 



# STANDARD STUDENT DATA PRIVACY AGREEMENT

(NDPA Standard Version 1.0)

Baker County School District

and

eDynamic Holdings, LP

Version: 1r7

© 2021 Access 4 Learning (A4L) Community. All Rights Reserved.

*This document may only be used by A4L Community members and may not be altered in any substantive manner.*

This Student Data Privacy Agreement (“**DPA**”) is entered into on the date of full execution (the “**Effective Date**”) and is entered into by and between: Baker County School District

located at 392 South Blvd E, Macclenny FL 32063 (the “**Local Education Agency**” or “**LEA**”) and eDynamic Holdings, LP, located at 1256 Main St. #256, Southlake, TX 76092 (the “**Provider**”).

**WHEREAS**, the Provider is providing educational or digital services to LEA.

**WHEREAS**, the Provider and LEA recognize the need to protect personally identifiable student information and other regulated data exchanged between them as required by applicable laws and regulations, such as the Family Educational Rights and Privacy Act (“**FERPA**”) at 20 U.S.C. § 1232g (34 CFR Part 99); the Children’s Online Privacy Protection Act (“**COPPA**”) at 15 U.S.C. § 6501-6506 (16 CFR Part 312), applicable state privacy laws and regulations and

**WHEREAS**, the Provider and LEA desire to enter into this DPA for the purpose of establishing their respective obligations and duties in order to comply with applicable laws and regulations.

**NOW THEREFORE**, for good and valuable consideration, LEA and Provider agree as follows:

1. A description of the Services to be provided, the categories of Student Data that may be provided by LEA to Provider, and other information specific to this DPA are contained in the Standard Clauses hereto.
2. **Special Provisions. Check if Required**
  - If checked, the Supplemental State Terms and attached hereto as **Exhibit “G”** are hereby incorporated by reference into this DPA in their entirety.
  - If checked, LEA and Provider agree to the additional terms or modifications set forth in **Exhibit “H”. (Optional)**
  - If Checked, the Provider, has signed **Exhibit “E”** to the Standard Clauses, otherwise known as General Offer of Privacy Terms
3. In the event of a conflict between the SDPC Standard Clauses, the State or Special Provisions will control. In the event there is conflict between the terms of the DPA and any other writing, including, but not limited to the Service Agreement and Provider Terms of Service or Privacy Policy the terms of this DPA shall control.
4. This DPA shall stay in effect for three (3) years. **Exhibit “E”** will expire three (3) years from the date the original DPA was signed.
5. The services to be provided by Provider to LEA pursuant to this DPA are detailed in **Exhibit “A”** (the “**Services**”).
6. **Notices.** All notices or other communication required or permitted to be given hereunder may be given via e-mail transmission, or first-class mail, sent to the designated representatives below.

The designated representative for the LEA for this DPA is:

Name: Tyler S. Brim Title: Systems Support Specialist  
Address: 392 South Blvd E Macclenny FL 32063  
Phone: 904-259-6251 Email: tyler.brim@bakerk12.org

The designated representative for the Provider for this DPA is:

Name: Brian Piccioni Title: CFO  
Address: 1256 Main St. #256, Southlake, TX 76092  
Phone: 703.244.0462 Email: brian.piccioni@edynamiclearning.com

IN WITNESS WHEREOF, LEA and Provider execute this DPA as of the Effective Date.

LEA Baker County School District

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

Printed Name: Tyler S. Brim Title/Position: Systems Support Specialist

eDynamic Holdings, LP

By: B.L. Piccioni Date: 13/09/2023

Printed Name: Brian Piccioni Title/Position: CFO

## STANDARD CLAUSES

Version 1.0

### ARTICLE I: PURPOSE AND SCOPE

1. **Purpose of DPA.** The purpose of this DPA is to describe the duties and responsibilities to protect Student Data including compliance with all applicable federal, state, and local privacy laws, rules, and regulations, all as may be amended from time to time. In performing the Services, the Provider shall be considered a School Official with a legitimate educational interest, and performing services otherwise provided by the LEA. Provider shall be under the direct control and supervision of the LEA, with respect to its use of Student Data
2. **Student Data to Be Provided.** In order to perform the Services described above, LEA shall provide Student Data as identified in the Schedule of Data, attached hereto as **Exhibit “B”**.
3. **DPA Definitions.** The definition of terms used in this DPA is found in **Exhibit “C”**. In the event of a conflict, definitions used in this DPA shall prevail over terms used in any other writing, including, but not limited to the Service Agreement, Terms of Service, Privacy Policies etc.

### ARTICLE II: DATA OWNERSHIP AND AUTHORIZED ACCESS

1. **Student Data Property of LEA.** All Student Data transmitted to the Provider pursuant to the Service Agreement is and will continue to be the property of and under the control of the LEA. The Provider further acknowledges and agrees that all copies of such Student Data transmitted to the Provider, including any modifications or additions or any portion thereof from any source, are subject to the provisions of this DPA in the same manner as the original Student Data. The Parties agree that as between them, all rights, including all intellectual property rights in and to Student Data contemplated per the Service Agreement, shall remain the exclusive property of the LEA. For the purposes of FERPA, the Provider shall be considered a School Official, under the control and direction of the LEA as it pertains to the use of Student Data, notwithstanding the above.
2. **Parent Access.** To the extent required by law the LEA shall establish reasonable procedures by which a parent, legal guardian, or eligible student may review Education Records and/or Student Data correct erroneous information, and procedures for the transfer of student-generated content to a personal account, consistent with the functionality of services. Provider shall respond in a reasonably timely manner (and no later than forty five (45) days from the date of the request or pursuant to the time frame required under state law for an LEA to respond to a parent or student, whichever is sooner) to the LEA's request for Student Data in a student's records held by the Provider to view or correct as necessary. In the event that a parent of a student or other individual contacts the Provider to review any of the Student Data accessed pursuant to the Services, the Provider shall refer the parent or individual to the LEA, who will follow the necessary and proper procedures regarding the requested information.

3. **Separate Account.** If Student-Generated Content is stored or maintained by the Provider, Provider shall, at the request of the LEA, transfer, or provide a mechanism for the LEA to transfer, said Student-Generated Content to a separate account created by the student.
4. **Law Enforcement Requests.** Should law enforcement or other government entities (“Requesting Party(ies)”) contact Provider with a request for Student Data held by the Provider pursuant to the Services, the Provider shall notify the LEA in advance of a compelled disclosure to the Requesting Party, unless lawfully directed by the Requesting Party not to inform the LEA of the request.
5. **Subprocessors.** Provider shall enter into written agreements with all Subprocessors performing functions for the Provider in order for the Provider to provide the Services pursuant to the Service Agreement, whereby the Subprocessors agree to protect Student Data in a manner no less stringent than the terms of this DPA.

### ARTICLE III: DUTIES OF LEA

1. **Provide Data in Compliance with Applicable Laws.** LEA shall provide Student Data for the purposes of obtaining the Services in compliance with all applicable federal, state, and local privacy laws, rules, and regulations, all as may be amended from time to time.
2. **Annual Notification of Rights.** If the LEA has a policy of disclosing Education Records and/or Student Data under FERPA (34 CFR § 99.31(a)(1)), LEA shall include a specification of criteria for determining who constitutes a school official and what constitutes a legitimate educational interest in its annual notification of rights.
3. **Reasonable Precautions.** LEA shall take reasonable precautions to secure usernames, passwords, and any other means of gaining access to the services and hosted Student Data.
4. **Unauthorized Access Notification.** LEA shall notify Provider promptly of any known unauthorized access. LEA will assist Provider in any efforts by Provider to investigate and respond to any unauthorized access.

### ARTICLE IV: DUTIES OF PROVIDER

1. **Privacy Compliance.** The Provider shall comply with all applicable federal, state, and local laws, rules, and regulations pertaining to Student Data privacy and security, all as may be amended from time to time.
2. **Authorized Use.** The Student Data shared pursuant to the Service Agreement, including persistent unique identifiers, shall be used for no purpose other than the Services outlined in **Exhibit “A”** or stated in the Service Agreement and/or otherwise authorized under the statutes referred to herein this DPA.
3. **Provider Employee Obligation.** Provider shall require all of Provider’s employees and agents who have access to Student Data to comply with all applicable provisions of this DPA with respect



to the Student Data shared under the Service Agreement. Provider agrees to require and maintain an appropriate confidentiality agreement from each employee or agent with access to Student Data pursuant to the Service Agreement.

4. **No Disclosure.** Provider acknowledges and agrees that it shall not make any re-disclosure of any Student Data or any portion thereof, including without limitation, user content or other non-public information and/or personally identifiable information contained in the Student Data other than as directed or permitted by the LEA or this DPA. This prohibition against disclosure shall not apply to aggregate summaries of De-Identified information, Student Data disclosed pursuant to a lawfully issued subpoena or other legal process, or to Subprocessors performing services on behalf of the Provider pursuant to this DPA. Provider will not Sell Student Data to any third party.
5. **De-Identified Data:** Provider agrees not to attempt to re-identify De-Identified Student Data. De-Identified Data may be used by the Provider for those purposes allowed under FERPA and the following purposes: (1) assisting the LEA or other governmental agencies in conducting research and other studies; and (2) research and development of the Provider's educational sites, services, or applications, and to demonstrate the effectiveness of the Services; and (3) for adaptive learning purpose and for customized student learning. Provider's use of De-Identified Data shall survive termination of this DPA or any request by LEA to return or destroy Student Data. Except for Subprocessors, Provider agrees not to transfer de-identified Student Data to any party unless (a) that party agrees in writing not to attempt re-identification, and (b) prior written notice has been given to the LEA who has provided prior written consent for such transfer. Prior to publishing any document that names the LEA explicitly or indirectly, the Provider shall obtain the LEA's written approval of the manner in which De-Identified Data is presented.
6. **Disposition of Data.** Upon written request from the LEA, Provider shall dispose of or provide a mechanism for the LEA to transfer Student Data obtained under the Service Agreement, within sixty (60) days of the date of said request and according to a schedule and procedure as the Parties may reasonably agree. Upon termination of this DPA, if no written request from the LEA is received, Provider shall dispose of all Student Data after providing the LEA with reasonable prior notice. The duty to dispose of Student Data shall not extend to Student Data that had been De-Identified or placed in a separate student account pursuant to section II 3. The LEA may employ a "**Directive for Disposition of Data**" form, a copy of which is attached hereto as **Exhibit "D"**. If the LEA and Provider employ **Exhibit "D"**, no further written request or notice is required on the part of either party prior to the disposition of Student Data described in **Exhibit "D"**.
7. **Advertising Limitations.** Provider is prohibited from using, disclosing, or selling Student Data to (a) inform, influence, or enable Targeted Advertising; or (b) develop a profile of a student, family member/guardian or group, for any purpose other than providing the Service to LEA. This section does not prohibit Provider from using Student Data (i) for adaptive learning or customized student learning (including generating personalized learning recommendations); or (ii) to make product recommendations to teachers or LEA employees; or (iii) to notify account holders about new education product updates, features, or services or from otherwise using Student Data as permitted in this DPA and its accompanying exhibits

## ARTICLE V: DATA PROVISIONS

1. **Data Storage.** Where required by applicable law, Student Data shall be stored within the United States. Upon request of the LEA, Provider will provide a list of the locations where Student Data is stored.
2. **Audits.** No more than once a year, or following unauthorized access, upon receipt of a written request from the LEA with at least ten (10) business days' notice and upon the execution of an appropriate confidentiality agreement, the Provider will allow the LEA to audit the security and privacy measures that are in place to ensure protection of Student Data or any portion thereof as it pertains to the delivery of services to the LEA. The Provider will cooperate reasonably with the LEA and any local, state, or federal agency with oversight authority or jurisdiction in connection with any audit or investigation of the Provider and/or delivery of Services to students and/or LEA, and shall provide reasonable access to the Provider's facilities, staff, agents and LEA's Student Data and all records pertaining to the Provider, LEA and delivery of Services to the LEA. Failure to reasonably cooperate shall be deemed a material breach of the DPA.
3. **Data Security.** The Provider agrees to utilize administrative, physical, and technical safeguards designed to protect Student Data from unauthorized access, disclosure, acquisition, destruction, use, or modification. The Provider shall adhere to any applicable law relating to data security. The provider shall implement an adequate Cybersecurity Framework based on one of the nationally recognized standards set forth in **Exhibit "F"**. Exclusions, variations, or exemptions to the identified Cybersecurity Framework must be detailed in an attachment to **Exhibit "H"**. Additionally, Provider may choose to further detail its security programs and measures that augment or are in addition to the Cybersecurity Framework in **Exhibit "F"**. Provider shall provide, in the Standard Schedule to the DPA, contact information of an employee who LEA may contact if there are any data security concerns or questions.
4. **Data Breach.** In the event of an unauthorized release, disclosure or acquisition of Student Data that compromises the security, confidentiality or integrity of the Student Data maintained by the Provider the Provider shall provide notification to LEA within seventy-two (72) hours of confirmation of the incident, unless notification within this time limit would disrupt investigation of the incident by law enforcement. In such an event, notification shall be made within a reasonable time after the incident. Provider shall follow the following process:
  - (1) The security breach notification described above shall include, at a minimum, the following information to the extent known by the Provider and as it becomes available:
    - i. The name and contact information of the reporting LEA subject to this section.
    - ii. A list of the types of personal information that were or are reasonably believed to have been the subject of a breach.
    - iii. If the information is possible to determine at the time the notice is provided, then either (1) the date of the breach, (2) the estimated date of the breach, or (3) the date range within which the breach occurred. The notification shall also include the date of the notice.

- iv. Whether the notification was delayed as a result of a law enforcement investigation, if that information is possible to determine at the time the notice is provided; and
  - v. A general description of the breach incident, if that information is possible to determine at the time the notice is provided.
- (2) Provider agrees to adhere to all federal and state requirements with respect to a data breach related to the Student Data, including, when appropriate or required, the required responsibilities and procedures for notification and mitigation of any such data breach.
- (3) Provider further acknowledges and agrees to have a written incident response plan that reflects best practices and is consistent with industry standards and federal and state law for responding to a data breach, breach of security, privacy incident or unauthorized acquisition or use of Student Data or any portion thereof, including personally identifiable information and agrees to provide LEA, upon request, with a summary of said written incident response plan.
- (4) LEA shall provide notice and facts surrounding the breach to the affected students, parents or guardians.
- (5) In the event of a breach originating from LEA's use of the Service, Provider shall cooperate with LEA to the extent necessary to expeditiously secure Student Data.

## ARTICLE VI: GENERAL OFFER OF TERMS

Provider may, by signing the attached form of "General Offer of Privacy Terms" (General Offer, attached hereto as **Exhibit "E"**), be bound by the terms of **Exhibit "E"** to any other LEA who signs the acceptance on said Exhibit. The form is limited by the terms and conditions described therein.

## ARTICLE VII: MISCELLANEOUS

1. **Termination.** In the event that either Party seeks to terminate this DPA, they may do so by mutual written consent so long as the Service Agreement has lapsed or has been terminated. Either party may terminate this DPA and any service agreement or contract if the other party breaches any terms of this DPA.
2. **Effect of Termination Survival.** If the Service Agreement is terminated, the Provider shall destroy all of LEA's Student Data pursuant to Article IV, section 6.
3. **Priority of Agreements.** This DPA shall govern the treatment of Student Data in order to comply with the privacy protections, including those found in FERPA and all applicable privacy statutes identified in this DPA. In the event there is conflict between the terms of the DPA and the Service Agreement, Terms of Service, Privacy Policies, or with any other bid/RFP, license agreement, or writing, the terms of this DPA shall apply and take precedence. In the event of a conflict between

**Exhibit “H”**, the SDPC Standard Clauses, and/or the Supplemental State Terms, **Exhibit “H”** will control, followed by the Supplemental State Terms. Except as described in this paragraph herein, all other provisions of the Service Agreement shall remain in effect.

4. **Entire Agreement.** This DPA and the Service Agreement constitute the entire agreement of the Parties relating to the subject matter hereof and supersedes all prior communications, representations, or agreements, oral or written, by the Parties relating thereto. This DPA may be amended and the observance of any provision of this DPA may be waived (either generally or in any particular instance and either retroactively or prospectively) only with the signed written consent of both Parties. Neither failure nor delay on the part of any Party in exercising any right, power, or privilege hereunder shall operate as a waiver of such right, nor shall any single or partial exercise of any such right, power, or privilege preclude any further exercise thereof or the exercise of any other right, power, or privilege.
5. **Severability.** Any provision of this DPA that is prohibited or unenforceable in any jurisdiction shall, as to such jurisdiction, be ineffective to the extent of such prohibition or unenforceability without invalidating the remaining provisions of this DPA, and any such prohibition or unenforceability in any jurisdiction shall not invalidate or render unenforceable such provision in any other jurisdiction. Notwithstanding the foregoing, if such provision could be more narrowly drawn so as not to be prohibited or unenforceable in such jurisdiction while, at the same time, maintaining the intent of the Parties, it shall, as to such jurisdiction, be so narrowly drawn without invalidating the remaining provisions of this DPA or affecting the validity or enforceability of such provision in any other jurisdiction.
6. **Governing Law; Venue and Jurisdiction.** THIS DPA WILL BE GOVERNED BY AND CONSTRUED IN ACCORDANCE WITH THE LAWS OF THE STATE OF THE LEA, WITHOUT REGARD TO CONFLICTS OF LAW PRINCIPLES. EACH PARTY CONSENTS AND SUBMITS TO THE SOLE AND EXCLUSIVE JURISDICTION TO THE STATE AND FEDERAL COURTS FOR THE COUNTY OF THE LEA FOR ANY DISPUTE ARISING OUT OF OR RELATING TO THIS DPA OR THE TRANSACTIONS CONTEMPLATED HEREBY.
7. **Successors Bound:** This DPA is and shall be binding upon the respective successors in interest to Provider in the event of a merger, acquisition, consolidation or other business reorganization or sale of all or substantially all of the assets of such business. In the event that the Provider sells, merges, or otherwise disposes of its business to a successor during the term of this DPA, the Provider shall provide written notice to the LEA no later than sixty (60) days after the closing date of sale, merger, or disposal. Such notice shall include a written, signed assurance that the successor will assume the obligations of the DPA and any obligations with respect to Student Data within the Service Agreement. The LEA has the authority to terminate the DPA if it disapproves of the successor to whom the Provider is selling, merging, or otherwise disposing of its business.
8. **Authority.** Each party represents that it is authorized to bind to the terms of this DPA, including confidentiality and destruction of Student Data and any portion thereof contained therein, all related or associated institutions, individuals, employees or contractors who may have access to the Student Data and/or any portion thereof.

9. **Waiver.** No delay or omission by either party to exercise any right hereunder shall be construed as a waiver of any such right and both parties reserve the right to exercise any such right from time to time, as often as may be deemed expedient.

**EXHIBIT "A"**

**DESCRIPTION OF SERVICES**

eDynamic shall provide access to the Learning Blade supplemental career awareness curriculum. This is provided free of charge to individual Florida districts, as the costs are covered through a contract with the Florida Association of District School Superintendents.

**EXHIBIT "B"**  
**SCHEDULE OF DATA**

Category of Data	Elements	Check if Used by Your System
Application Technology Meta Data	IP Addresses of users, Use of cookies, etc.	X
	Other application technology meta data-Please specify:	
Application Use Statistics	Meta data on user interaction with application	X
Assessment	Standardized test scores	
	Observation data	
	Other assessment data-Please specify:	
Attendance	Student school (daily) attendance data	
	Student class attendance data	
Communications	Online communications captured (emails, blog entries)	
Conduct	Conduct or behavioral data	
Demographics	Date of Birth	
	Place of Birth	
	Gender	X
	Ethnicity or race	X
	Language information (native, or primary language spoken by student)	

Category of Data	Elements	Check if Used by Your System
	Other demographic information-Please specify:	
Enrollment	Student school enrollment	
	Student grade level	X
	Homeroom	X
	Guidance counselor	
	Specific curriculum programs	X
	Year of graduation	
	Other enrollment information-Please specify:	
Parent/Guardian Contact Information	Address	
	Email	
	Phone	
Parent/Guardian ID	Parent ID number (created to link parents to students)	
Parent/Guardian Name	First and/or Last	
Schedule	Student scheduled courses	
	Teacher names	X
Special Indicator	English language learner information	
	Low income status	
	Medical alerts/ health data	



Category of Data	Elements	Check if Used by Your System
	Student disability information	
	Specialized education services (IEP or 504)	
	Living situations (homeless/foster care)	
	Other indicator information-Please specify:	
Student Contact Information	Address	
	Email	
	Phone	
Student Identifiers	Local (School district) ID number	X
	State ID number	
	Provider/App assigned student ID number	X
	Student app username	X
	Student app passwords	X
Student Name	First and/or Last	X
Student In App Performance	Program/application performance (typing program-student types 60 wpm, reading program-student reads below grade level)	
Student Program Membership	Academic or extracurricular activities a student may belong to or participate in	
Student Survey Responses	Student responses to surveys or questionnaires	
Student work	Student generated content; writing, pictures, etc.	

Category of Data	Elements	Check if Used by Your System
	Other student work data -Please specify:	
Transcript	Student course grades	X
	Student course data	X
	Student course grades/ performance scores	X
	Other transcript data - Please specify:	
Transportation	Student bus assignment	
	Student pick up and/or drop off location	
	Student bus card ID number	
	Other transportation data – Please specify:	
Other	Please list each additional data element used, stored, or collected by your application:	
None	No Student Data collected at this time. Provider will immediately notify LEA if this designation is no longer applicable.	

**EXHIBIT “C”****DEFINITIONS**

**De-Identified Data and De-Identification:** Records and information are considered to be De-Identified when all personally identifiable information has been removed or obscured, such that the remaining information does not reasonably identify a specific individual, including, but not limited to, any information that, alone or in combination is linkable to a specific student and provided that the educational agency, or other party, has made a reasonable determination that a student’s identity is not personally identifiable, taking into account reasonable available information.

**Educational Records:** Educational Records are records, files, documents, and other materials directly related to a student and maintained by the school or local education agency, or by a person acting for such school or local education agency, including but not limited to, records encompassing all the material kept in the student’s cumulative folder, such as general identifying data, records of attendance and of academic work completed, records of achievement, and results of evaluative tests, health data, disciplinary status, test protocols and individualized education programs.

**Metadata:** means information that provides meaning and context to other data being collected; including, but not limited to: date and time records and purpose of creation Metadata that have been stripped of all direct and indirect identifiers are not considered Personally Identifiable Information.

**Operator:** means the operator of an internet website, online service, online application, or mobile application with actual knowledge that the site, service, or application is used for K–12 school purposes. Any entity that operates an internet website, online service, online application, or mobile application that has entered into a signed, written agreement with an LEA to provide a service to that LEA shall be considered an “operator” for the purposes of this section.

**Originating LEA:** An LEA who originally executes the DPA in its entirety with the Provider.

**Provider:** For purposes of the DPA, the term “Provider” means provider of digital educational software or services, including cloud-based services, for the digital storage, management, and retrieval of Student Data. Within the DPA the term “Provider” includes the term “Third Party” and the term “Operator” as used in applicable state statutes.

**Student Generated Content:** The term “Student-Generated Content” means materials or content created by a student in the services including, but not limited to, essays, research reports, portfolios, creative writing, music or other audio files, photographs, videos, and account information that enables ongoing ownership of student content.

**School Official:** For the purposes of this DPA and pursuant to 34 CFR § 99.31(b), a School Official is a contractor that: (1) Performs an institutional service or function for which the agency or institution would otherwise use employees; (2) Is under the direct control of the agency or institution with respect to the use and maintenance of Student Data including Education Records; and (3) Is subject to 34 CFR § 99.33(a) governing the use and re-disclosure of Personally Identifiable Information from Education Records.

**Service Agreement:** Refers to the Contract, Purchase Order or Terms of Service or Terms of Use.

**Student Data:** Student Data includes any data, whether gathered by Provider or provided by LEA or its users, students, or students' parents/guardians, that is descriptive of the student including, but not limited to, information in the student's educational record or email, first and last name, birthdate, home or other physical address, telephone number, email address, or other information allowing physical or online contact, discipline records, videos, test results, special education data, juvenile dependency records, grades, evaluations, criminal records, medical records, health records, social security numbers, biometric information, disabilities, socioeconomic information, individual purchasing behavior or preferences, food purchases, political affiliations, religious information, text messages, documents, student identifiers, search activity, photos, voice recordings, geolocation information, parents' names, or any other information or identification number that would provide information about a specific student. Student Data includes Meta Data. Student Data further includes "Personally Identifiable Information (PII)," as defined in 34 C.F.R. § 99.3 and as defined under any applicable state law. Student Data shall constitute Education Records for the purposes of this DPA, and for the purposes of federal, state, and local laws and regulations. Student Data as specified in **Exhibit "B"** is confirmed to be collected or processed by the Provider pursuant to the Services. Student Data shall not constitute that information that has been anonymized or De-Identified, or anonymous usage data regarding a student's use of Provider's services.

**Subprocessor:** For the purposes of this DPA, the term "Subprocessor" (sometimes referred to as the "Subcontractor") means a party other than LEA or Provider, who Provider uses for data collection, analytics, storage, or other service to operate and/or improve its service, and who has access to Student Data.

**Subscribing LEA:** An LEA that was not party to the original Service Agreement and who accepts the Provider's General Offer of Privacy Terms.

**Targeted Advertising:** means presenting an advertisement to a student where the selection of the advertisement is based on Student Data or inferred over time from the usage of the operator's Internet web site, online service or mobile application by such student or the retention of such student's online activities or requests over time for the purpose of targeting subsequent advertisements. "Targeted Advertising" does not include any advertising to a student on an Internet web site based on the content of the web page or in response to a student's response or request for information or feedback.

**Third Party:** The term "Third Party" means a provider of digital educational software or services, including cloud-based services, for the digital storage, management, and retrieval of Education Records and/or Student Data, as that term is used in some state statutes. However, for the purpose of this DPA, the term "Third Party" when used to indicate the provider of digital educational software or services is replaced by the term "Provider."

**EXHIBIT "D"**

**DIRECTIVE FOR DISPOSITION OF DATA**

**[Insert Name of District or LEA]** Provider to dispose of data obtained by Provider pursuant to the terms of the Service Agreement between LEA and Provider. The terms of the Disposition are set forth below:

1. Extent of Disposition

\_\_\_\_\_ Disposition is partial. The categories of data to be disposed of are set forth below or are found in an attachment to this Directive:

Insert categories of data here

\_\_\_\_\_ Disposition is Complete. Disposition extends to all categories of data.

2. Nature of Disposition

\_\_\_\_\_ Disposition shall be by destruction or deletion of data.

\_\_\_\_\_ Disposition shall be by a transfer of data. The data shall be transferred to the following site as follows:

Insert or attach special instructions

3. Schedule of Disposition

Data shall be disposed of by the following date:

\_\_\_\_\_ As soon as commercially practicable.

\_\_\_\_\_ By **Enter Date**

4. Signature

\_\_\_\_\_

Authorized Representative of LEA

\_\_\_\_\_

Date

5. Verification of Disposition of Data

\_\_\_\_\_

Authorized Representative of Provider

\_\_\_\_\_

Date

**EXHIBIT "F"****DATA SECURITY REQUIREMENTS****Adequate Cybersecurity Frameworks****2/24/2020**

The Education Security and Privacy Exchange ("Edspex") works in partnership with the Student Data Privacy Consortium and industry leaders to maintain a list of known and credible cybersecurity frameworks which can protect digital learning ecosystems chosen based on a set of guiding cybersecurity principles\* ("Cybersecurity Frameworks") that may be utilized by Provider .

## Cybersecurity Frameworks

	<b>MAINTAINING ORGANIZATION/GROUP</b>	<b>FRAMEWORK(S)</b>
	National Institute of Standards and Technology (NIST)	NIST Cybersecurity Framework Version 1.1
	National Institute of Standards and Technology (NIST)	NIST SP 800-53, Cybersecurity Framework for Improving Critical Infrastructure Cybersecurity (CSF), Special Publication 800-171
	International Standards Organization (ISO)	Information technology — Security techniques — Information security management systems (ISO 27000 series)
	Secure Controls Framework Council, LLC	Security Controls Framework (SCF)
	Center for Internet Security (CIS)	CIS Critical Security Controls (CSC, CIS Top 20)
	Office of the Under Secretary of Defense for Acquisition and Sustainment (OUSD(A&S))	Cybersecurity Maturity Model Certification (CMMC, ~FAR/DFAR)

Please visit <http://www.edspex.org> for further details about the noted frameworks.

\*Cybersecurity Principles used to choose the Cybersecurity Frameworks are located here

**EXHIBIT "G"****Supplemental SDPC State Terms for Florida**

Version \_\_\_\_\_

[The State Supplement is an **optional** set of terms that will be generated on an as-needed basis in collaboration between the national SDPC legal working group and the State Consortia. The scope of these State Supplements will be to address any state specific data privacy statutes and their requirements to the extent that they require terms in addition to or different from the National Standard Clauses. The State Supplements will be written in a manner such that they will not be edited/updated by individual parties and will be posted on the SDPC website to provide the authoritative version of the terms. Any changes by LEAs or Providers will be made in amendment form in an Exhibit (**Exhibit "H"** in this proposed structure).]

**EXHIBIT "H"****Additional Terms or Modifications**

Version \_\_\_\_\_

LEA and Provider agree to the following additional terms and modifications:

This is a free text field that the parties can use to add or modify terms in or to the DPA. If there are no additional or modified terms, this field should read "None."

618-1/4715859.1

1. The final sentence of Article II Section 2 shall be changed to the following: "In the event that a parent of a student or other individual contacts the Provider to review any of the Student Data accessed pursuant to the Services, the Provider shall notify the LEA, who will follow the necessary and proper procedures regarding the requested information."
2. Article II Section 3 shall be changed to the following language: "Separate Account. If Student-Generated Content is stored or maintained by the Provider, Provider shall, at the written request of the LEA, transfer, or provide a mechanism for the LEA to transfer, said Student-Generated Content to a separate account created by the student."
3. Article III Section 4 shall be changed to the following language: "LEA shall notify Provider promptly of any known unauthorized access materially compromising Student Data. LEA will assist Provider in any efforts by Provider to investigate and respond to any unauthorized access materially compromising Student Data."
4. Article IV Section 6, the first sentence shall be changed to the following: "Upon written request from the LEA, Provider shall dispose of or provide a mechanism for the LEA to transfer Student Data obtained under the Service Agreement, within ninety (90) days of the date of said request and according to a schedule and procedure as the Parties may reasonably agree."
5. Article V Section 2, the first sentence shall be changed to the following: "No more than once a year, or following unauthorized access materially compromising Student Data, upon receipt of a written request from the LEA with at least ten (10) business days' notice and upon the execution of an appropriate confidentiality agreement, the Provider will allow the LEA to audit the security and privacy measures that are in place to ensure protection of Student Data or any portion thereof as it pertains to the delivery of services to the LEA. The Provider will cooperate reasonably with the LEA and any local, state, or federal agency with oversight authority or jurisdiction in connection with any audit or investigation of the Provider and/or delivery of Services to students and/or LEA, and shall provide reasonable access, during the normal course of business hours, to the Provider's facilities, staff, agents and LEA's Student Data and all records pertaining to the Provider, LEA and delivery of Services to the LEA. Failure to reasonably cooperate shall be deemed a material breach of the DPA."
6. Article V Section 4, the first sentence shall be changed to the following: "In the event of an unauthorized release, disclosure or acquisition of Student Data that materially compromises the security, confidentiality or integrity of the Student Data maintained by the Provider the Provider shall provide notification to LEA within seventy-two (72) hours of confirmation of the incident, unless notification within this time limit would disrupt investigation of the incident by law enforcement."
7. In Exhibit "C" "Definitions," the following sentence shall be deleted in its entirety: "Student Data includes Meta Data."



**EXHIBIT "E"**

**GENERAL OFFER OF TERMS**

**1. OFFER OF TERMS**

Provider offers the same privacy protections found in this DPA between it and **BAKER COUNTY SCHOOL DISTRICT** ("Originating LEA") which is dated \_\_\_\_\_, to any other LEA ("Subscribing LEA") who accepts this General Offer of Privacy Terms ("General Offer") through its signature below. This General Offer shall extend only to privacy protections, and Provider's signature shall not necessarily bind Provider to other terms, such as price, term, or schedule of services, or to any other provision not addressed in this DPA. The Provider and the Subscribing LEA may also agree to change the data provided by Subscribing LEA to the Provider to suit the unique needs of the Subscribing LEA. The Provider may withdraw the General Offer in the event of: (1) a material change in the applicable privacy statutes; (2) a material change in the services and products listed in the originating Service Agreement; or three (3) years after the date of Provider's signature to this Form. Subscribing LEAs should send the signed **Exhibit "E"** to Provider at the following email address:

**eDynamic Holdings, LP**

BY: B.L. Piccioni

Date: 13/09/2023

Printed Name: Brian Piccioni

Title/Position: CFO

**1. Subscribing LEA**

A Subscribing LEA, by signing a separate Service Agreement with Provider, and by its signature below, accepts the General Offer of Privacy Terms. The Subscribing LEA and the Provider shall therefore be bound by the same terms of this DPA for the term of the DPA between the \_\_\_\_\_ and the Provider. **\*\*PRIOR TO ITS EFFECTIVENESS, SUBSCRIBING LEA MUST DELIVER NOTICE OF ACCEPTANCE TO PROVIDER PURSUANT TO ARTICLE VII, SECTION 5. \*\***

The School Board of \_\_\_\_\_ County, Florida

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

Date: \_\_\_\_\_

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

Title/Position: \_\_\_\_\_

SCHOOL DISTRICT NAME: THE SCHOOL BOARD OF \_\_\_\_\_ COUNTY, FLORIDA  
DESIGNATED REPRESENTATIVE OF LEA:

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

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

Address: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

Email: \_\_\_\_\_






# eDynamic DPA BAKER COUNTY FL\_NDPA\_v1

Final Audit Report

2023-09-13

Created:	2023-09-12
By:	Dane Boyington (dane@thinkingmedia.com)
Status:	Signed
Transaction ID:	CBJCHBCAABAAC4t-MpJJM91Rpb5ZANK7nSj9rPfsb9UW

## "eDynamic DPA BAKER COUNTY FL\_NDPA\_v1" History

-  Document created by Dane Boyington (dane@thinkingmedia.com)  
2023-09-12 - 9:24:48 PM GMT- IP address: 95.44.104.208
-  Document emailed to Brian Piccioni (brian.piccioni@edynamiclearning.com) for signature  
2023-09-12 - 9:25:00 PM GMT
-  Email viewed by Brian Piccioni (brian.piccioni@edynamiclearning.com)  
2023-09-13 - 12:43:22 PM GMT- IP address: 174.205.225.31
-  Document e-signed by Brian Piccioni (brian.piccioni@edynamiclearning.com)  
Signature Date: 2023-09-13 - 12:43:51 PM GMT - Time Source: server- IP address: 174.205.225.31
-  Agreement completed.  
2023-09-13 - 12:43:51 PM GMT

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8d

DATE OF SCHOOL BOARD MEETING: August 27, 2024

TITLE OF AGENDA ITEM: K12 Comprehensive Evidence-Based Reading Plan (CERP)

DIVISION: Academic Services

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

PURPOSE AND SUMMARY OF ITEM:

The purpose of this item is to obtain School Board approval of the district’s comprehensive evidence-based reading plan as required by Florida Department of Education. The plan outlines the strategies, support and progress monitoring that will be implemented during the 2024-2025 school year.

FUND SOURCE: FEFP

AMOUNT: \$350,280.00

PREPARED BY: Tammy McGriff 

POSITION: Assistant Superintendent, Academic Services PreK-12

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INSTRUCTIONS TO BE COMPLETED BY PREPARER

0  Number of ORIGINAL SIGNATURES NEEDED by preparer.

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

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

## Gadsden District Comprehensive Evidence-Based Reading Plan 2024-2025

Annually, school districts must develop a Comprehensive Evidence-Based Reading Plan (CERP) that outlines the components of the district’s comprehensive system of reading instruction. In order to assist districts, the Florida Department of Education (Department) has developed the attached format for district reading plans. Districts may utilize the Department’s format or an alternative developed by the district school board. The CERP must be approved by the governing board or authority prior to submitting to the Department by August 1 for approval.

The District CERP depicts and details the role of administration (both district and school level), professional learning, assessment, curriculum and instruction in the improvement of student learning of the Benchmarks for Excellent Student Thinking (B.E.S.T.) English Language Arts (ELA) Standards as provided in [Rule 6A-1.09401, Florida Administrative Code \(F.A.C.\), Student Performance Standards](#). This information is reflected for all schools and grade levels and shared with all stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

### 1) Contact Information

The Main District Reading Contact will be the Department’s contact for the District CERP and is responsible for the plan and its implementation. Other contacts are those who work primarily with an area covered within the plan. Indicate the contacts for your district.

Point of Contact	Name	Email	Phone
Main Reading Contact	Lisa Robinson	<a href="mailto:robinsonl@gcpsmail.com">robinsonl@gcpsmail.com</a>	850-627-9651 ext. 1319
Data Element	Caroline McKinnon	<a href="mailto:mckinnonc@gcpsmail.com">mckinnonc@gcpsmail.com</a>	850-627-9651 ext. 1402
Third Grade Promotion	Lisa Robinson	<a href="mailto:robinsonl@gcpsmail.com">robinsonl@gcpsmail.com</a>	850-627-9651 ext. 1319
Multi-Tiered System of Supports	Kesandra Brown	<a href="mailto:brownk@gcpsmail.com">brownk@gcpsmail.com</a>	850-627-9651 ext. 1240
Other (ELA Instructional Lead)	Loietta Holmes	<a href="mailto:Holmesl@gcpsmail.com">Holmesl@gcpsmail.com</a>	850-627-9651 ext. 1321

### 2) District Expenditures

**Comprehensive System of Reading Instruction Expenditures ([Rule 6A-6.053\(8\)\(b\)3.b., F.A.C.](#))**

The reading funding included in the Florida Education Finance Program (FEFP) base funding is intended to provide comprehensive reading instruction to students in prekindergarten (PreK) through grade 12. Districts will include salaries and benefits, professional learning, assessment, programs/materials, tutoring and incentives required to effectively implement the district’s plan. The expenditures must prioritize K-3 students who have a substantial reading deficiency or characteristics of dyslexia.

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Anticipated Amount of District Base Funding for CERP	<b>\$350,280.00</b>	

<b>Comprehensive System of Reading Instruction Expenditures</b>	<b>Amount</b>	<b>FTE (where applicable)</b>
Estimated proportional share distributed to district charters <i>*Charter schools must utilize their proportionate share in accordance with <a href="#">Section (s.) 1002.33(7)(a)2.a., s. 1003.4201 and s. 1008.25(3)(a), Florida Statutes (F.S.)</a>. Note: All intensive reading interventions specified by the charter must be delivered by a teacher who has a literacy micro-credential or is certified or endorsed in reading.</i>	<b>\$31,525.00</b>	
<b>Elementary Expenses</b>		
Literacy coaches	<b>\$62,153.00</b>	<b>1</b>
Intervention teachers (Contracted services where the district will recruit and train retired educators, college students and other professionals to serve schools during the regular school day. Contractors will receive \$35/hr.)	<b>\$47,000.00</b>	
Scientifically researched and evidence-based supplemental instructional materials	<b>\$15,000.00</b>	
Summer reading camps	<b>\$70,000.00</b>	
<b>Secondary Expenses</b>		
Literacy coaches	<b>\$62,153.00</b>	<b>1</b>
Intervention teachers (Contracted services where the district will recruit and train retired educators, college students and other professionals to serve schools during the regular school day. Contractors will receive \$35/hr.)	<b>\$47,000.00</b>	
Scientifically researched and evidence-based supplemental instructional materials	<b>\$15,000.00</b>	
<b>K-12/PreK Expenses</b>		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement, or an advanced degree in scientifically researched and evidence-based reading instruction	<b>\$10,000.00</b>	
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Reading Endorsement or Certification		
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Emergent, Elementary, or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)	<b>\$15,000.00</b>	
Tutoring programs to accelerate literacy learning	<b>\$10,000.00</b>	
Family engagement activities	<b>\$8,073.00</b>	
<b>Other – Please Describe</b>		
<b>Sum of Expenditures</b>	<b>\$350,280.00</b>	

### 3) Literacy Leadership – District and School

#### A. Measurable Student Achievement Goals ([Rule 6A-6.053\(8\)\(b\)3.d., F.A.C.](#))

For each grade, Voluntary Prekindergarten (VPK)-10, establish clear and measurable student literacy achievement goals based on the Florida Assessment of Student Thinking (FAST). Goals for the plan year should increase from the previous year in order to meet statewide literacy achievement goals.

FAST				
Grade	Previous School Year – % of Students Scoring		Goal for Plan Year – % of Students Scoring	
	Urgent Intervention <10 <sup>th</sup> percentile	At & Above Benchmark 40 <sup>th</sup> percentile & above	Urgent Intervention <10 <sup>th</sup> percentile	At & Above Benchmark 40 <sup>th</sup> percentile & above
<b>VPK</b>				
<b>K</b>	21	53	15	60
<b>1</b>	37	43	30	50
<b>2</b>	35	41	30	50

FAST				
Grade	Previous School Year – % of Students Scoring		Goal for Plan Year – % of Students Scoring	
	Level 1	Levels 3-5	Level 1	Levels 3-5
<b>3</b>	34	37	15	42
<b>4</b>	46	28	40	15
<b>5</b>	47	22	40	32
<b>6</b>	42	27	35	35
<b>7</b>	35	31	30	37
<b>8</b>	33	33	28	40
<b>9</b>	36	33	30	40
<b>10</b>	34	34	30	40

**B. Plan Implementation and Monitoring (Rule 6A-6.053(9), F.A.C.)**

Districts must monitor the implementation of the District CERP at the district and school level, including charter schools sponsored by a district.

**1. Provide an explanation of the following:**

<b>Grades K-5</b>	<b>District Level</b>	<b>School Level</b>
Data that will be collected and frequency of review	FAST STAR Early Literacy STAR i-Ready	FAST STAR Early Literacy STAR i-Ready
Actions for continuous support and improvement	<ul style="list-style-type: none"> <li>• Data Review Teams</li> <li>• Action Plans for Academic Improvement</li> <li>• Targeted Professional Development</li> </ul>	<ul style="list-style-type: none"> <li>• Data Review Teams</li> <li>• Action Plans for Academic Improvement</li> <li>• Targeted Professional Development</li> </ul>
<b>Grades 6-8</b>	<b>District Level</b>	<b>School Level</b>
Data that will be collected and frequency of review	FAST STAR i-Ready Achieve 3000	FAST STAR i-Ready Achieve 3000
Actions for continuous support and improvement	<ul style="list-style-type: none"> <li>• Data Review Teams</li> <li>• Action Plans for Academic Improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Data Review Teams</li> <li>• Action Plans for Academic Improvement</li> </ul>

	<ul style="list-style-type: none"> <li>● Targeted Professional Development</li> </ul>	<ul style="list-style-type: none"> <li>● Targeted Professional Development</li> </ul>
<b>Grades 9-12</b>	<b>District Level</b>	<b>School Level</b>
Data that will be collected and the frequency of review	FAST STAR Achieve 3000	FAST STAR Achieve 3000
Actions for continuous support and improvement	<ul style="list-style-type: none"> <li>● Data Review Teams</li> <li>● Action Plans for Academic Improvement</li> <li>● Targeted Professional Development</li> </ul>	<ul style="list-style-type: none"> <li>● Data Review Teams</li> <li>● Action Plans for Academic Improvement</li> <li>● Targeted Professional Development</li> </ul>

**2. Describe what has been revised to improve literacy outcomes for students in the district’s CERP based upon the District CERP Reflection Tool and a root-cause analysis of student performance data.**

Based on the CERP reflection process and our student performance data, it is imperative that we refine our efforts to ensure that all teachers are implementing rigorous, evidence-based tier-1 instruction utilizing the core curriculum for reading and writing with fidelity. This is the key to improving student achievement in literacy for all student groups.

To accomplish this goal we will continue to:

- Offer professional development opportunities for teachers focused on literacy instruction and the science of reading.
- Offer additional learning opportunities outside of the regular school day focused on literacy skills
- Use assessment data to inform instruction and provide targeted support to students who are not meeting benchmarks
- Focus on high quality early childhood education programs to lay a foundation for literacy development.

By implementing these strategies, we can create a more supportive and effective literacy environment that helps all students achieve.

**3. Describe the process used by principals to monitor implementation of the reading plan, including frequent reading walkthroughs conducted by administrators.**

- Principals ensure that all staff members are aware of the reading plan’s expectations and objectives.
- Principals and instructional coaches provide continuous support and resources to teachers.
- Principals schedule frequent, unannounced classroom walkthroughs to observe reading instruction conducted at various times to get a comprehensive view of focus on key elements of the reading plan, such as student engagement, instructional strategies, and use of resources.



- During professional learning communities and professional development sessions, teachers and principals reflect on the observations, discussing strengths and areas for improvement to develop action plans.
- Principals celebrate and acknowledge the successes and improvements made by teachers and students, fostering a positive and motivating environment.

4. In addition, describe how principals monitor collection and utilization of assessment data, including progress monitoring data, to inform instruction and support needs of students.

The school leadership teams have access to portals that allow access to class and school level data from formative and summative assessments, diagnostics, and state assessments. Data can be reviewed for single or multiple assessments and disaggregated by benchmarks. Assessment data are analyzed after each diagnostic or formative assessment is completed and action plans for instruction and intervention are revised as needed. Action plans are routinely shared with stakeholders during meetings and data chats.

C. Literacy Coaches ([Rule 6A-6.053\(4\), F.A.C.](#))

The Just Read, Florida! literacy coach model delineates the roles and responsibilities of literacy coaches.

1. Is the district using the Just Read, Florida! literacy coach model?

Yes/No

Yes

2. If no, please describe the evidence-based coach model the district is using.

Not Applicable

3. How is the literacy coach model being communicated to principals?

Principals receive a presentation on the role of the district literacy specialists and the appropriate work they can do while supporting the school. The literacy specialists meet with each principal to discuss the school's needs, review the requirements for their role, and determine the scope of work that will be most impactful at the school. The coaching model will be reviewed with all school-based literacy coaches at the monthly coaches' cadre meetings throughout the year. Coaches will be encouraged to create an agreement with the principal that outlines their duties in alignment with the coaching model.

4. How does the district support literacy coaches throughout the school year?

Literacy coaches will attend monthly professional learning sessions to support their coaching practices and expand their content expertise sponsored by the Panhandle Area Educational Consortium (PAEC). Resources are also provided on a shared Google Drive.

5. How is the district supporting coaches with prioritizing high impact activities, such as conducting data analysis with teachers to establish goals and create action plans, coaching and providing professional learning based on need?

District specialists will facilitate monthly meetings at school sites to allow for classroom observation, modeling of common planning practices, data analysis, and more consistent collaboration among participants. District specialists will work with individual coaches and principals to determine plans for individualized support as needed.

6. **How does the district monitor implementation of the coach model?**

Coaching cycles completed by district specialists will be maintained in a digital coaching log that is accessible to district leadership and shared with the school's principal on Google Drive. School-based coaches document their coaching cycles for the principal.

#### 4) Assessment, Curriculum and Reading Instruction

A. **Florida's Formula for Reading Success ([Rule 6A-6.053\(3\)\(a\), F.A.C.](#))**

K-12 reading instruction will align with Florida's Formula for Reading Success, 6 + 4 + T1 + T2 + T3, which includes:

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary and comprehension.
- **Four types of classroom assessments:** screening, progress monitoring, diagnostic and summative assessment.
- **Three tiers of instruction that are standards-aligned;** include accommodations for students with a disability, students with an Individual Educational Plan (IEP) and students who are English language learners; and incorporate the principles of Universal Design for Learning as defined in [34 Code of Federal Regulations 200.2\(b\)\(2\)\(ii\)](#).
  - **Core Instruction (Tier 1):** provides print-rich explicit and systematic, scaffolded, differentiated instruction and corrective feedback; builds background and content knowledge; incorporates writing in response to reading.
  - **Supplemental Instruction/Interventions (Tier 2):** provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; occurs in addition to core instruction.
  - **Intensive, Individualized Instruction/Interventions (Tier 3):** provides explicit, systematic individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback and frequent progress monitoring; occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial reading deficiency. All intensive reading interventions must be delivered by instructional personnel who possess a literacy micro-credential as provided in [s. 1003.485, F.S.](#), or are certified or endorsed in reading.

1. **Describe how the district will align K-12 reading instruction to Florida's Formula for Reading Success for all students including students with a disability and students who are English language learners.**

Reading Instruction used is researched based and aligns to Florida's Formula for Success. This ensures that instruction:

- is standards-aligned;
- builds background and content knowledge;
- provides print-rich, systematic, scaffolded, differentiated instruction, and corrective feedback;
- incorporates writing in response to reading;
- includes accommodations (IEP, ESOL, or 504);
- incorporates the principles of Universal Design for Learning; and
- includes specially designed instruction for students with disabilities.

**2. Describe your public school PreK program’s plan for assessment, standards, curriculum, instruction and support to meet the needs of all learners.**

The district Pre-K program is designed to help all children to develop the skills needed to become strong readers and successful students. It includes high literacy standards, strict accountability, appropriate curricula, substantial instruction periods, manageable class sizes and qualified teachers.

The Head Start/Pre-K Program assesses all students 3 times a year using the Benchmark Comprehensive Assessment and VPK F.A.S.T. Teacher monitor’s student progress in phonological and phonemic awareness which are vital to reading skills. The Florida Early Learning Standards serve as a guide to ensure that all students are Kindergarten ready when entering school.

Benchmark’s Ready to Advance curriculum is used which has a focus on literacy. Teachers utilize whole groups, small groups, and one-on-one intervention with the curriculum guides. The curriculum also incorporates ASL instruction for diverse learners.

**B. Assessment/Curriculum Decision Trees ([Rule 6A-6.053\(8\)\(b\)4., F.A.C.](#))**

Districts are required to develop Assessment/Curriculum Decision Trees to demonstrate how data will be used to determine specific reading instructional needs and interventions for all students in grades K-12. Use Assessment/Curriculum Decision Trees to address ALL students. The template can be used for grade bands or for individual grades.

The Decision Trees must contain the following information:

- Name of each assessment, targeted audience, component(s) of reading assessed, type of assessment, the frequency of data collection and the method and timeframes by which assessment data will be provided to teachers and parents. For students in VPK through grade 10, the FAST must be administered pursuant to [s. 1008.25\(9\)\(b\), F.S.](#)
- and included as a component of the Assessment/Curriculum Decision Trees.
- Performance criteria used for decision-making for each assessment at each grade level.
- Evidence-based instruction and strategies.
- Specific criteria for when a student is identified to receive intensive reading interventions, what intensive reading interventions will be used, how the intensive reading interventions are provided and assurance that intensive reading interventions are delivered by a teacher who is certified or endorsed in reading or instructional personnel who possess a literacy micro-credential.
- Identification of the multisensory interventions provided to students in grades K-3 who have a substantial reading deficiency or characteristics of dyslexia, including a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

Note: Evidence-based instructional materials and strategies have a significant effect on improving student outcomes and meet strong, moderate or promising levels of evidence as defined in [20 United States Code \(U.S.C.\) s. 7801\(21\)\(A\)\(i\)](#):

- (A) ...an activity, strategy or intervention that –
- (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on –
  - (l) strong evidence from at least 1 well-designed and well-implemented experimental study;

- (II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or  
 (III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias.

**Grades VPK-5**

**1. Grades VPK-5 Assessments**

Indicate in the chart below the assessment(s) used to screen and progress monitor grades VPK-5 students. Add additional rows as needed.

Name of the Assessment	Target Audience (Grades VPK-5)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST Star Early Literacy	<input checked="" type="checkbox"/> VPK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
FAST Star Reading	<input type="checkbox"/> PreK <input type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
FAST ELA Reading	<input type="checkbox"/> VPK <input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Other District Assessment (Enter name of assessment. Then, select all that apply.)	<input type="checkbox"/> VPK <input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary	<input type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually

Name of the Assessment	Target Audience (Grades VPK-5)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
	<input type="checkbox"/> Grade 5	<input type="checkbox"/> Comprehension		<input type="checkbox"/> As Needed <input type="checkbox"/> Other

**2. Students with a Substantial Reading Deficiency (Rule 6A-6.053(5), F.A.C.)**

Students identified with a substantial reading deficiency must have an individualized progress monitoring plan that is designed to address the student’s specific reading deficiency and that meets the minimum requirements set forth in [s. 1008.25\(4\)\(c\), F.S.](#)

Students with qualifying disabilities covered by an IEP or a 504 Plan are exempt from the requirement to have a progress monitoring plan, if the IEP or 504 Plan addresses the student’s reading deficiency. Nothing in Rule 6A-6.053(5), F.A.C., should be construed to require or prohibit an IEP or 504 Plan or the contents of the CERP. Districts and charter schools are authorized to develop individualized progress monitoring plans for students with IEPs or 504 Plans that address the student’s reading deficiency.

A K-3 student is identified as having a substantial reading deficiency if:

- The student is identified as in need of Tier 3 interventions;
- A student in grades K-3 demonstrates through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the six (6) components of reading; and
  - For kindergarten, the student scores below the tenth (10<sup>th</sup>) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning, middle or end of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#);
  - For grades 1 and 2, the student scores below the tenth (10<sup>th</sup>) percentile or is unable to complete the practice items on the designated grade-level assessment for the specified testing window of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
  - For grade 3, the student scores below the twentieth (20<sup>th</sup>) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#)
- A student in grade 3 scores a Level 1 on the end-of-year statewide, standardized ELA assessment pursuant to [s. 1008.22\(3\)\(a\), F.S.](#)

**2a. Describe the district’s process for identifying grades K-3 students in need of Tier 2/Tier 3 interventions. Tier 3 interventions must be provided to students identified as having a substantial reading deficiency.**

**Tier 2 Programs/Materials/Strategies & Duration**

- The district uses the differentiated instruction section of the core (Houghton Mifflin Harcourt) to provide small group instruction that matches student’s needs. The differentiated instruction provides lessons for teacher led groups, writing centers, technology centers, and research activities.
- In addition the district uses FCRR Center Activities that are aligned to B.E.S.T. standards.
- The district also uses i-Ready Tool Kit for small group instruction.
- Students will receive core reading instruction and will meet in small groups of no more than 5 students, 3-5 times a week.

**Tier 3 Programs/Materials/Strategies & Duration**

*Intensive, Individualized Instruction/Intervention:*

- *is targeted instruction based on student need;*
- *provides small group or one-on-one instruction;*
- *includes accommodations (IEP, ESOL, or 504);*
- *includes more frequent progress monitoring than Tier 1 instruction and Tier 2 interventions;*  
*and*
- *ensures additional **time allotted is in addition** to core instruction and Tier 2 interventions.*

**All Tier 3 interventions must be provided by a teacher who is certified in reading or has the reading endorsement.**

**Tier 3 Programs/Materials/Strategies & Duration**

- Tier 3 instruction is delivered by instructional personnel who are certified or endorsed in reading. All Reading Coaches providing support are certified or endorsed in reading.
- In addition to Tier 1 and Tier 2 instruction, students in Tier 3 will receive an additional 30 minutes a day and instructed on specific instructional needs based on F.A.S.T., Star and i-Ready performance.
- Students will be instructed using Peer-Assisted Learning Strategies, Reading Mastery and/or Corrective Reading.

**Performance Criteria that prompt intensified Tier 3 interventions:**

- In accordance with [s. 1008.25\(4\)\(c\), F.S.](#), students identified with a substantial reading deficiency.
- Not achieving 60% or higher on program assessments.

Number of times per week intervention provided:

- 5x a week

Number of minutes per intervention session:

- 30-45

**2b. Describe the district's process for identifying grades 4-5 students in need of Tier 2/Tier 3 interventions.**

**Tier 2 Programs/Materials/Strategies & Duration**

Tier 2 Instruction

- The district uses the differentiated instruction section of the core (Houghton Mifflin Harcourt) to provide small group instruction that matches student's needs. The differentiated instruction provides lessons for teacher led groups, writing centers, technology centers, and research activities.

- In addition the district uses FCRR Center Activities that are aligned to B.E.S.T. standards.
- The district also uses iReady Tool Kit for small group instruction.

Students will receive core reading instruction and will meet:

- in small groups of no more than 5 students;
- 3-5 times a week;
- 20-30 minutes.

**Tier 3 Programs/Materials/Strategies & Duration**

*Intensive, Individualized Instruction/Intervention:*

- *is targeted instruction based on student need;*
- *provides small group or one-on-one instruction;*
- *includes accommodations (IEP, ESOL, or 504);*
- *includes more frequent progress monitoring than Tier 1 instruction and Tier 2 interventions;*  
*and*
- *ensures additional **time allotted is in addition** to core instruction and Tier 2 interventions.*

**All Tier 3 interventions must be provided by a teacher who is certified in reading or has the reading endorsement.**

**Tier 3 Programs/Materials/Strategies & Duration**

- Tier 3 instruction is delivered by instructional personnel who are certified or endorsed in reading. All Reading Coaches that will be providing support are certified or endorsed in reading.
- In addition to Tier 1 and Tier 2 instruction, students in Tier 3 will receive an additional 30 minutes a day and instructed on specific instructional needs based on FAST and iReady.
- Students will be instructed using Peer-Assisted Learning Strategies, Reading Mastery and/or Corrective Reading.

All programs in the CERT have met Florida's criteria for evidence-based programs and meet requirements as defined in [20 U.S.C. s. 7801\(21\)\(A\)\(i\)](#):

**Performance Criteria that prompt intensified Tier 3 interventions:**

- In accordance with [s. 1008.25\(4\)\(c\), F.S.](#), students identified with a substantial reading deficiency.
- Not achieving 60% or higher on program assessments.

Number of times per week intervention provided:

- 5x a week

Number of minutes per intervention session:

- 30-45



**3. Students with Characteristics of Dyslexia ([Rule 6A-6.053\(6\), F.A.C.](#))**

Students who have characteristics of dyslexia must be covered by one of the plans described in [s. 1008.25\(4\)\(b\), F.S.](#)

**3a. Describe the district’s process for identifying grades K-3 students with characteristics of dyslexia. Tier 3 interventions must be provided to students identified as having characteristics of dyslexia.**

Data from our universal screener (Star Early Literacy, Star Reading) will be used to identify students in grades K-3 demonstrating characteristics of dyslexia. Students scoring in the Urgent Intervention District Benchmark category (below the 10th PR) will be identified for additional screening.

**3b. Describe the district’s process for providing additional screening to students with characteristics of dyslexia pursuant to [s. 1008.25\(9\), F.S.](#)**

Additional screening and support will be provided through the adaptive computer-based program such as Amira. Teachers and administrators will analyze the results and determine whether additional screening is necessary.

<b>Grades K-5 Decision Tree</b>
<b>Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.</b>
<b>Beginning of year data</b>
<b>IF student meets the following criteria at the beginning of the school year:</b> Above 40 FAST STAR FAST Level 3-5
<b>THEN TIER 1 Only</b>
<b>Core Instruction</b> <b>Indicate the core curriculum and how the program is supported by strong, moderate or promising levels of evidence.</b>
<b>Six Components of Reading</b> <ul style="list-style-type: none"><li>● The district will implement Houghton Mifflin Harcourt with fidelity (State Approved Core Reading Program) which provides instruction in the six components of reading.</li></ul>
<b>Tier 1 Instruction</b> <ul style="list-style-type: none"><li>● The core reading program provides print-rich explicit and systematic, scaffolded, differentiated instruction with built in cues for corrective feedback.</li><li>● Each unit has a read aloud and essential question to build background knowledge and incorporates writing by using the text that students read as a mentor text.</li><li>● The program provides materials for whole group and small group instruction that are aligned to B.E.S.T. standards and uses Universal Design for Learning.</li><li>● A 90-minute reading block is used and built into the master schedule using Houghton Mifflin Harcourt.</li></ul>

**List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.**

**Explain how the effectiveness of Tier 1 instruction is monitored.**

- Principals will use the iObservation and the FCRR Literacy Walkthrough tool to monitor researched effective teaching practices. Weekly Literacy Walkthroughs will be conducted by district and/or school administrators. District and school-based reading coaches will use the coaches checklist provided from the Reading Coach Endorsement materials to conduct walkthrough based on lesson study and data determined instructional needs. Monthly data PLC's will be conducted to monitor progress and to determine differentiated student needs.
- Principals will monitor progress monitoring data using FAST, iReady, and ORF.
- Based on the data district and school-based reading coaches will conduct lesson studies to develop the appropriate lessons and intensity to meet each student. Lesson study plans will be turned in to the principal for compliance and "look fors" during the weekly walkthrough.

**What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?**

- Providing professional development to all teachers in systematic and explicit instruction in the six components of reading.
- Providing professional development in the implementation of Houghton Mifflin Harcourt (Core Reading Program).
- Providing professional development in the implementation of the B.E.S.T. standards in reading to all teachers.
- Monitoring lesson plans to ensure that Tier 1 instruction is being delivered using the core reading program.
- FCRR Literacy Walk-Throughs to monitor the plans in action.
- District and School Based Reading Coaches will provide coaching using the steps from the FCRR Reading Coach Endorsement.

**Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:**

Student performance falls within:

- K-2 FAST STAR PR 25-39
- FAST - Level 2
- District/School/Teacher Formative Assessments - As needed.

**Beginning of year data**

**IF student meets the following criteria at the beginning of the school year:**

(Enter assessment criteria that will be used.)

- K-2 FAST STAR PR 25-39
- FAST - Level 2
- District/School/Teacher Formative Assessments - As needed

## THEN TIER 1 Instruction and TIER 2 Interventions

### Supplemental Instruction/Interventions

Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence.

- **Supplemental Instruction/Interventions**
- Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.

### Tier 2 Programs/Materials/Strategies & Duration

- The district uses the differentiated instruction section of the core (Houghton Mifflin Harcourt) (State Adopted CORE Program) to provide small group instruction that matches student's needs. The differentiated instruction provides lessons for teacher led groups, writing centers, technology centers, and research activities.
- In addition the district uses FCRR Center Activities that are aligned to B.E.S.T. standards.
- The district also uses i-Ready Tool Kit for small group instruction.
- Students will receive core reading instruction and will meet in small groups of no more than 5 students, 3-5 times a week, 20-30 minutes a week.

Indicate the evidence-based programs and practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable.

- In addition to Tier 1 and Tier 2 instruction, students in Tier 3 will receive an additional 30 minutes a day and instructed on specific instructional needs based on the district assessment table.
- Students will be instructed using Peer-Assisted Learning Strategies, Reading Mastery and/or Corrective Reading.
- Students with disabilities will be instructed by a certified ESE teacher.
- Students who are English language learners will be instructed by a teacher certified in ELL.

For K-3 students who have a substantial reading deficiency or characteristics of dyslexia, identify the multisensory interventions provided.

- In addition to Tier 1 and Tier 2 instruction, students in Tier 3 will receive an additional 30 minutes a day and instructed on specific instructional needs based on FAST and iReady.
- Students will be instructed using Peer-Assisted Learning Strategies and/or, Reading Mastery and/or Corrective Reading.
- Multisensory activities will be incorporated with-in instruction.

Number of times per week interventions are provided:

- in small groups of no more than 5 students
- 3-5 times a week

Number of minutes per intervention session:

- 20-30 minutes a week

Explain how the effectiveness of Tier 2 interventions are monitored.

- Principals will use iObservation and the FCRR Literacy Walkthrough tool to monitor researched effective teaching practices. Weekly Literacy Walkthroughs will be conducted by district and/or school administrators. District and school-based reading coaches will use the coaches checklist provided from the Reading Coach Endorsement materials to conduct walkthrough based on lesson study and data determined instructional needs. Monthly data PLC's will be conducted to monitor progress and to determine differentiated student needs.
- Principals will monitor progress monitoring data using FAST, iReady, and ORF.
- Based on the data district and school-based reading coaches will conduct lesson studies to develop the appropriate lessons and intensity to meet each student. Lesson study plans will be turned in to the principal for compliance and "look fors" during the weekly walkthrough.

**What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?**

- Providing professional development to all teachers in systematic and explicit instruction in the six components of reading.
- Providing professional development in the implementation of Houghton Mifflin Harcourt (Core Reading Program).
- Providing professional development in the implementation of the B.E.S.T. standards in reading for all teachers.
- Monitoring lesson plans to ensure that Tier 2 instruction is being delivered using the core reading program and targeted skill-based instruction.
- FCRR Literacy Walk-Throughs to monitor the plans in action.
- District and School Based Reading Coaches will provide coaching using the steps from the FCRR Reading Coach Endorsement.

**Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:**

See explanation per state requirements below.

**Beginning of year data**

**IF student meets the following criteria at the beginning of the school year:**

- For kindergarten, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning, middle, or end of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(8\), F.S.](#), and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension;
- For grades 1 and 2, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment for the specified testing window of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(8\), F.S.](#), and the student has demonstrated, through progress monitoring,

formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or

- For grade 3, the student scores:
  - Below the twentieth (20th) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(8\), F.S.](#), and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or
  - Level 1 on the end of the year statewide, standardized English Language Arts assessment pursuant to [s. 1008.22\(3\)\(a\), F.S.](#)

**THEN TIER 1 Instruction, TIER 2 Interventions and TIER 3 Intensive Interventions**

**Intensive, Individualized Instruction/Interventions**

**Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence.**

- Students will walk to read and be instructed using Peer-Assisted Learning Strategies (PALS), Reading Mastery and Corrective Reading.

These programs have met Florida's criteria for evidence-based programs.

**Indicate the evidence-based programs and practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable.**

- Tier 3 instruction is delivered by instructional personnel who are certified or endorsed in reading. All Reading Coaches that will be providing support are certified or endorsed in reading.
- In addition to Tier 1 and Tier 2 instruction, students in Tier 3 will be pulled for an additional 30 minutes a day and instructed on specific instructional needs based on FAST and iReady.
- Students will be instructed using Peer-Assisted Learning Strategies (PALS), Reading Mastery and Corrective Reading.

These programs have met Florida's criteria for evidence-based programs.

**For K-3 students who have a substantial reading deficiency or characteristics of dyslexia, identify the multisensory interventions provided.**

- Students will be instructed using Peer-Assisted Learning Strategies (PALS), Reading Mastery and Corrective Reading.
- Multisensory activities will be incorporated within interventions provided.

**Number of times per week interventions are provided:**

5x per week

**Number of minutes per intervention session:**

30-45 minutes

**Explain how the effectiveness of Tier 3 interventions are monitored.**

- Principals will use iObservation and the FCRR Literacy Walkthrough tool to monitor researched effective teaching practices.
- Weekly Literacy Walkthroughs will be conducted by district and/or school administrators.
- District and school-based reading coaches will use the coaches checklist provided from the Reading Coach Endorsement materials to conduct walkthroughs based on lesson study and data determined instructional needs. Monthly data PLC's will be conducted to monitor progress and to determine differentiated student needs.
- Principals will monitor progress monitoring data using FAST, Reading Mastery, and Corrective Reading.
- Based on the data district and school-based reading coaches will conduct lesson studies to develop the appropriate lessons and intensify instruction to meet each student's needs. Lesson study plans will be turned into the principal for compliance and "look fors" during the weekly walkthrough.

**What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?**

- Providing professional development to all teachers in systematic and explicit instruction in the six components of reading.
- Providing professional development in the implementation of the B.E.S.T. standards in reading to all teachers.
- Monitoring lesson plans to ensure that Tier 3 instruction is being delivered using the Tier 3 reading programs.
- FCRR Literacy Walk-Throughs to monitor the plans in action.
- District and School Based Reading Coaches will provide coaching using the steps from the FCRR Reading Coach Endorsement.
- Providing professional development in the Tier 3 reading program.

**4. Summer Reading Camps (Rule 6A-6.053(7), F.A.C.)**

Requirements of Summer Reading Camps pursuant to [s. 1008.25\(8\), F.S.](#), include:

- Providing instruction to grade 3 students who score Level 1 on the statewide, standardized ELA assessment;
- Implementing evidence-based explicit, systematic and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension; and
- Providing instruction by a highly effective teacher endorsed or certified in reading.
  - *Note: Instructional personnel who possess a literacy micro-credential **may not** be assigned to these students.*

**4a. Describe the district's plan to meet each requirement for Summer Reading Camps required by [s. 1008.25\(8\), F.S.](#) Include a description of the evidence-based instructional materials that will be utilized, as defined in [20 U.S.C. s. 7801\(21\)\(A\)\(i\)](#).**

All district Summer Reading Camp teachers are reading endorsed/certified. Due to the number of students that were eligible for the Third Grade Reading Camp, a high number of teachers were needed. Based on the teacher shortage, the district complied to the best of their ability by ensuring all teachers were endorsed in reading. The evidence based instructional materials that include explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension are State adopted CORE curriculum, Houghton Mifflin Harcourt, iReady for differentiation, ORF passages.

**4b. Districts have the option of providing Summer Reading Camps to students in grades K-5 with a reading deficiency. Will the district implement this option?**

Yes/No

No

**Grades 6-8**

**5. Grades 6-8 Assessments**

Indicate in the chart below the assessment(s) used to screen and progress monitor grades 6-8 students. Add additional rows as needed.

Name of the Assessment	Target Audience (Grades 6-8)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST ELA Reading	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other



Name of the Assessment	Target Audience (Grades 6-8)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
Other District Assessment (Enter name of assessment. Then, select all that apply.)	<input type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other

**6. Describe the district's process for identifying grades 6-8 students in need of Tier 2/Tier 3 interventions.**

- The student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or
- For grade 6-8, the student score
  - Below the twentieth (20<sup>th</sup> Tier 3) (40<sup>th</sup> Tier 2) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(8\), F.S.](#), and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or
  - Level 1 (Tier 3) Level 2 (Tier 2) on the end of the year statewide, standardized English Language Arts assessment pursuant to [s. 1008.22\(3\)\(a\), F.S.](#)

Grades 6-8 Decision Tree
<p><b>Beginning of year data</b></p> <p><b>IF student meets the following criteria at the beginning of the school year:</b></p> <p>Student scores Level 3-5 on FAST.</p>
<b>THEN TIER 1 Only</b>
<p><b>Core Instruction</b></p> <p><b>Indicate the core curriculum and how the program is supported by strong, moderate or promising levels of evidence.</b></p> <ul style="list-style-type: none"> <li>● The district will implement with fidelity (State Approved Core Language Arts Program) which provides instruction in the B.E.S.T. ELA Standard</li> </ul>
<p><b>List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.</b></p>



**Tier 1 Instruction****Amplify Grades 6-8**

- The core reading program provides print-rich explicit and systematic, scaffolded, differentiated instruction with built in cues for corrective feedback.
- Each unit has a read aloud and essential question to build background knowledge and incorporates writing by using the text that students read as a mentor text.
- The program provides materials for whole group and small group instruction that are aligned to B.E.S.T. standards and uses Universal Design for Learning.
- A 52-minute Language Arts instructional period is provided for 6-8 students.

**Explain how the effectiveness of Tier 1 instruction is monitored.**

- Principals will use iObservation and the FCRR Literacy Walkthrough tool to monitor researched effected teaching practices. Weekly Literacy Walkthroughs will be conducted by district and/or school administrators.
- District and school-based reading coaches will use the coaches checklist provided from the Reading Coach Endorsement materials to conduct walkthroughs based on lesson study and data determined instructional needs. Monthly data PLC's will be conducted to monitor progress and to determine differentiated student needs.
- Principals will monitor progress monitoring data using FAST, iReady, District/School/Teacher Formative Assessments and ORF.
- Based on the data district and school-based reading coaches will conduct lesson studies to develop the appropriate lessons and intensify instruction to meet each student's needs. Lesson study plans will be turned into the principal for compliance and "look fors" during the weekly walkthrough.

**What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?**

- Providing professional development to all teachers in systematic and explicit instruction in the six components of reading.
- Providing professional development in the implementation of Amplify (6-8).
- Providing professional development in the implementation of the B.E.S.T. standards in reading for all teachers.
- Monitoring lesson plans to ensure that Tier 1 instruction is being delivered using the core reading program and targeted skill-based instruction.
- FCRR Literacy Walk-Throughs to monitor the plans in action.
- District and School Based Reading Coaches will provide coaching using the steps from the FCRR Reading Coach Endorsement.

**Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:**

Grades 6-8 FAST - Level 2.

District/School/Teacher Formative Assessments - As needed.

**Beginning of year data**

**IF student meets the following criteria at the beginning of the school year:**

Grades 6-8 FAST - Level 2.  
District/School/Teacher Formative Assessments - As needed.

**THEN TIER 1 Instruction and TIER 2 Interventions**

**Supplemental Instruction/Interventions**

**Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence.**

- Tier 2 Instruction
- The district uses the differentiated instruction section of the core Language Arts programs, Amplify 6-8, (state adopted) to provide small group instruction that matches student's needs. The differentiated instruction provides lessons for teacher led groups, writing centers, technology centers, and research activities.
- Tier 2 is provided within the 52-minute Language Arts block.
- iReady Grades 6-8
- Achieve3000

**Indicate the evidence-based programs and practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable.**

**Number of times per week interventions are provided:**

3x week

**Number of minutes per intervention session:**

10-20 x week

**Explain how the effectiveness of Tier 2 interventions are monitored.**

Principals will use the FCRR Literacy Walkthrough tool to monitor researched effective teaching practices. Weekly Literacy Walkthroughs will be conducted by district and/or school administrators. District and school-based reading coaches will use the coaches checklist provided from the Reading Coach Endorsement materials to conduct walkthroughs based on lesson study and data determined instructional needs. Monthly data PLC's will be conducted to monitor progress and to determine differentiated student needs.

- Principals will monitor progress monitoring data using FAST, iReady, District/School/Teacher Formative, Amplify, Assessments and ORF.
- Based on the data district and school-based reading coaches will conduct lesson studies to develop the appropriate lessons and intensify instruction to meet each student's needs. Lesson study plans will be turned into the principal for compliance and "look fors" during the weekly walkthrough.

**What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?**

- Providing professional development to all teachers in systematic and explicit instruction in the six components of reading.
- Providing professional development in the implementation of Amplify (6-8).
- Providing professional development in the implementation of the B.E.S.T. standards in reading for all teachers.
- Monitoring lesson plans to ensure that Tier 2 instruction is being delivered using the core reading program and targeted skill-based instruction.
- FCRR Literacy Walk-Throughs to monitor the plans in action.
- District and School Based Reading Coaches will provide coaching using the steps from the FCRR Reading Coach Endorsement.

**Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:**

Grades 6-8 FAST - Level 1.  
District/School/Teacher Formative Assessments - As needed.

**Beginning of year data**

**IF student meets the following criteria at the beginning of the school year:**

Grades 6-8 FAST - Level 1.  
District/School/Teacher Formative Assessments - As needed.

**THEN TIER 1 Instruction, TIER 2 Interventions and TIER 3 Intensive Interventions**

**Intensive, Individualized Instruction/Interventions**

**Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence.**

**Indicate the evidence-based programs and practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable.**

- Tier 3 instruction is delivered by instructional personnel who are certified or endorsed in reading. All Reading Coaches that will be providing support are certified or endorsed in reading.
- In addition to Tier 1 and Tier 2 instruction, students in Tier 3 will be pulled for an additional 30 minutes a day and instructed on specific instructional needs based on the district assessment table.
- Students will be instructed using Peer-Assisted Learning Strategies and/or, Reading Mastery and/or Corrective Reading.
- Students with disabilities will be instructed by a certified ESE teacher.
- Students who are English language learners will be instructed by a teacher certified in ELL.

**Programs**

- iReady Grades 6-8
- Achieve3000

<ul style="list-style-type: none"> <li>● Corrective Reading</li> </ul>
<p><b>Number of times per week interventions are provided:</b></p> <p>5</p>
<p><b>Number of minutes per intervention session:</b></p> <p>30-45 minutes</p>
<p><b>Explain how the effectiveness of Tier 3 interventions are monitored.</b></p> <ul style="list-style-type: none"> <li>● Principals will use iObservation and the FCRR Literacy Walkthrough tool to monitor researched effective teaching practices.</li> <li>● Weekly Literacy Walkthroughs will be conducted by district and/or school administrators.</li> <li>● District and school-based reading coaches will use the coaches checklist provided from the Reading Coach Endorsement materials to conduct walkthroughs based on lesson study and data determined instructional needs.</li> <li>● Monthly data PLC's will be conducted to monitor progress and to determine differentiated student needs.</li> <li>● Principals will monitor progress monitoring data using FAST, iReady, District/School/Teacher Formative, Amplify, Assessments and ORF.</li> <li>● -Based on the data district and school-based reading coaches will conduct lesson studies to develop the appropriate lessons and intensify instruction to meet each student's needs. Lesson study plans will be turned into the principal for compliance and "look fors" during the weekly walkthrough.</li> </ul>
<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?</b></p> <ul style="list-style-type: none"> <li>● Providing professional development to all teachers in systematic and explicit instruction in the six components of reading.</li> <li>● Providing professional development in the implementation of district approved Tier 3 reading program.</li> <li>● Providing professional development in the implementation of the B.E.S.T. standards in reading for all teachers.</li> <li>● Monitoring lesson plans to ensure that Tier 3 instruction is being delivered using the Tier 3 reading program and targeted skill-based instruction.</li> <li>● FCRR Literacy Walk-Throughs to monitor the plans in action.</li> <li>● District and School Based Reading Coaches will provide coaching using the steps from the FCRR Reading Coach Endorsement.</li> </ul>

**Grades 9-12**

**7. Grades 9-12 Assessments**

Indicate in the chart below the assessment(s) used to screen and progress monitor grades 9-12 students. Add additional rows as needed.

Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST ELA Reading	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Other District Assessment (Enter name of assessment. Then, select all that apply.)	<input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other

**8. Describe the district's process for identifying grades 9-12 students in need of Tier 2/Tier 3 interventions.**

- The student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or
- For grade 9-12, the student score
  - Below the twentieth (20<sup>th</sup> Tier 3) (40<sup>th</sup> Tier 2) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to, and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or
  - Level 1 (Tier 3) Level 2 (Tier 2) on the end of the year statewide, standardized English Language Arts assessment.

<b>Grades 9-12 Decision Tree</b>
<b>Beginning of year data</b>
<b>IF student meets the following criteria at the beginning of the school year:</b> FAST Levels 3-5

## THEN TIER 1 Only

### Core Instruction

Indicate the core curriculum and how the program is supported by strong, moderate or promising levels of evidence.

List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.

### Tier 1 Instruction

- The core reading program provides print-rich explicit and systematic, scaffolded, differentiated instruction with built in cues for corrective feedback.
- Each unit has a read aloud and essential question to build background knowledge and incorporates writing by using the text that students read as a mentor text.
- The program provides materials for whole group and small group instruction that are aligned to B.E.S.T. standards and uses Universal Design for Learning.
- A 52-minute Language Arts instructional period is provided for 9-12 students.

Explain how the effectiveness of Tier 1 instruction is monitored.

- Principals will use the FCRR Literacy Walkthrough tool to monitor researched effected teaching practices. Weekly Literacy Walkthroughs will be conducted by district and/or school administrators. District and school-based reading coaches will use the coaches checklist provided from the Reading Coach Endorsement materials to conduct walkthroughs based on lesson study and data determined instructional needs. Monthly data PLC's will be conducted to monitor progress and to determine differentiated student needs.
- Principals will monitor progress monitoring data using FAST, Star Reading, District/School/Teacher Formative Assessments and ORF.
- Based on the data district and school-based reading coaches will conduct lesson studies to develop the appropriate lessons and intensify instruction to meet each student's needs. Lesson study plans will be turned into the principal for compliance and "look fors" during the weekly walkthrough.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction and/or curriculum provided to students?

- Providing professional development to all teachers in systematic and explicit instruction in the six components of reading.
- Providing professional development in the implementation of Savvas Realize (Core Reading Program).
- Providing professional development in the implementation of the B.E.S.T. standards in reading for all teachers.
- Monitoring lesson plans to ensure that Tier 1 instruction is being delivered using the core reading program and targeted skill-based instruction.
- FCRR Literacy Walk-Throughs to monitor the plans in action.

- District and School Based Reading Coaches will provide coaching using the steps from the FCRR Reading Coach Endorsement.

**Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:**

FAST-Level 2

**Beginning of year data**

**IF student meets the following criteria at the beginning of the school year:**

FAST-Level 2

**THEN TIER 1 Instruction and TIER 2 Interventions**

**Supplemental Instruction/Interventions**

**Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence.**

Tier 2 Instruction

- The district uses the differentiated instruction section of the core Language Arts programs, Savvas (state adopted) to provide small group instruction that matches student’s needs. The differentiated instruction provides lessons for teacher led groups, writing centers, technology centers, and research activities.
- Tier 2 is provided within the 52-minute Language Arts block.
- Achieve3000

**Indicate the evidence-based programs and practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable.**

- Tier 3 instruction is delivered by instructional personnel who are certified or endorsed in reading. All Reading Coaches that will be providing support are certified or endorsed in reading.
- In addition to Tier 1 and Tier 2 instruction, students in Tier 3 will be pulled for an additional 30 minutes a day and instructed on specific instructional needs based on the district assessment table.
- Students will be instructed using Peer-Assisted Learning Strategies and/or, Reading Mastery and/or Corrective Reading.
- Students with disabilities will be instructed by a certified ESE teacher.
- Students who are English language learners will be instructed by a teacher certified in ELL.

**Number of times per week interventions are provided:**

3-5 times per week

**Number of minutes per intervention session:**

10-15 per session

**Explain how the effectiveness of Tier 2 interventions are monitored.**



- Principals will use the FCRR Literacy Walkthrough tool to monitor researched effected teaching practices. Weekly Literacy Walkthroughs will be conducted by district and/or school administrators. District and school-based reading coaches will use the coaches checklist provided from the Reading Coach Endorsement materials to conduct walkthroughs based on lesson study and data determined instructional needs. Monthly data PLC's will be conducted to monitor progress and to determine differentiated student needs.
- Principals will monitor progress monitoring data using FAST, Star Reading, District/School/Teacher Formative Assessments and ORF.
- Based on the data district and school-based reading coaches will conduct lesson studies to develop the appropriate lessons and intensify instruction to meet each student's needs. Lesson study plans will be turned into the principal for compliance and "look fors" during the weekly walkthrough.

**What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?**

- Providing professional development to all teachers in systematic and explicit instruction in the six components of reading.
- Providing professional development in the implementation of Savvas (Core Reading Program).
- Providing professional development in the implementation of the B.E.S.T. standards in reading for all teachers.
- Monitoring lesson plans to ensure that Tier 2 instruction is being delivered using the core reading program and targeted skill-based instruction.
- FCRR Literacy Walk-Throughs to monitor the plans in action.
- District and School Based Reading Coaches will provide coaching using the steps from the FCRR Reading Coach Endorsement.

**Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:**

**Beginning of year data**

**IF student meets the following criteria at the beginning of the school year:**

Level 1 FAST

**THEN TIER 1 Instruction, TIER 2 Interventions and TIER 3 Intensive Interventions**

**Intensive, Individualized Instruction/Interventions**

**Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence.**

Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.



**Indicate the evidence-based programs and practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable.**

- Tier 3 instruction is delivered by instructional personnel who are certified or endorsed in reading. All Reading Coaches that will be providing support are certified or endorsed in reading.
- In addition to Tier 1 and Tier 2 instruction, students in Tier 3 will be pulled for an additional 30 minutes a day and instructed on specific instructional needs based on the district assessment table.
- Students will be instructed using Peer-Assisted Learning Strategies and/or, Reading Mastery and/or Corrective Reading.
- Students with disabilities will be instructed by a certified ESE teacher.
- Students who are English language learners will be instructed by a teacher certified in ELL.

**Number of times per week interventions are provided:**

5x per week

**Number of minutes per intervention session:**

30 minutes daily

**Explain how the effectiveness of Tier 3 interventions are monitored.**

- Principals will use iObservation and the FCRR Literacy Walkthrough tool to monitor researched effected teaching practices. Weekly Literacy Walkthroughs will be conducted by district and/or school administrators. District and school-based reading coaches will use the coaches checklist provided from the Reading Coach Endorsement materials to conduct walkthroughs based on lesson study and data determined instructional needs. Monthly data PLC's will be conducted to monitor progress and to determine differentiated student needs.
- Principals will monitor progress monitoring data using FAST, Star Reading, District/School/Teacher Formative Assessments and ORF.
- Based on the data district and school-based reading coaches will conduct lesson studies to develop the appropriate lessons and intensify instruction to meet each student's needs. Lesson study plans will be turned into the principal for compliance and "look fors" during the weekly walkthrough.

**What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?**

- Providing professional development to all teachers in systematic and explicit instruction in the six components of reading.
- Providing professional development in the implementation of Tier 3 Intervention programs.
- Providing professional development in the implementation of the B.E.S.T. standards in reading for all teachers.
- Monitoring lesson plans to ensure that Tier 2 instruction is being delivered using the core reading program and targeted skill-based instruction.
- FCRR Literacy Walk-Throughs to monitor the plans in action.
- District and School Based Reading Coaches will provide coaching using the steps from the FCRR Reading Coach Endorsement.

### 5) Professional Learning ([Rule 6A-6.053\(8\)\(b\)3.f.-j., F.A.C.](#))

Describe the literacy professional learning that will be provided by the district and/or schools, aligned to the requirements below:

- Provide professional learning required by ss. [1012.585\(3\)\(f\)](#) and [1012.98\(5\)\(b\)11., F.S.](#), which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary and text comprehension strategies into an explicit, systematic and sequential approach to reading instruction, including multisensory intervention strategies;
- Provide professional learning in B.E.S.T. ELA Standards and evidence-based reading practices and programs;
- Provide professional learning to help instructional personnel and certified PreK teachers funded in the FEFP earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction;
- Differentiate and intensify professional learning for teachers based on progress monitoring data;
- Identify mentor teachers and establish model classrooms within the school; and
- Ensure that time is provided for teachers to meet weekly for professional learning.

- Professional development needs will be identified and scheduled accordingly through collaboration with the Professional Learning, Academic Services, and Human Resources Departments.
- -B.E.S.T. Standards Trainings by District Instructional Specialists
- -Curriculum Training by textbook publishers
- -Individual, teacher-specific training based on student progress monitoring data
- -Development of model classrooms and mentor teachers based on learning walks/walkthroughs
- -Master schedules to reflect common planning time between grade levels, departments, etc. to facilitate on- site, ongoing PLCs
  - -Differentiate and intensify professional development for teachers based on progress monitoring data, based on the science of reading Florida Formula, professional development data will be analyzed to provide professional development during PLC and using the coaching model. Based on the FCRR walk-through document the district will ensure evidence based professional development required by Section 1012.98(4)(b)11., F.S., which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies. Ensure that time is provided for teachers to meet weekly for professional development.
  - Ensure that time is provided for teachers to meet weekly for professional development.

### 6) Tutoring Programs to Accelerate Literacy Learning ([Rule 6A-6.053\(9\)\(b\), F.A.C.](#))

Describe any tutoring programs available within your district and include targeted grade levels (e.g., RAISE High School Tutoring).

- K-3 Reading Tutoring Grant is used within the district.

- After School Tutoring.

### 7) Family Engagement ([Rule 6A-6.053\(8\)\(b\)3.o., F.A.C.](#))

In accordance with the list outlined in [s. 1008.25\(5\)\(d\), F.S.](#), describe the district’s plan for notifying parents of students identified with a substantial reading deficiency. Include literacy partnerships or programs the district utilizes to increase support for families to engage in literacy activities and reading at home (e.g., New Worlds Reading Initiative).

- Parents of students identified with a substantial deficiency in reading will be provided a read-at-home plan that the parent can use to help with reading at home.
- Monthly community meetings will provide parents with strategies to support literacy for students with substantial reading deficiency.
- Community partners will continue to provide books to encourage literacy to all students.
- Eligible Parents will be provided a New World Reading Initiative Flyer with instructions on how to enroll their Tier 1 and Tier 2 children that are in grades K-5.
- B.E.S.T. parent guides in English/Spanish – K-8th grade Parent Guides for English Language Arts (fldoe.org) Just Read Families- Just Read, Families! (fldoe.org)  
Just Take 20 – See it Read it activities JT20: IF You See It, Read It (fldoe.org)·B.E.S.T. ELA/Civics book lists.


The district purchased 50 % of the B.E.S.T. ELA Booklist to be housed in the school’s media center/and or online library. Teachers and students can check out the books and teachers send reading activities home for families to engage in literacy activities like Literacy Nights.









Use Open House to provide "read with your child" engagement activities.


Request SRLD to provide training to Literacy Leadership Teams on ways to engage parents in literacy at the school level.

### 8) Assurances ([Rule 6A-6.053\(8\)\(b\)2., F.A.C.](#))

District Comprehensive Evidence-Based Reading Plan (CERP) Assurances: Initial next to each assurance (a.– i.). The [Local Educational Agency Chief Executive Officer, or his/her authorized representative] assures the following:

Initials	Assurance
	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that includes phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.

	b. All students identified with a substantial reading deficiency are covered by an individualized progress monitoring plan that meets the requirements of s. 1008.25(4)(c), F.S., to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with Rule 6A-6.053(5)(c), F.A.C.
	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score a Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S. All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.
	d. Each school has a Literacy Leadership Team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
	f. Literacy coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and spend limited time administering or coordinating assessments.
	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

Local Educational Agency Chief Executive Officer or Authorized Representative (Printed Name): <i>Tammy McGriff</i>	
Signature: 	Date: <i>8/6/2024</i>

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD

AGENDA AGENDA ITEM NO. 8e

Date of School Board Meeting: August 27, 2024

TITLE OF AGENDA ITEM: Head Start 2024-2025 Non-Competing Refunding Application

DIVISION: Academic Services

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

PURPOSE AND SUMMARY OF ITEM: Head Start 2024-2025 Non-Competing Refunding Application (Self-Assessment, Program Improvement Plan, Selection Criteria, Cost Allocation, Annual Report to the Public, T/TA Narrative Plan).

FUND SOURCE: Head Start

AMOUNT: \$2,674,819

*VAD*

PREPARED BY: Valencia Denson

POSITION: Gadsden Head Start / PreK Program Director

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INSTRUCTIONS TO BE COMPLETED BY PREPARER

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

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

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

*TM 8/27/24*

**GADSDEN COUNTY SCHOOL BOARD HEAD START/PREKINDERGARTEN PROGRAM**

**Review/Approval of the 2024-2025 Head Start Refunding Application, Program Improvement Plan, Cost Allocation, Annual Report to the Public, T/TA Narrative Plan, Selection Criteria**

**School Board Approval**

The Gadsden County School Board reviewed and approved the 2024-2025 Head Start Refunding Application documents on 27<sup>th</sup> day of August 2024.

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**Karema Dudley, Board Chair**

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**Date**

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## 2024-2025 Head Start Refunding Application

Total Funds Requested	\$2,674,819
Program Operation:	\$2,648,277
T/TA Funding:	\$26,542
Non-Federal Share:	\$668,704
Program Option:	Center Based

### **Section I. Program Design and Approach to Service Delivery**

#### **Sub-Section A: Goals**

Gadsden County School District, a Board of Education is applying to continue serving Head Start children ranging in age from three to five in Gadsden County, Florida. Gadsden County School District proposes two center-based service delivery options for Head Start children and families, 1) consists of 7 hours per day, five days per week for 180 days per year for a total of 1260 hours per year for 195 Head Start children, 2 consists of 8 hours per day, five days per week for 180 days per year for a total of 1440 hours per year for 32 Head Start children. A total of 227 Head Start children will be provided center-based services. Services will be provided in five elementary schools, and two stand-alone centers all owned and provided by the Gadsden County School District. All Gadsden County School District Head Start centers are accredited through Cognia, formerly known as AdvancEd.

The Gadsden County School District has administered comprehensive Head Start early childhood services since 1985. Also, Florida Voluntary Pre-K (VPK) program has administered the STAR Early Literacy since 2018.



**Program Goal 1: Increase parental involvement of families in Gadsden County’s Head Start/Pre-Kindergarten (HS/Pre-K) Program.**

Objective(s)	Progress, Outcomes, and Challenges				
	Year 1 {Baseline}	Year 2	Year 3	Year 4	Year 5
{Description of objective}	{Expected outcome}	{progress/outcome}	...		
<p><b>A. Increase participation and engagement in school and community related activities by 10% for each year of the project period with 90% overall participation by 2029.</b></p>	<p>40% participation (#) families</p> <ul style="list-style-type: none"> <li>• participation in one or more Head Start (HS)/ school-wide functions</li> <li>• chaperoning/attending filed trips</li> <li>• volunteering in the classroom</li> </ul> <p><b>Validation:</b></p> <ol style="list-style-type: none"> <li>1) <i>Pre/Post Surveys</i></li> <li>2) <i>Sign-In Sheets</i></li> <li>3) <i>ChildPlus (Data Collection/Reporting System) Reports</i></li> </ol> <p><b>Challenge(s)</b></p> <ol style="list-style-type: none"> <li>1) <i>Access to transportation</i></li> <li>2) <i>Access to technology</i></li> </ol>	<p>50% increase (#) families</p> <ul style="list-style-type: none"> <li>• On-going</li> </ul>	<p>70% increase (#) families</p> <ul style="list-style-type: none"> <li>• participation in two or more HS/ school-wide functions</li> <li>• chaperoning/ attending filed trips</li> <li>• volunteering in the classroom</li> <li>• Due to Covid-19 no field trips and volunteering in classrooms</li> <li>• How to safely manage a Head Start Program during the Covid-19 Pandemic</li> <li>• Parent Academy</li> </ul>	<p>80% increase (#) families</p> <ul style="list-style-type: none"> <li>• On-Going</li> </ul>	<p>90% overall (#) families</p> <ul style="list-style-type: none"> <li>• On-Going</li> </ul>
<p><b>B. Parents of HS/Pre-K children will serve as members and/or advisors to the HS/Pre-K Policy Council, annually.</b></p>	<ul style="list-style-type: none"> <li>• Volunteer and/or attend HS/Pre-K sponsored events and activities at least three (3) times, annually.</li> <li>• 95% Retention rate of HS/Pre-K Families who serve on the Council.</li> <li>• 40% Attendance of Policy Council meetings.</li> </ul> <p><b>Validation:</b></p>	<ul style="list-style-type: none"> <li>• On-Going</li> </ul>	<ul style="list-style-type: none"> <li>• On-Going</li> <li>• Parents served as members and advisors to the Policy Council and Center Committee Groups. All meetings were held</li> </ul>	<ul style="list-style-type: none"> <li>• On-Going</li> </ul>	<ul style="list-style-type: none"> <li>• On-Going</li> </ul>

**Program Goal 1: Increase parental involvement of families in Gadsden County’s Head Start/Pre-Kindergarten (HS/Pre-K) Program.**

Objective(s)	Progress, Outcomes, and Challenges				
	Year 1 {Baseline}	Year 2	Year 3	Year 4	Year 5
	1) <i>Meeting Agenda/Minutes</i> 2) <i>Sign-In Sheets</i> 3) <i>ChildPlus Data Reports</i>  <b>Challenge(s): None</b>		virtually to allow for safe participations of all members.  • Technology allowed all members to fully participate in a hybrid platform.		

**Program Goal 2: Provide training and education to Gadsden County HS/Pre-K parents to improve their families’ emotional, social and economic well-being.**

Objective(s)	Progress, Outcomes, and Challenges				
	Year 1	Year 2	Year 3	Year 4	Year 5
<b>A. 90% of HS/Pre-K families will receive and/or have access to meeting and training information for each year of the project period through 2029.</b>	<b>HS/Pre-K offered training in family preservation to include</b> <ul style="list-style-type: none"> <li>• awareness of mental, physical, and emotional health issues</li> <li>• financial planning</li> <li>• family planning</li> <li>• Distribution of Flyers, Brochures and Public Service Announcements in newspapers and radio ads</li> </ul> <b>Validation:</b> <ol style="list-style-type: none"> <li>1) <i>Pre/Post Surveys</i></li> <li>2) <i>Sign-In Sheets and</i></li> <li>3) <i>ChildPlus Data System Reports</i></li> </ol> <b>Challenge(s):</b> <b>Low “turn-out” due to</b> <ol style="list-style-type: none"> <li>1) <i>Access to transportation</i></li> </ol>	<ul style="list-style-type: none"> <li>• On-Going</li> </ul>	<ul style="list-style-type: none"> <li>• On-Going.</li> <li>• Families had access to meetings and training information.</li> <li>• Virtual meetings and Trainings</li> <li>• Social Media</li> <li>• News Station Media Outlook</li> <li>• District Media Page</li> <li>• ChildPlus</li> <li>• Website</li> </ul>	<ul style="list-style-type: none"> <li>• On-Going</li> </ul>	<ul style="list-style-type: none"> <li>• On-Going.</li> </ul>

**Program Goal 2:** Provide training and education to Gadsden County HS/Pre-K parents to improve their families' emotional, social and economic well-being.

Objective(s)	Progress, Outcomes, and Challenges				
	Year 1	Year 2	Year 3	Year 4	Year 5
	2) <i>Access to technology</i>				
<b>B. Increase referral services to collaborating agencies by 10%, annually.</b>	<p><b>Referral Services to Collaborating Agencies, annually</b></p> <p>A. Continuing Education            B. Career Planning and Job Placement            C. Alcohol and Substance Abuse            D. Domestic Abuse            E. Child Abuse            F. Children with Suspected Disabilities</p> <p><b>Validation:</b></p> <p>1) <i>Needs Assessment Survey</i>            2) <i>ChildPlus Data System Reports</i></p> <p><b>Challenges:</b></p> <p>1) <i>Transportation to/from scheduled and follow-up appointments</i>            2) <i>Displacement of families due to economic instability and homelessness.</i></p>	<ul style="list-style-type: none"> <li>• On-Going</li> </ul>	<ul style="list-style-type: none"> <li>• On-Going.</li> <li>• Referrals were made to Collaborating Agencies on an as-needed-basis.</li> <li>• Christmas Connection</li> </ul> <p>Access to services due to Covid-19 Pandemic</p>	<ul style="list-style-type: none"> <li>• On-Going</li> </ul>	<ul style="list-style-type: none"> <li>• On-Going.</li> </ul>

**Program Goal 3:** Increase kindergarten readiness rates of Gadsden County HS/Pre-K students who demonstrate proficiency on pre-Kindergarten assessments.

Objective(s)	Progress, Outcomes, and Challenges				
	Year 1	Year 2	Year 3	Year 4	Year 5
<p>A. HS/Pre-K students will show gains on kindergarten readiness rates for each year of the project period with an overall 85% Readiness Rate (RR) by 2029.</p>	<p>65% current RR</p> <ul style="list-style-type: none"> <li>Assess students three (3) times per program year using adopted/approved pre-k assessment tool (FAST) that align to the Division of Early Learning and Head Start Outcomes (ELOF) and Florida Early Learning and Development Standards</li> <li>Assess students using curriculum aligned assessment tools, Benchmark Comprehensive Assessment, given three (3) times per program year and Unit Based Progress Monitoring, given upon completion of each unit, that align to the Division of Early Learning and Head Start Outcomes and Florida Early Learning and Development Standards</li> </ul> <p>A. Utilize individualized lesson plans to target student’s subject area deficiencies.            B. Measure and record gains using initial and final assessment results.</p> <p><b>Validation:</b></p> <ol style="list-style-type: none"> <li>VPK Readiness Rates</li> <li>Lesson Plan containing individualized small group instruction.</li> <li>Curriculum generated assessment tools</li> </ol> <p><b>Challenges:</b></p> <ol style="list-style-type: none"> <li>Regular Classroom Attendance</li> </ol>	<p>70% RR</p> <ul style="list-style-type: none"> <li>On-Going</li> </ul>	<p>75% RR</p> <ul style="list-style-type: none"> <li>On-Going</li> <li>Many families chose to enroll their children in the virtual classroom.</li> </ul> <p>Access to internet services. Parents taking on the role of their child’s teacher.</p>	<p>80% RR</p> <ul style="list-style-type: none"> <li>On-Going</li> </ul>	<p>85% RR</p> <ul style="list-style-type: none"> <li>On-Going</li> </ul>

**Program Goal 3:** Increase kindergarten readiness rates of Gadsden County HS/Pre-K students who demonstrate proficiency on pre-Kindergarten assessments.

Objective(s)	Progress, Outcomes, and Challenges				
	Year 1	Year 2	Year 3	Year 4	Year 5
	2. Parent Denial of Individualized Plans/Services				
B. Gadsden County HS/Pre-K students will increase individual student performance by a minimum of 25%.	<p>55% Mastery of four-year old FL standards</p> <p>A. Analyze and compare Gadsden County HS/Pre-K students' FAST scores by assessment period(s) and to the ELOF.</p> <p>B. Analyze and compare Gadsden County HS/Pre-K students' FAST scores to State/National assessment scores by assessment period(s) and to the ELOF.</p> <p><b>Validation:</b></p> <p>1. VPK Readiness Rates</p> <p>2. Lesson Plan containing individualized small group instruction.</p> <p><b>Challenges:</b> None</p>	<p>10% Gains</p> <ul style="list-style-type: none"> <li>• On-Going</li> </ul>	<p>15% Gains</p> <ul style="list-style-type: none"> <li>• On-Going</li> </ul>	<p>20% Gains</p> <ul style="list-style-type: none"> <li>• On-Going</li> </ul>	<p>25% Gains</p> <ul style="list-style-type: none"> <li>• On-Going</li> </ul>

## **Sub-Section B: Service Delivery**

### **APPROACH**

- 1. Service and Recruitment Area:** The Gadsden Head Start Program is in the rural area of 500 West King Street Quincy, FL 32351 within the Gadsden County School District (GCSD). GCSD is committed to implementing a model that will provide 1260 hours/year and up to 1440 hours per year of center-based Head Start (HS) services to 227 preschool children and their families in Gadsden County. Thirty-two of the 227 children will receive extended day services, providing 8 hours per day of HS comprehensive services by Gadsden County School district HS staff at two stand-alone sites. The remaining 195 children will receive services at the five elementary school sites. In this section, the specific proposed services discussed are the professional development opportunities for staff and parents, the organizational experience and current capability of the HS staff and the entire school district, as well as the planning and implementation strategies to be used. The HS staff all have bachelor's degrees and make a competitive salary starting at \$47,500 with it being the highest of the surrounding counties. This salary is competitive based on the demographics of the area. Because the Head Start Program is within the GCSD, all staff receive the same bonuses as other employees in the district. Recruitment continues to be an area of concern across the state in all districts and Gadsden is no exception. We are diligently looking for ways to entice teachers and support staff to join our program.
- 2. Needs of Children and Families:** Gadsden County School District proposes to provide center-based HS services in Gadsden County, Florida. Gadsden County is located in the northwestern corner of the Florida Panhandle, known as the Big Bend Region. The proposed service area encompasses 516 square miles of land, 12 square miles of water, and includes a population of 43,826 individuals in Gadsden County according to July 2020 US Census data. US Census data shows that Gadsden County has a declining population of 5.5 % from 2010 to 2020. Gadsden

County is one of the least densely populated counties in the State with an average of 84.9% people per square mile compared to the state of Florida at 350.6 people per square mile. According to July 2020, US census data, the population of Gadsden County is comprised of 53.2% African American, 32.2% Caucasian, 11.6% Hispanic and less than 3% other. Gadsden County is the only county in Florida where most of the population is African American. Hispanics are the fastest growing demographic in Gadsden County. Seasonal crops are grown around the city of Greensboro; attracting migrant workers who harvest seasonal crops in this area of Gadsden County. Much of Gadsden is rural, primarily agricultural, with limited job opportunities and wage-earning potential. As a result, more than half of the county has employed residents travel to neighboring counties to work. According to the Florida Legislature Office of Economic and Demographic Research (2020) Gadsden County's per capita personal income was \$38,507 annually, compared to the State average per capital personal income of \$55,675. Gadsden County's unemployment averages have shown a decrease from 11.4% in 2010 to 5.4% in 2021 according to the US Department of Labor, Bureau of Labor Statistics. Despite these decreases, the average unemployment rate of 5.4% for Gadsden County continues to exceed the State average unemployment rate of 4.6%. Job creation has occurred sporadically in Gadsden County over the past three years. The few jobs created recently have primarily come from expansions of existing industry and often require education, credentials and skills that low-income residents do not currently possess. Homelessness has been confirmed as a challenge for Gadsden County. The Florida Department of Education data in 2023-2024 school year reported 96 students in the entire school district as homeless in accordance with the definition set forth in the McKinney-Vento Act. Students sharing housing with others due to the loss of a home or other economic hardship make up 41% of the 69 students. Students reportedly living in cars, parks or campgrounds make up 3% of the 69 students. The HS program served 4 homeless children in the

2023-2024 school year and 4 homeless children during the 2022-2023 school year. The recruitment of homeless children continues to be a priority for Gadsden County HS. In Gadsden County 25.5% of all residents lived below the federal poverty level compared to the State rate of only 12.7% according to the 2020 United States Census Bureau. Of all individuals living in poverty in Gadsden County, 22.1% were children, compared to Florida's 20% average. The 2020 Census data profile reveals that 47.2% of female-headed households with children under the age of five lived in poverty compared to the State rate of 38.1%. The poverty rate of female head of household is especially significant considering Gadsden County's high rate of births to unmarried mothers. The percentage of unmarried mothers in Gadsden County was 69.2% from 2021-2022; significantly exceeding the State rate of 46.1%. This represents an increase of 23.1% for Gadsden County. The economic conditions in Gadsden County are reflected in the number of income eligible children and families that could benefit from a HS program. The 2014 -2018 five-year data profile from the US Census American Community Survey website noted that there are 2,699 children under the age of five. With an estimated 41% of all children living in poverty in Gadsden County according to the US Census, there is an estimated 581 children under age five in families whose incomes are at or below poverty. Using estimated births per year, approximately 370 three, four and pre-k five-year-old children are living in poverty in Gadsden County. Enrollment for Gadsden County HS for September 2024 consists of 227 HS children, all of which are income eligible according to HS guidelines. Additionally, 18 children are currently waiting for HS services in Gadsden County. All Gadsden County School District schools qualify for free breakfast and free lunch as evidenced by the Florida Direct Certification Determination. The economic challenges present in the county have affected the presence of special populations, as well as their needs. The number of young children with diagnosed disabilities continues to rise. The Gadsden HS Program served 12 children with diagnosed disabilities in 2023-2024. Majority



of the children, each year, are diagnosed with speech and language delays and/or developmental delays. The Gadsden County School District is the Part B service provider and thus works very closely with the Gadsden County HS program as the grantee to identify preschool children, provide interventions, evaluate and diagnose children as well as provide services for children, when needed. The Gadsden County HS program works closely with three infant and toddler service providers along with Early Steps, the Part C provider. Collaboratively, these providers work together to identify children who are entering the HS program. Gadsden County HS collaborates with Florida State University, the Early HS provider, in the county by conducting joint screening and recruitment efforts in the spring when pre-kindergarten registration is held. The school district Child Find Coordinator also participates in the screening process. Along with the Early HS program in the county, Gadsden County HS also collaborates with two home visiting programs for infants and toddlers. Healthy Start and Healthy Families Gadsden meet to ensure resources are maximized and not duplicated. These efforts resulted in the formation of the Gadsden County Home Visiting Partnership. Gadsden County HS is a part of this collaborative partnership that results in preliminary screening for children with referrals.

There are few children under the age of five who are moved to foster care in Gadsden

County. Most children who are subject to removal are placed with relatives as reported by the Gadsden County HS staff. The statistics for Gadsden County, Florida from the Fostering Court Improvement.org website confirms this information. The website indicated that from October 2016 to September 2017, there were 15 children removed to foster care for all age groups at a rate of 18.3% compared to the State rate of 35.8%. Gadsden County HS is committed to serving foster children, however, there is a low incidence if foster children placed out of the care of relatives in the county. Daily attendance will be a priority of the HS program. Data will be shared at parent orientation comparing children's regular attendance to their educational

growth. Parents will be contacted when a child is absent from school 30 minutes after the scheduled arrival time. Family services staff will contact families when a child has been absent for three (3) consecutive days. Families will be offered support and resources to ensure children are in school daily unless they are sick.

### **3. Rationale for Proposed Program Option and Funded Enrollment Slots::**

The rationale for center-based program operation is supported by geography, limited access to transportation and limited access to technology. Gadsden County covers 516.4 square miles. According to United States 2020 Census Data, Gadsden's estimated population is 43,746 people (84.7 people per square mile). County social-economic data reveals that per capita income averages \$23,898 and that 41% of children under the age of 18 are living in poverty. Of these children under the age of 18, 5.6% (2,699 children) are less than five years of age. Approximately 80.3% of families in Gadsden County have attained a high school diploma but have not received a postsecondary degree. To seek better employment opportunities and to earn higher wages, families commute an average 31 minutes to neighboring counties. Historical data reveals that educational attainment is directly correlated with earning potential, hence increased disposable income to purchase needs and wants -- reliable transportation and reliable broadband services for increased exposure to virtual environments beyond their rural communities. To prepare children and their families to be productive, functioning members of society, Gadsden County Schools proposes to offer services to mitigate hardships that county residents face given their rural communities and their limited access to transportation and technology.

A center-based program that is operated on existing school campuses provides an array of advantages for children enrolled in the program and their families to include, but are not limited to, free public transportation to and from program sites, extended hours for independent sites to accommodate working families, free meals and snacks, access to health and developmental

screenings, 1260 hours of instruction (Monday – Friday, 7 hours, daily) from certified and trained educational staff, parental training, and referrals for services from other agencies and community partners.

Gadsden County proposes to maintain its current funded enrollment of 227 students but is expected to provide services to more than its funded enrollment. Early exposure and learning will provide opportunities for children who under normal circumstances would not be prepared for the structure and rigors of an academic setting. Parents will also receive guidance on socialization skills and expectations for their child’s learning. These services are designed to offer pre-school aged children a “Head Start” as they prepare to enter Kindergarten.

**4. Centers and Facilities:** Head Start classrooms are located on the campuses of five elementary schools and two community sites. Two HS sites will remain within the community, one in Midway and one in Quincy. The five center-based sites are located on school campus because we operate within the Gadsden County School District. The two community sites are 8 hours days to cater to our working pollution of parents. The schools are in rural communities that have low socio-economic backgrounds. In order to accommodate and serve our families better the site locations are as follows including our two stand alone:

School	Address	# of classrooms	# of teachers	# of Paraprofessionals	Total # of students
Havana Magnet	1210 Kemp Road Havana, FL 32333	2	2	2	32
Stewart Street	749 S Stewart St. Quincy, FL 32351	2	2	2	33
George W Munroe	1830 W King St. Quincy, FL 32351	5	5	5	80
Greensboro	559 Greensboro Hwy Quincy, FL 32351	2	2	2	33
Chattahoochee	335 Maple St. Chattahoochee, FL 32324	1	1	1	17

*Midway HS	86 M L King Blvd Midway, FL 32343	1	1	1	17
*Quincy Area 3's	35 M L King Blvd Quincy, FL 32351	1	1	1	15

(\*) stand alone sites

**5. Eligibility, Recruitment, Selection, Enrollment, and Attendance:** The Gadsden County Head Start Program has been using the ChildPlus Tracking System for several years. Our program recruits' children year-round. Applications are available throughout the year to maintain a waitlist. In 2020 our program implemented an online application process; families can now apply online or in person. Staff members are actively promoting The Gadsden County Head Start Program at meetings and events within the communities. A recruitment flier is updated annually and distributed via email, social media and posted in high traffic areas such as low income housing areas, local health departments, schools, public assistance offices, etc. Recruitment ads are also broadcasted on the local radio stations and interviews are conducted with the local news station. To promote and inform community partners, and families about the Gadsden County Head Start Program, a Facebook page was created and the Gadsden County Schools Head Start website was updated. Community partners and families can also scan a QR Code that will link directly to the district's website and/or our Facebook page. An eligibility point criterion will be utilized to assure that the children most in need enter the program. Our program also works with the Gadsden County Schools District Child Find Specialist, to assure that at least ten percent of the children enrolled are children with identified disabilities. Attendance is monitored daily as teachers and family service workers call families if a child does not arrive within one hour on a program day. Attendance is then monitored monthly by family service workers to make sure the program is at or above 85% and to identify any chronic absences or trends. If family service workers notice low average daily attendance or trends, families can be put on an attendance improvement plan with the support of their family service worker to identify obstacles, create

achievable steps to improve attendance, make necessary referrals, and collaboratively support getting their child to school. If a child misses two consecutive (unexcused) days, family service workers reach out to family to make sure they are safe and address any additional factors that are causing absenteeism.

**6. Education and Child Development:** Gadsden County will use the Ready to Advance Curriculum. School Readiness goals will be centered around the four developmental domains (physical development, social emotional learning, language/literature, and cognition). For each goal, objectives and strategies will be created. Goals and objectives will continue to be aligned with the Head Start Early Learning Outcomes Framework, Ages Birth to Five and with Florida’s Early Learning and Development Standards.

<b>Domains</b>	<b>Gains</b>
Social Emotional Learning	27%
Physical Development	29%
Language & Literature	32%
Cognition	43%

The Program uses the Benchmark Ready to Advance Early Learning Program. Ready to Advance is a comprehensive early learning and developmental program that includes teacher support for classroom and behavioral management; whole-group and small-group instruction; choice options for productive collaboration and play; and flexible guidelines for multifaceted progress monitoring. The program supports administrators, classroom teachers, staff, children and their families, by providing integrated, age-appropriate materials and activities that promote high-quality learning experiences for children who attend Pre-Kindergarten Programs. All content, skills, and materials are aligned with the Head Start Early Learning Outcomes Framework and the Office Early Learning Developmental Standards (Birth to Kindergarten). The curriculum focuses on skills in the areas of social and emotional development, language

and literacy, cognition, and perceptual motor and physical development. Students are assessed periodically to determine if they are meeting the goals as described in the Early Learning Outcomes Framework.

- 7. Health:** The health services program has recently gained a health program assistant who helps assist in data monitoring using the computer based system (Child Plus) to monitor and track the provisions of health services, assist in maintaining accurate and current files, and assist in providing nutritional and safety literature to the teachers, staff, and the head start students and their families as well as assist in communicating with partners to provide health, and dental resources to families.

The Health Services program also provides teachers, staff, students and their families with a monthly health newsletter that provides tips and information on healthy eating , physical activity, oral health, and providing a safe and healthy environment. Gadsden County Head Start has also established a partnership with the Gadsden County Health Department. In addition, Gadsden County has contracted with a health educator from the health department who works with the students on health and nutrition using the organ wise guys curriculum. The Organ wise Guys curriculum is an evidence- based program that empowers kids to be healthy and smart from the inside out. It is shown to improve children’s health and academic performance.

The health services program has also implemented the Child Health History questionnaire into the intake process to ensure effective and appropriate follow –up with families to obtain individual health care plans, to work with families of children with known or suspected health, dental or developmental problems as well as to ensure that students with chronic illnesses receive treatment in a timely manner. Additionally, the Health Services Coordinator and Health Program Assistant also complete hearing and vision screening for all head start students within the 45-day

requirement to ensure students who do not pass the screenings are referred for services and treatment.

The health services program also worked with the North Florida Medical Dental Outreach program to provide dental assessments to the Head start students of Stewart Street Elementary and George W. Munroe Elementary. In Addition, A licensed Dental Hygienist from Liberty Dental Plan provided screenings to the head start students of Greensboro Elementary, Chattahoochee Elementary, Midway Head start and Quincy Area 3's. The students were also given a bag with a toothbrush, floss, and toothpaste afterwards.

**8. Family and Community Engagement:** In collaboration with the Gadsden County Schools Family and Engagement department and other local social services agencies we provide support services to enable families to work and meet their basic needs. Gadsden County Head Start is using guidance from the Parent, Family and Community Engagement framework to build trusting and respectful relationships with families. Gadsden County Head Start staff educate parents during registration and orientation on the Head Start Program standards and requirements. Family Service Workers conduct Family Partnership Agreements (FPA) and Family Outcomes Assessments with families. Assessments are conducted two times a year, once at enrollment and one time at the end of the program year. The FPA is aligned with the Family outcomes of the Parent, Family, Community Engagement framework, as all questions fall under the domains of: Family well-being, Positive Parent-child Relationships, Families as Lifelong Educators, Families as Learners, Family Engagement in Transitions, Family Connections to Peers and Community and Families as Advocates and Leaders. Data is tracked and entered into Child Plus, where gains can be monitored and addressed. Referrals are made when a family self-reports a need in one of the domains. Translation in Spanish is provided at all Parent Committee meetings, events, home visits, parent teacher conferences and Policy Council.

- 9. Services for Children with Disabilities:** During the 2023-2024 program term, we did not reach the requirement of ensuring that 10% of our funded enrollment was with children with disabilities. Due to, we are a part of a school district that has its own disabilities program for PreK students. The program is actively working with the LEA and teaching teams for approximately 14 students who have suspected cognitive, speech/language, behavioral, and social/emotional concerns based on parent input, as well as scores on the Early Screener Profile (ESP) and Benchmark Comprehensive Assessment (BCA), and other developmental assessments. Concerns are actively monitored, updated, and tracked using the ChildPlus Data Management software. Gadsden Head Start/PreK has made some major changes. Gadsden County Head Start Continuation Grant Application 2023-2024 to the special education evaluation process, and those changes support our work to help students and their families. No additional changes will be made.
- Mental Health Services:** During the 2022-2023 program term, Gadsden County Head Start/PreK contracted with a licensed mental health consultant to observe all head start classrooms, provide strategies to all head start teaching teams, and to address concerns initiated by parents and/or teaching teams.
- 10. Transition:** A Transition Information Day is sponsored by the Head Start/Pre-K Program. On this day, parents are provided with information in regards to the requirements for the upcoming school year. Kindergarten teachers, District ESE Program Specialists, the Health Coordinator, and the Education Coordinator provide parents with information and resources that allow their child's transition into kindergarten to be effortless. All but 2 classes are on campuses that have kindergarten classes. Parents are informed that they are not required to reenroll their child for the upcoming year if their child will attend the same site. Parents are provided with summer activities, resources from The Early Learning Coalition, and state standards in math and ELA for



Kindergarten. Families also complete the transition plan which is initiated by the Family Service Worker during the monthly call.

Students at the local standalone sites also participate in a Transition Day. This day provides these students with the opportunity to visit a school campus. The students ride a bus to a local school site, eat breakfast, and spend time in the classroom environment. During this time, students are engaged in learning activities. The students meet the administrative staff and are allowed to ask questions. This process allows students to become acclimated to a larger setting and helps reduce anxiety when they enter school in the upcoming school term.

**11. Services to Enrolled Pregnant Women:** Not Applicable

**12. Transportation:** The Gadsden County School District provides safe, reliable, and timely transportation for Head Start students both to and from school. Transportation desire is to provide students with a positive start and finish to their school day. With over 50 buses, serving five school sites daily; our drivers and aides are skilled to be productive workers with a commitment to meet the ever-changing challenges of school bus and student safety. To accomplish our desired mission, staff, parents and students must work in a collaboration of effort and trust with open communication. Also, the Head Start office has two vans to aid in transporting students from our two stand alone sites, if needed. However, these parents drop off and pick up their child(ren).

## **Sub-Section C: Governance, Organizational, and Management Structures**

### **1. Governance:**

The Governing Body (Elected School Board Members) of the Gadsden County Head Start Program has Legal and Fiscal Responsibility to administer and oversee the Head start Program.

The Duties and Responsibilities of the Governing Body are as follows. The Governing Body has the Legal and Fiscal Responsibility for administering and overseeing programs, including the safeguarding of Federal funds.

The Governing Body adopts practices that assure active, independent, and informed governance of the Gadsden County Head Start Program. This includes impasse procedures, internal dispute resolution, meaningful consultation and collaboration about Policy Council and Governing body decisions. The Governing Body and Policy fully participates in the development, planning, and evaluation of the Gadsden County Head Start Program.

The Governing Body uses ongoing monitoring results and data to establish long -term strategic goals to ensure that the program remains responsive to the community's needs.

The Policy Council for the Gadsden County Head Start Program serves as a link between public and private organizations within the community. The Policy Council is responsible for the Direction of the Program.

The Duties and Responsibilities of the Gadsden County Head Start Policy Council are as follows. The Policy Council is made up of Parents that serve on the Parent Center Committee that serve at each site (51%) and Community Members.

The Officers of the Gadsden County Head Start Policy Council are the Chairperson, Co-Chairperson, and Secretary.

The Duties of the Chairperson is to serve as the Moderator and keep the meeting moving. Allow full and complete discussion so that the members are clear about the issues at hand. The position of the Chairperson must not be used push a particular issue if the group is adverse to the issue.

The Duties of the Co-Chairperson is to substitute for the Chairperson when he/she is absent from the chair and assist the Chairperson as needed.

The Duties of the Secretary with the assistance of the Head Start staff is to take minutes of all meetings. Write letters for the group and maintain files for the letters.

The Policy Member serves for one year however, if the member serves for an additional year he/she must stand for reelection.

The Policy Council uses ongoing monitoring results and school readiness data to establish long -term strategic goals to ensure that the program remains responsive to the community's needs.

2. **Human Resources Management:** The management team consists of a director, five coordinators (health, education, family services, parental involvement, and disabilities/mental health) and a program specialist. There are fourteen teaching teams, five family service workers, four resource teachers, six program assistants, administrative assistant and receptionist. The entire staff is CPR certified and have training in child abuse and neglect. The Gadsden County Head Start program is under Gadsden County School District (GCSD) and we follow the salary scale of the school district. The starting salary for instructional staff with no years of experience is \$47,500 and all non-instructional staff (paraprofessionals/custodians)

are paid at least \$15 an hour. Because we are following the protocol for GCSD, all employees are not considered hired until they have passed the drug screening and background check. Our program is made up of a diverse group of individuals who are working towards the mission and core values of Head Start.

3. **Program Management and Quality Improvement:** The Gadsden County Head Start is committed to providing human resource in all areas of the program by making sure adequate staff is available. All classrooms are equipped with a teaching team and the latest up to date technology. Teachers are provided with the resources to ensure students are receiving a high-quality education. During the summer the program host a Summer Academy that is catered to the professional development need of the staff. Also, when new staff is hired the coordinators spends a day with them going over the significance of their component area. There is a continuation of professional development throughout the program year.

**Section II. Budget and Budget Justification Narrative**

1. Gadsden County School Board believes that each employee contributes directly to the District Head Start program's mission "to ensure that all children participating in the Gadsden County Head Start Program enter school emotionally, physically, socially, and intellectually ready to learn; fully recognizing the crucial role of the parents as the child's primary teacher". The Gadsden County School District is committed to hiring and maintaining highly qualified and educated staff to ensure our classrooms are accredited and recognized nationally. Staff will be hired to offer extra support to teachers in the classrooms. Our salaries are in line with the latest wage comparability study completed by the Florida Head Start Association in 2019.

**A. Personnel:**

**\$1,882,229**

<b>Positions</b>	<b># of Staff</b>	<b>Cost</b>
Program Managers & Experts	6	\$298,372
Teachers & Resource Teachers	17	\$804,616
Teacher Aides & Male Involvement	16	\$404,877
Nutrition	1	\$34,650
Family Service Workers	5	\$173,250
Director	1	\$72, 889
Clerical	1	\$34,650
Administrative Assistant	1	\$38,675
<b>Totals</b>	<b>50</b>	<b>\$1,882,229</b>

**B. Fringe Benefits:**

**\$425,338**

Gadsden County school Board has found that offering a comprehensive and generous

benefit package to employees, has been most helpful when trying to recruit and retain qualified staff. Gadsden County School Board has remained committed to assisting staff with the increasing cost of medical premiums. All employees' basic dental premiums will continue to be paid by the School Board.

	Cost
FICA (6.20%)/ Medicare (1.45%)/ Unemployment (0.4300%)	\$137,849
Health/Dental/Life (4.6200%)	\$86,023
Retirement (10.82%)	\$201,466
<b>Total</b>	<b>\$425,338</b>

**C. Travel: \$50,000**

Travel expenses will be used for out of state reimbursement to attend trainings and to pay for any other reimbursement related to travel.

Conferences	# of Days	# of Staff	Cost
Region IV Conference (Atlanta, GA)	4	8	\$13,000
Florida Head Start Conference (Orlando, FL)	4	14	\$15,000
National Head Start Conference (Columbus, Ohio)	3	8	\$22,000
<b>Total</b>			<b>\$50,000</b>

**D. Equipment: \$0**

There will be no equipment purchased in this grant. If needed, this funding will be

allocated from another funding source.

**E. Supplies: \$68,714**

Supplies are necessary and essential to the operations of the program. Additionally, supplies will be purchased for classroom use such as markers, crayon, glue, ink toner, dry erase markers, write boards, chart paper, etc. Food service supplies are sundry items used by the food service staff at the centers and community sites to prepare and package meals. Items may include utensils, storage containers, food trays, cambro, snacks and small kitchen appliances. Classroom supplies are things that have been worn down over the years such as furniture (table, desk, chair, bookcase, etc.)

	Cost
Office Supplies (Office Depot, Wal-Mart)	\$50,000
Food Service Supplies	\$5,000
Classroom Supplies (Furniture)	\$13,714
<b>Total</b>	<b>\$68,714</b>

**F. Contractual: \$48,013**

G. There is a growing need for a mental health consultant in our community for students, staff and families. The economy has the world in such a turmoil of disbelief. The Head Start Program ChildPlus Data tracking system is our management program, and the consultant helps the information to flow smoothly throughout the system. The consultant is a reliable personnel for the success of data being stored accurately on the database. Conscious Discipline is a parent training model that is used to train parents on the “I Care” ritual. The fiscal consultant will

manage the budget and submit all reports such as the SF-425.

	Cost
Mental Health Consultant	\$10,000
ChildPlus Consultant	\$17,313
ChildPlus Software	\$10,700
Conscious Discipline	\$3,000
Fiscal Consultant	\$7,000
<b>Total</b>	<b>\$48,013</b>

**H. Construction:**

**\$0**

There will be no construction for the 2024-2025 program term.

**I. Other:**

**\$98,000**

The building maintenance and repairs will cover any repairs at the Head Start Office and the stand-alone site such as furnace, air conditioning, heating, electrical or plumbing. Local travel is for employees using their personal vehicle to travel to the different school sites.

The other line item budget category reflects parental involvement projects that provide family education, training, outings. Projects include but are not limited to policy and advisory council meetings. Training and staff development is needed throughout the year to make sure the staff is equipped with the latest information related to early learning and Head Start procedures. The fuel for buses and vans are to provide students with hands-on fieldtrips to enhance their learning outside the classrooms. Educational fieldtrips will be used to take students outside the classroom to explore real-world environments.

	Cost



Building Maintenance / Repairs	\$20,000
Local Travel	\$5,000
Parent Services	\$2,000
Publications/Advertising	\$1,000
Training and Staff Development	\$60,000
Fuel for Buses and Vans	\$5,000
Educational Fieldtrips	\$5,000
<b>Total</b>	<b>\$98,000</b>

**J. Indirect Cost**

**\$75,983**

Gadsden County School Board has a state approved Indirect Cost Rate of 3.13%. This rate is valid for the period of July 1, 2024 thru June 30, 2025. The rate covers the cost of the following annual audit, accounting, human resources, information technology and administrative functions. Common cost, such as communication (telephone, internet, and cell phone) and clerical for the administration building are all a part of indirect costs.

	Cost
Indirect Cost	\$75,983
<b>Total</b>	<b>\$75,983</b>

Total All Charges (Program Operations) - \$2,648,277

Total Training and Technical Assistance - \$26,542

Grand Total Funding - **\$2,674,819**

2. The program does not have contracts that are more than \$150,000. This does not apply to our program.
3. If the program is awarded funds for the cost-of-living (COLA), we will adjust the budget to reflect the salary increase as needed.
4. The program is financial and property is managed through the Gadsden County School District. We are not responsible for the property that we use.

5. **Non-Federal Share:** **\$668,704**

Equally planned, based upon the historical and extensive relationship with the Gadsden County School Board are the source of Non-Federal Share services used to support the school readiness goals of the Gadsden County School Board.

**Personnel: Program Design and Management:**

**Salaries/Benefits**

School Site Data Entry/Secretary	\$23,964
<b>Total Personnel</b>	<b>\$23,964</b>

Head Start classrooms are located on elementary school campuses. The Head Start Program receive all the services provided to the school. The Data Entry Clerk and Custodial staff all serve the Head Start Program free of charge. Non-Federal share amount is calculated by taking a percentage of the school staff salaries and benefits. The percentage rate is determined by the number of Head Start children as compared to the entire student population.

<b>Volunteers:</b>	<b>\$26,430</b>			
		<b>T</b>	<b>a</b>	<b>olunteers</b>
		<b>o</b>	<b>l</b>	<b>Values \$35.54</b>
		<b>t</b>	<b>V</b>	
Parents, Community Members				

**# of Vol.**

172

**# of  
Hours**

743.67

As an existing grantee the estimation of donation of time is based upon documented donation from parents and community volunteers. The rates are based on the services wages from human resource

**State Voluntary Prekindergarten Program: \$618,310**

**VPK Program: State of Florida # Of Children: 148 X \$4,177.77 Cost: \$618,310**

The State Voluntary Prekindergarten Program (VPK) is available to all four-year-old children who are four by September 1 of the current school year and reside in the state of Florida. The VPK Program has allowed the Gadsden School Board to serve additional children in Head Start.

**Total Non-Federal Share from Gadsden County School Board: \$50,39**

**Total Non-Federal Share from State: \$618,310**

**Total: \$668,704**

6. We are not requesting a waiver of the nonfederal match.
7. We are not proposing a waiver of the 15% limitations.
8. We are not requesting an enrollment reduction.
9. We are not requesting a conversion.
10. We are not requesting funding for construction or major renovations.
11. We are not requesting funds for equipment.

**Other Funding**

**\$0**

The Gadsden County Head Start Program does not receive funding from the Child and Adult Care Food Program (CACFP). The Gadsden County School District provides meals to the Head Start/PreK students.

Gadsden County School Board  
Head Start Program  
2024-2025

Cost Allocation Plan

## Purpose/General Statements

The purpose of this cost allocation plan is to summarize in writing, the methods and procedures that this organization will use to allocate costs to various programs, grants, contracts and agreements.

OMB Circular A-122, "Cost Principles for Non-Profit Organizations," establishes the principles for determining costs of grants, contracts and other agreements with the Federal Government. Gadsden County School Board Head Start Program's Cost Allocation Plan is based on the Direct Allocation method described in OMB Circular A-122. The Direct Allocation Method treats all costs except general administration and general expenses.

Direct costs are those that can be identified specifically with a particular final cost objective. Indirect costs are those that have been incurred for common or joint objectives and cannot be readily identified with a particular final cost objective.

Only costs that are allowable, in accordance with the cost principles, will be allocated to benefiting programs by the Gadsden County School Board.

## General Approach

The general approach of the Gadsden County School Board in allocating costs to grants and contracts is as follows:

- A. All allowable direct costs are charged directly to the Program.
- B. Allowable direct costs that can be identified to more than one program is prorated individually as direct costs using a base most appropriate to the particular cost being prorated.
- C. All other allowable general and administrative costs (costs that benefit all programs and cannot be identified to a specific program) are allocated to programs, grants, etc. using a base that results in an equitable distribution.

## Allocation of Costs

The following information summarizes the procedures that will be used by the Gadsden County School Board Head Start Program beginning December 1, 2024.

- A. Compensation for Personal Services - Documented with timesheets showing time distribution for all employees and allocated based on time spent on each program or grant. Salaries and wages are charged directly to the program for which work has been done. Costs that benefit more than one program will be allocated to these programs based on the ratio of each program's salaries to the total of such salaries. Costs that benefit all programs will be allocated based on the ratio of each program's salaries to total salaries.
  - 1. Fringe benefits (FICA, UC, and Workman's Compensation) are allocated in the same manner as salaries and wages. Health insurance, dental insurance, life and disability and other fringe benefits are also allocated in the same manner as salaries and wages.
  - 2. Vacation, holiday, and sick pay are allocated in the same manner as salaries and wages.
- B. Travel Costs -Allocated based on purpose of travel. All travel costs (local and out of town) are charged directly to the program for which the travel was incurred.
- C. Professional Services Costs (such as consultants, accounting and auditing services) Allocated to the program benefiting from the services. All professional services costs are charged directly to the program for which the service was incurred.
- D. Office Expense and Supplies (including office supplies and postage)- Allocated based on usage. Expenses used for a specific program will be charged directly to that program. Postage expenses are charged directly to programs to the extent possible,
- E. Equipment - The Gadsden County School Board depreciates equipment when the initial acquisition cost exceeds \$750. Items below \$750 are reflected in the supplies category and expensed in the current year. Unless allowed by the awarding agency, equipment purchases are recovered through depreciation. Depreciation costs are allowable equipment used

solely by one program are charged directly to the program using the equipment. If more than one program uses the equipment, then an allocation of the depreciation costs will be based on the ratio of each program's expenses to the total of such expenses. Costs that benefit all programs will be allocated based on the ratio of each program's expenses to total expenses.

- F. Printing (including supplies, maintenance and repairs)-Expenses are charges directly to programs that benefit from the service.
- G. Insurance- Insurance cost for all programs is charged directly to the Head Start program.
- H. Telephone/Communications- Long distance and local calls are charged to programs if readily identifiable.
- I. Facilities Expenses-All facilities' expenses are covered by the Gadsden County School Board.
- J. Training/Conferences/Seminars - Allocated to the program benefiting from the training, conferences or seminars.
- K. Other Costs (including dues, licenses, fees, etc.) -All other allowable costs will be charged to programs on a basis determined to be appropriate to the costs.

Unallowable Costs - Costs that are unallowable in accordance with OMB Circular A122, including alcoholic beverages, bad debts, contributions, entertainment, fines and penalties. Lobbying and fundraising costs are unallowable.

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accredited and recognized nationally. Staff will be hired to offer extra support to teachers in the classrooms. Our salaries are in line with the latest wage comparability study completed by the Florida Head Start Association in 2023.

**A. Personnel:**

**Head Start Cost: \$1,882,229**

<b>Positions</b>	<b># of Staff</b>	<b>Cost</b>
Program Managers & Experts	6	\$298,372
Teachers & Resource Teachers	17	\$804,616
Teacher Aides & Male Involvement	16	\$404,877
Nutrition	1	\$34,650
Family Service Workers	5	\$173,250
Director	1	\$72,889
Clerical	1	\$34,650
Administrative Assistant	1	\$38,675
<b>Totals</b>	<b>50</b>	<b>\$1,882,229</b>

**B. Fringe Benefits:**

**Head Start Cost: \$425,338**

Gadsden County school Board has found that offering a comprehensive and generous benefit package to employees has been most helpful when trying to recruit and retain qualified staff. Gadsden County School Board has remained committed to assisting staff with the increasing cost of medical premiums. All employees' basic dental premiums will continue to be paid by the School Board.

	<b>Cost</b>
FICA (6.20%)/ Medicare (1.45%)/ Unemployment (0.4300%)	\$137,849
Health/Dental/Life (4.6200%)	\$86,023
Retirement (10.82%)	\$201,466
<b>Total</b>	<b>\$425,338</b>



**C. Travel:**

**\$50,000**

Travel expenses will be used for out of state reimbursement to attend training and to pay for any other reimbursement related to travel.

<b>Conferences</b>	<b># of Days</b>	<b># of Staff</b>	<b>Cost</b>
Region IV Conference (Atlanta, GA)	4	8	\$13,000
Florida Hea Start Conference (Orlando, FL)	4	14	\$15,000
National Head Start Conference (Columbus, Ohio)	4	8	\$22,000
<b>Total</b>			<b>\$50,000</b>

**D. Equipment:**

**\$0**

E. There will be no equipment purchased in this grant. If needed, this funding will be allocated from another funding source.

**F. Supplies:**

**\$68,714**

Supplies are necessary and essential to the operations of the program. Additionally, supplies will be purchased for classroom use such as markers, crayon, glue, ink toner, dry erase markers, write boards, chart paper, etc. Food service supplies are sundry items used by the food service staff at the centers and community sites to prepare and package meals. Items may include utensils, storage containers, food trays, cambro, snacks and small kitchen appliances. Classroom supplies are things that have been worn down over the years such as furniture (table, desk, chair, bookcase, etc.)

	Cost
Office Supplies (Office Depot, Wal-Mart)	\$50,000
Food Service Supplies	\$5,000
Classroom Supplies (Furniture)	\$13,714
<b>Total</b>	<b>\$68,714</b>

**G. Contractual:**

**\$48,013**

There is a growing need for a mental health consultant in our community for students, staff and families. The economy has the world in such a turmoil of disbelief. The Head Start Program ChildPlus Data tracking system is our management program and the consultant helps the information to flow smoothly throughout the system. The consultant is reliable personnel for the success of data being stored accurately on the database. Conscious Discipline is a parent training model that is used to train parents on the “I Care” ritual. The fiscal consultant will manage the budget and submit all reports such as the SF-425.

	Cost
Disability/Mental Health Consultant	\$10,000
ChildPlus Consultant	\$17,313
ChildPlus Software	\$10,700
Conscious Discipline	\$3,000
Fiscal Consultant	\$7,000
<b>Total</b>	<b>\$48,013</b>

**H. Construction:**

**\$0**

There will be no construction for the 2024-2025 school year.

**I. Other:**

**\$98,000**

The building maintenance and repairs will cover any repairs at the Head Start Office and the stand-alone site such as furnace, air conditioning, heating, electrical or plumbing. Local travel is for employees using their personal vehicle to travel to the different school sites.

The other line item budget category reflects parental involvement projects that provide family education, training, outings. Projects include but are not limited to policy and advisory council meetings. Training and staff development is needed throughout the year to make sure the staff is equipped with the latest information related to early learning and Head Start procedures. The fuel for buses and vans are to provide students with hands-on fieldtrips to enhance their learning outside the classrooms. Educational fieldtrips will be used to take students outside the classroom to explore real-world environments.

	Cost
Building Maintenance / Repairs	\$20,000
Local Travel	\$5,000
Parent Services	\$2,000
Publications / Advertising	\$1,000
Training or Staff Development	\$60,000
Fuel for Buses and/or Vans	\$5,000
Educational Fieldtrips	\$5,000
<b>Total</b>	<b>\$98,000</b>

**J. Indirect Cost**

**\$75,983**

Gadsden County School Board has a state approved Indirect Cost Rate of 3.13%. This rate is valid for the period of July 1, 2024 thru June 30, 2025. The rate covers the cost of the following annual audit, accounting, human resources, information technology and administrative functions. Common cost, such as communication (telephone, internet, and cell phone) and clerical for the administration building are all a part of indirect costs.

	Cost
Indirect Cost	\$75,983
<b>Total</b>	<b>\$75,983</b>

Total All Charges (Program Operations) - \$2,648,277

Total Training and Technical Assistance - \$26,542

Grand Total Funding - **\$2,674,819**

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**Signature of Head Start Director**

# GADSDEN COUNTY HEAD START SELF ASSESSMENT 2023-2024\*



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# Gadsden Head Start Pre-K



## SELF-ASSESSMENT 2023-2024

### Introduction

Annually, Head Start programs must conduct a self-assessment of their effectiveness and progress in meeting program goals and objectives and in implementing federal regulations. The self-assessment must measure the agency's strengths and areas for growth, allowing for continuous program improvement to increase its impact on children, families, and the community.

Annually, Head Start programs undertake a self-assessment to gauge their effectiveness, progress in achieving program goals, and compliance with federal regulations. This self-assessment is a vital tool for identifying strengths and areas for improvement, enabling continuous enhancements that ultimately benefit children, families, and the community.

### Program Description

Gadsden County Head Start/PreK began in 1985 with 100 children and currently serves 227 children. Gadsden County Head Start Head Start Pre-K serves center-based Head Start preschool children (3-5 years old). Gadsden operates from 7 sites and 14 classrooms. The organization is a single-purpose, 501(c)(3) nonprofit organization.

Gadsden County Head Start/PreK, **established in 1985 with an initial enrollment of 100 children, currently serves 227 children.** It focuses on center-based Head Start preschool education for children aged 3 to 5. Operating across five sites with 14 classrooms, Gadsden County Head Start Head Start/PreK is a dedicated nonprofit organization, classified as a 501(c)(3) entity

### Context for Self-Assessment

Gadsden County Head Start Pre-K was in our second year of the grant in this unprecedented year when the Covid-19 pandemic crept in, and all our plans were shifted or unachievable because of the lockdown and abrupt closing of the school. Regardless of the pandemic situation, Gadsden County Head Start head Start Pre-K did its best to complete the self-assessment. We could not complete the self-assessment as we would have preferred due to the pandemic.

The self-assessment team is composed of all stakeholders: The Governing Board, Policy Council members, community representatives, management team, and support staff. The group was divided into 5 teams, and a content area manager headed each. These teams evaluated the program using the Head Start performance standards assessment checklist.

The self-assessment team comprises various stakeholders, including the Governing Board, Policy Council members, community representatives, management teams, and support staff. The team was divided into five groups, each led by a content area manager, to evaluate the program's performance against Head Start performance standards.

### Self-Assessment Methodology

The self-assessment tool consists of the following focus areas:

The self-assessment tool encompasses several focus areas, each contributing to a comprehensive evaluation of the program's effectiveness:

## **Program Design and Management**

- Evaluate the program's governance structure for making effective decisions related to program structure and management.
- Evaluate the effectiveness of the program's involvement of parents in program operations and active engagement of the Policy Council in the direction of the program.
- Evaluate the program's effectiveness in hiring qualified personnel and retaining the staff with limited staff turnover.
- Evaluate the program's effectiveness in providing staff with professional development training and opportunities to enhance their knowledge and skills within the scope of their job responsibilities.
  - Assess the program's governance structure and its role in effective decision-making related to program structure and management.
  - Evaluate parental involvement in program operations and the active engagement of the Policy Council in shaping program direction.
  - Assess the program's effectiveness in recruiting and retaining qualified personnel with minimal staff turnover.
  - Evaluate the provision of professional development opportunities for staff to enhance their knowledge and skills within their respective roles.

## **Education and Disabilities**

- Evaluate the program's school readiness goals in alignment with the Head Start Early Learning Outcomes Framework (HSELOF).
  - Evaluate the program's teaching practices and ensure the promotion of progress towards school readiness and high-quality learning experiences for children.
  - Evaluate the program's effectiveness in ensuring teaching staff is well prepared to implement curriculum and support for children's progress towards school readiness.
  - Evaluate the program's effectiveness in ensuring that the program is providing disability services to at least 10% of the enrolled children.
  - Evaluate the program's effectiveness in ensuring a system to address the individual needs of each child, including children with disabilities.
- Evaluate the alignment of the program's school readiness goals with the Head Start Early Learning Outcomes Framework (HSELOF).
  - Assess teaching practices to ensure progress toward school readiness and high-quality learning experiences.
  - Evaluate the preparedness of teaching staff to implement curriculum and support children's progress toward school readiness.
  - Examine the provision of disability services to at least 10% of enrolled children.
  - Evaluate the program's ability to address the individual needs of each child, including those with disabilities

## **Health Services**

- Evaluate the effectiveness of the service area's ongoing monitoring system in ensuring children's health needs are identified and addressed promptly.



- Evaluate the program's ability to promote mental health and social and emotional well-being by using the Mental Health Consultant to support parents, children, and staff.
  - Evaluate the program's effectiveness in maintaining and monitoring effective oral health practices and nutrition services that meet nutritional needs and allergies.
  - Evaluate the program's process for monitoring and maintaining a healthy and safe environment.
- ✦ Evaluate the effectiveness of the ongoing monitoring system in addressing children's health needs.
  - ✦ Assess the promotion of mental health and social-emotional well-being through the support of a Mental Health Consultant.
  - ✦ Examine oral health practices and nutrition services to ensure they meet nutritional needs and address allergies.

Evaluate the program's practices for maintaining a healthy and safe environment.

### **Family and Community Engagement Services**

- Evaluate the program's ability to effectively establish a positive, goal-oriented relationship with families, impact family well-being and promote family engagement in children's learning and development by first identifying areas of strength followed by opportunities for improvement.
- Evaluate the program's effectiveness in developing a healthy relationship with the community through community partnerships with organizations (healthcare services, education and cultural enhancement services, homeless shelters, foster care services etc.) to support the families.

Assess the program's ability to establish positive, goal-oriented relationships with families.

- Examine the impact on family well-being and the promotion of family engagement in children's learning and development.
- Evaluate relationships with the community through partnerships with organizations that support families, such as healthcare services, educational and cultural enhancement services, homeless shelters, and foster care services.

### **Fiscal Infrastructure**

- Evaluate the program's effectiveness in developing and implementing a budget to sustain management, staffing structures, and the delivery of services that support the needs of enrolled children and families.
- Evaluate the program's ability to implement a financial management system that supports the organization's ongoing capacity to execute its budget over time and meet the needs of the organization.
- Evaluate the program's effectiveness of control over and accountability for all funds, property, and assets.
- Evaluate the program's compliance with the application, prior approval, and reporting requirements for facilities purchased, constructed, or renovated with Head Start funds.

Evaluate the effectiveness of budget development to sustain management, staffing, and service delivery in support of enrolled children and families.

- Assess the implementation of a financial management system supporting ongoing budget execution.
- Examine control and accountability over all funds, property, and assets.
- Evaluate compliance with application, prior approval, and reporting requirements for facilities funded by Head Start.

## **ERSEA: Eligibility, Recruitment, Selection, Enrollment, and Attendance**

- Evaluate the program's effectiveness in enrolling children who are categorically eligible or who meet defined income-eligibility requirements, including at least 10% filled by children eligible for services under IDEA.
  - Evaluate the program's system for monitoring attendance data to support families in promoting individual child attendance and inform program improvements where monthly attendance rates indicate systemic attendance issues.
  - Evaluate the program's effectiveness in reporting accurate monthly enrollment numbers to Head Start Enterprise "HSES."
- Evaluate the effectiveness of enrolling children who meet eligibility requirements.
- Assess the system for monitoring attendance data to support families in improving individual child attendance.
- Examine the accuracy of monthly enrollment reporting to Head Start Enterprise "HSES."

## **Self-Assessment Results**

The self-assessment team identified program strengths and successes that can be built upon to support continuous improvement. In addition, goal areas for program improvement and action steps discussed from the self-assessment are described under six focus areas. Management will utilize the information to make decisions about program operations that will seek to improve the delivery of services and close any identified gaps in the program's overall performance.

The self-assessment team identified strengths within the program, including well-functioning operations management, strong relationships among management branches, enhanced data collection for decision-making, quarterly review of self-assessment data and program goals, and continuous staff credential reviews to ensure qualifications meet minimum requirements for their positions.

Areas for improvement were also identified, with a focus on timely training for the Policy Council and Governing Board.

Management will utilize these insights to make informed decisions to enhance service delivery and address any identified gaps in program performance.

## **Program Design and Management**

### **Areas of Strength**

- Gadsden County Head Start has a well-functioning and effective operation management system.
- The three branches of management (Governing Board, Policy Council, and Management) have a strong and positive relationship.
- Gadsden County Head Start has strengthened our use of data collection for decision-making
- Gadsden County Head Start reviews self-assessment data and program goals quarterly.

- Gadsden County Head Start review all staff credentials to ensure they have at least the minimum qualifications for their position

**Areas of Improvement**

- Timely training of our Policy Council and Governing Board.
- Provide a set schedule to review the Self Assessment goals

Timely training for the Policy Council and Governing Board.

Action Steps	Expected Outcome	Results
Establish a time frame to have both the Policy Council and Governing Board train before the start of the new school term. The tentative schedule is:  January of 2024  Responsible Staff: HS Director	The Policy Council and Governing Board will have a thorough understanding of the policies for HS by August of each school year.	The Governance training was held on January 25, 2024.

Provide a set schedule to review the Self Assessment goals

Action Steps	Expected Outcome	Results
The self assessment goals will be reviewed quarterly. The schedule is as follows:  1. October 2. January 3. March 4. June  Responsible Staff: HS Director	The agency will provide outcome data to the board that provides transparency of service.. The board will be able to make well-informed decisions for the program.	During our Policy Council meetings updates are shared as it relates to the Self-Assessment. However, we will continue this action for the 2024-2025 school year.

**Education**

**Areas of Strength**

- The curriculum is used in conjunction with several assessment tools including the Early STAR Literacy Assessment, which is used as a progress monitoring tool.
- Gadsden County Head Start 's exceptional student education department and Gadsden County Head Start HEAD START staff work together to conduct home/center visits to share information and seek input from parents about the program and children's cognitive and social-emotional development.
- Services for students with disabilities are provided by the Gadsden County Head Start School District
- Bilingual staff available to assist with communication barriers with families whose native language is not English
- Education component area continued utilizing ChildPlus for data entry and monitoring of Head Start requirements

**Areas of Improvement**

- Ensure educational requirements are completed at a rate of 85% or higher.
- Resource teacher completing ongoing classroom monitoring bi-weekly.

- Provide timely follow-up for any participant that requires additional supportive services..
- Utilize ChildPlus for monitoring of coaching practices.

Ensure educational requirements are completed at a rate of 85% or higher.

Action Steps	Expected Outcome	Results
<p>The staff will complete the <b>weekly</b> reporting schedule to report the outcomes for each state, federal and local requirement. The reporting schedule includes the necessary reports to be pulled by each staff member. The main report to pull is report 2515 (Education Requirements).</p> <p>Follow-up with staff</p> <p>Responsible Staff: Education Coordinator and Resource Teachers</p>	<p>All home visits, screenings, parent conferences, and assessments will be completed in a timely manner.</p>	<p><b>98%</b> 1st HV  <b>99%</b> Bench Assessments  <b>69%</b> Star Assessment  <b>99%</b> BCA SE  <b>100%</b> ESP Assessment  <b>76%</b> 1st PTC  <b>79%</b> 2nd PTC  <b>89%</b> 2nd HV</p> <p>2nd Bench 225            2nd Star 141            3rd Bench 201            3rd Star 127</p> <p>Overall: <b>88%</b> of education requirements were completed in a timely manner.</p>

Resource teacher completing ongoing classroom monitoring bi-weekly.

Action Steps	Expected Outcome	Result
<p>The Education Coordinator will conduct weekly check-ins and send out reminders of monitoring.            Resource teachers will submit all documentation along with monthly reports.</p> <p>Responsible Staff: Education Coordinator and Resource Teachers</p>	<p>The Resource teacher will ensure classroom observations are completed on time in turn the Teacher's will receive timely coaching and feedback on the learning environment.</p>	<p>Monitoring and feedback were completed bi-weekly monitoring sheets September 2023-April 2024.</p>

Provide timely follow-up for any participant that requires additional supportive services.

Action Steps	Expected Outcome	Results
<p>Documentation of failed screenings and rescreening will be entered within one week of completion. The resource teacher will pull report 2565 to identify which participant requires additional support according to the assigned status.</p> <p>Responsible:</p>	<p>All participants will receive supportive services in a timely manner.</p>	<p>Failed screenings were recorded in ChildPlus and rescreens completed as needed. Failed</p>



		rescreens were referred to the Disabilities Coordinator.
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Utilize ChildPlus for monitoring of coaching practices.

Action Steps	Expected Outcome	Results
<p>The ongoing monitoring form will be uploaded into ChildPlus as a module. Resource Teachers will document coaching in the ChildPlus database.</p> <p>Responsible:</p>	<p>The Program Specialist, Education Coordinator, and other entities will be able to monitor coaching as needed.</p>	<p>Ongoing monitoring module has been created. Resource teachers will receive training in August 2024 and will begin using the ChildPlus database in September 2025.</p>

## Family and Community Engagement

### Areas of Strength

- During registration and parent orientation Gadsden County Head Start Head Start staff will educate parents on the importance of establishing a partnership (Family Partnership Agreement).
- 90% of families received an identified service through Gadsden County Head Start or an outside provider.
- Gadsden County Head Start has increased the utilization of technology to meet families' needs - evaluating using childplus for the 2023 - 2024 program term for sending emails and text messages events, reminders, resources, etc.
- Review the assessment outcomes and PIR data consistently to identify the needs of families.

### Areas of Improvement

- Monitor the current orientation process to ensure all family members are orientated.
- To increase all Family Service Workers knowledge of resources, including online resources, locally and community partnerships.
- Monitor families experiencing homelessness and ensure FSW are documenting resources and support services.

Monitor the current orientation process to ensure all family members are orientated.

Action Steps	Expected Outcome	Results
<p>Gadsden County Head Start Head Start will monitor the current orientation process to ensure all family members have completed the Orientation process.</p> <p>Gadsden County Head Start will ensure families that families that did not attend the orientation are provided with an abbreviated orientation session.</p> <p><b>Responsible Staff:</b> Family Service Coordinator and Family Service Workers</p>	<p>To ensure that the families have completed the orientation process by reviewing the policies and procedures that have been put into place by each content area.</p>	<p>49% of the families for the 2023-2024 School Term completed the Orientation Process. Report 4133A was used to provide the data.</p>

To increase all Family Service Workers knowledge of resources, including online resources, locally and community partnerships.

Action Steps	Expected Outcome	Results
<p>Gadsden County Head Start Head Start staff will work to acquire new community partnership linkages to support current Gadsden County Head Start parents' goals, needs and interests.</p> <p><b>Responsible Staff:</b> Family Service Coordinator and Family Service Workers</p>	<p>To increase the support of resources to families during their time of need for 2023-2024 Program Term families during their time of need for 2023-2024 Program Term</p>	<p>Additional resources were added to support our families to obtain their goals and needs. Currently we have 26 MOU's with Community Partners. Report 1432 was used to support the data.</p>

Monitor families experiencing homelessness and ensure FSW are documenting resources and support services.

Action Steps	Expected Outcome	Results
<p>Review the goals of families experiencing homelessness and the referrals provided to those families.</p> <p><b>Responsible Staff:</b> Family Services Coordinator</p>	<p>To increase the support of resources to families during their time of need for 2023-2024 Program Term</p>	<p>For the 2023-2024 School Term 4 families were identified as homeless and provided with resources. Out of the four homeless families one family acquired housing. Report 9700 was used to support the data</p>

### Health and Nutrition

#### Areas of Strength

- Gadsden County Head Start Head Start uses a computer-based system (ChildPlus Software) to monitor health requirements, expirations and follow-up to services needed.
- Gadsden County Head Start Head Start established and maintained partnerships with several medical and dental providers to provide access to services.
- Gadsden County Head Start Head Start has contracted with two providers a Health Educator and Go NAPACC to educate and support our Head Start children and families on health and nutrition.
- Gadsden County Head Start Head Start has worked to ensure that all children meet the health mandates according to the OHS, EPSDT, local and HVAC requirements.
- Gadsden County Head Start Head Start ensured that 100% of its students have a medical provider.

#### Areas of Improvement

- Gadsden County Head Start Head Start will identify concerns prior to enrollment and ensure IHCP are established and modifications are made according to the individual needs of students..
- Gadsden County Head Start Head Start will ensure enrolled participants' concerns (on their physical (i.e. hearing and vision) are documented in a timely manner with details of the follow-up steps.



- Gadsden County Head Start Head Start will reevaluate the current process to ensure students with abnormal growth assessments receive appropriate nutritional guidance.
- Gadsden County Head Start will support and provide resources (including health insurance and dental providers).

Gadsden County Head Start will identify concerns prior to enrollment and ensure IHCP are established when necessary. .

Action Steps	Expected Outcome	Results
<p>The Health Coordinator will review the required health documents and update the Health Information Section of ChildPlus. The Health Coordinator will review 3013 and 3060 weekly to monitor the completion and expiration of the IHCP's.</p> <p><b>Responsible Staff:</b> Health Services Coordinator</p>	<p>The goal is to ensure that all of the students with medical concerns have an IHCP in place before school start.</p>	<p>July 18.2024 The goal to ensure all of the students with medical concerns have an IHCP were completed at 99%</p> <p>There were 16 IHCP needed for students. The agency obtained 15 IHCP..</p>

Gadsden County Head Start will ensure enrolled participants' concerns (on their physical (i.e. growth, hearing and vision) are documented in a timely manner with details of the follow-up steps.

Action Steps	Expected Outcome	Results
<p>The Health Coordinator will pull a report 3065 weekly to identify children with concerns. The health coordinator will add the appropriate actions added to each event..</p> <p><b>Responsible Staff:</b> Health Services Coordinator</p>	<p>The goal is to ensure that the appropriate monitoring of follow-up events will ensure that all students receive services in a timely manner.</p>	<p>The goal to ensure that the appropriate monitoring of follow-up events will ensure that all students receive services in a timely manner is ongoing</p>

Gadsden County Head Start Head Start will ensure students with abnormal growth assessments receive appropriate nutritional guidance.

Action Steps	Expected Outcome	Results
<p>The Health Coordinator will pull report 3065 to identify children that need follow-up and add the appropriate actions to each event. The Health Coordinator will monitor report 9707 to identify the BMI category (overweight, underweight and obese) of each child.</p> <p><b>Responsible Staff:</b> Health Services Coordinator</p>	<p>The goal is to ensure that Head Start families receive adequate health and nutritional guidance.</p>	<p>The goal to ensure Head Start families receive adequate health and nutritional guidance is ongoing</p>

Gadsden County Head Start will support and provide resources (including health insurance and dental providers).

Action Steps	Expected Outcome	Results
<p>The Health Coordinator will pull report 3013 to identify the provider. The Health Coordinator will provide resources and document the referrals in ChildPlus..</p>	<p>The goal is to ensure that all students have a dental provider as required by the</p>	<p>The goal to ensure all students have a dental provider as required by the</p>

Responsible Staff: Health Services Coordinator	Head Start Program Performance Standards	Head Start Program Performance Standards was completed at 88%
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## Health and Safety

### Areas of Strength

- Gadsden County Head Start ensures that all sites' center-based facilities and equipment comply with state and local licensing requirements, including health and safety compliance issues.
- Gadsden County Head Start has systems in place to ensure that the children are only released to designated escorts.
- Gadsden County Head Start has procedures in place to ensure that the center environment is free of toxins. All staff are trained yearly regarding the storage of toxins. Pesticide treatments and grease trap cleanings are scheduled when children are not present.
- Gadsden County Head Start provides physical environments that reflect different stages of child development (developmentally appropriate furniture and materials).
- Gadsden County Head Start has a defined system to ensure that all indoor and outdoor locations are cleaned regularly.

### Areas of Improvement

- Gadsden County Head Start will conduct quarterly Health & Safety inspections to ensure that all facilities and equipment are safe and in working order, in compliance with the health, safety and developmental needs of the children.

Action Steps	Expected Outcome	Results
<p>The three health and safety screeners will be monitored on the due date. Due dates are as follows:</p> <ol style="list-style-type: none"> <li>1. 45 Day</li> <li>2. Dec 22nd</li> <li>3. March 31st</li> </ol>	The health and safety screeners are completed three times per year.	The health and safety screeners were completed three times this year. This goal was completed at 100%

## Disability Services

### Areas of Strength

- Gadsden County Head Start ensures that the learning environment supports the needs of all children and provides ways for all children to participate in all program activities, including children with special needs.
- Gadsden County Head Start has established and utilized a multi-disciplinary team to meet monthly to address cognitive and behavioral concerns of students who were awaiting IDEA eligibility determination or who did not meet IDEA qualifications

### Areas of Improvement

- Monitor the effectiveness of the referral process and ensure support is provided to students deemed eligible for services under IDEA.
- Evaluate the individual child plans for children with an IEP.



Monitor the effectiveness of the referral process and ensure support is provided to students deemed eligible for services under IDEA..

Action Steps	Expected Outcome	Results
Disabilities/Mental Health Coordinator will monitor data collected by Education and Health Services to ensure that students with concerns from 45-day developmental screeners are identified and appropriately referred. Referrals can be submitted via parents/guardian, HS staff or MH Consultant.	One hundred percent of the participants who were identified with a concern have had their issues addressed.	All students with concerns were addressed by having an evaluation ( Speech or Developmental) completed or continuous monitoring by the PreK teachers and staff to determine if further evaluation was needed as a returning Pre K student.

Monitor the effectiveness of the referral process and ensure support is provided to students deemed eligible for services under IDEA..

Action Steps	Expected Outcome	Results
The Disabilities/Mental Health Coordinator will monitor the timeliness of the referral and evaluation process to ensure the required thirty-day timeline is met.	One hundred percent of the participants referred will be evaluated within thirty days.	A Speech and Language Pathologist was not available for testing and evaluation for all sites within the 30 day time frame needed to meet the timeline.

Evaluate the individual child plans for children with an IEP.

Action Steps	Expected Outcome	Results
Disabilities/Mental Health Coordinator will monitor the progress of the IEP goals. The Disabilities/Mental Health Coordinator will visit each of the classrooms weekly to consult/observe the teaching team.	One hundred percent of participants with an IEP are receiving services and progressing with their goals.	A Speech and Language Pathologist was not available for HMS, QA3 or Midway, therefore those students did not receive services from the SLP , but received support and wrap-around services from the teachers and resource teachers assigned to that specific classroom.

## Mental Health

### Areas of Strength

- Gadsden County Head Start uses a computer-based system (ChildPlus) to monitor and track the provision of health services.
- Gadsden County Head Start contracts with a licensed Health consultant, Mental Health consultant and Nutrition consultant for the provision of services for families, children and staff.
- Established and utilized a multi-disciplinary team to meet quarterly to address cognitive and behavioral concerns of students who were awaiting IDEA eligibility determination or who did not meet IDEA qualifications

### Areas of Improvement

- The Mental Health consultant assists with the timely and effective identification and intervention of children with possible mental health concerns and to appropriately address concerns of students who are determined to be ineligible for services under IDEA guidelines. This is done in conjunction with information from a multi-disciplinary team.
- All consultants have a defined monthly schedule and remain flexible in case situations arise that require extra visits or a change in schedule. They are available to observe children on site and meet with families or staff members.

The Mental Health consultant assists with the timely and effective identification and intervention of children with possible mental health concerns.

Action Steps	Expected Outcome	Results
The agency will pull reports biweekly to identify participants with concerns. and conduct the multi-disciplinary teams recommendations. The multi-disciplinary team will provide tailored recommendations, leading to improved outcomes in health, education, and overall well-being for the participants.	By implementing biweekly report reviews, the agency will proactively identify participants with concerns, allowing for timely interventions and support. This process will enhance the agency's responsiveness to participant needs, ensure comprehensive care, and promote positive developmental and educational outcomes for all children and families served.	A Licensed Mental Health Consultant was not available to provide services to our students with Mental Health Concerns. The Social Workers for each site provided check-in and counseling services for those students that was referred. Currently the Disability & Mental Health department is in the process of recruiting a Licensed Mental Health Counselor the the upcoming school year.

All consultants have a defined monthly schedule and remain flexible in case situations arise that require extra visits or a change in schedule.



Action Steps	Expected Outcome	Results
<p>Each consultant will submit a proposed monthly schedule to the agency by the first of each month, outlining planned visits and key activities. Consultants will also communicate their availability for additional visits or schedule adjustments as needed, ensuring responsiveness to emerging issues or urgent needs. This proactive scheduling and flexibility will allow the agency to address unforeseen circumstances effectively while maintaining consistent support and oversight for all program areas.</p>	<p>The implementation of a structured yet adaptable scheduling system ensures that consultants are consistently available and prepared to support the agency's needs. This approach enables the agency to respond promptly to any issues or changes in priorities, thus maintaining a high level of program oversight and support. By having a clear plan in place, along with the flexibility to adjust as needed, the agency can effectively manage resources, anticipate challenges, and ensure that all program areas receive the necessary attention and guidance. This leads to improved program outcomes, enhanced staff support, and overall increased program effectiveness.</p>	<p>A Licensed Mental Health Consultant was not available to provide services to our students with Mental Health Concerns. The Social Workers for each site provided check-in and counseling services for those students that was referred.</p> <p>Currently the Disability &amp; Mental Health department is in the process of recruiting a Licensed Mental Health Counselor the the upcoming school year.</p>

## CLASS

### Areas of Strength

- Gadsden County Head Start Head Start Program has CLASS Observers that conduct bi-annual observations of teachers in preschool classrooms (3-5 years old) in the areas of Emotional Support; Classroom Organization & Instructional Support.
- Gadsden County Head Start Head Start Program has a certified CLASS trainer on staff
- All members of the education team are CLASS certified observers
- CLASS observations were completed bi-annually on 100% of the classrooms despite COVID-19
- CLASS data was monitored utilizing ChildPlus

### Areas of Improvement

- Gadsden County Head Start will decrease the number of classes scoring below a 3.00 in the Instructional Support Domain

Gadsden County Head Start will decrease the number of classes scoring below a 3.00 in the Instructional Support Domain.

Action Steps	Expected Outcome	Results
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<p>The Program Specialist is providing additional training to all Teaching Teams. . Continual observations are being conducted and the Program Specialist is providing feedback to the Resource Teacher's. The feedback from the Program Specialist supports in developing teaching Teams goals.</p>	<p>The expected outcome is the Instructional Support Domain is above 3.0.</p>	<p>All teaching teams received a 3.0 or higher in the Instructional Support Domain for the 2023-2024 school term.</p>
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Gadsden County Head Start will utilize Training and Technical Assistance as a resource for improving overall scores in the Instructional Support Domain.

Action Steps	Expected Outcome	Results
<p>Gadsden County Head Start will schedule two training sessions with TT&amp;A during the 2023 - 2024 School year.</p>	<p>The expected outcome is the Instructional Support Domain is higher 3.0.</p>	<p>All teaching teams received a 3.0 or higher in the Instructional Support Domain for the 2023-2024 school term.</p>

### Fiscal Infrastructure

#### Areas of Strength

- Gadsden County Head Start has a strong internal control system.
- Gadsden County Head Start has strong financial transparency and fiscal oversight from the PC and GB, including monthly submission of quarterly fiscal reports (statement of Revenue and Expenses; Variance report; CACFP report; aging report; credit card etc.).
- Gadsden County Head Start offers a comprehensive fringe benefits package to attract qualified applicants for employment.
- Fiscal team works closely with the auditor during audits.

#### Areas of Improvement

- Gadsden County Head Start will incorporate the usage of graphics for increased readability and to ensure proper analysis of information

Use of data in presenting financial reports:

Action Steps	Expected Outcome	Results
<p>Use of graphs, infographics, and other methods to visualize data in a fiscal report. Responsible staff: Fiscal Team/ System Administrator</p>	<p>The use of charts and graphs will be used to show a visual representation of data.</p>	<p>This action was not completed for the 2023-2024 school year.</p>
<p>Collaborate with team members to collect and analyze data. Responsible staff: Fiscal Team/ System Administrator</p>	<p>The program will have monthly meetings to discuss the fiscal data.</p>	<p>The fiscal data was shared with the Management Team and Policy council monthly.</p>



Create presentations and reports based on recommendations and findings Responsible staff: Fiscal Team/ System Administrator	The use of charts and graphs will be used to show a visual representation of data.	This action was not completed for the 2023-2024 school year.
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**ERSEA**

**Areas of Strength**

- Agency overall average daily attendance was above 85%
- 98% Average monthly enrollment during COVID-19
- Translators provided for all ELL families during the enrollment process
- Program enrollment included at least 10% of children with disabilities during COVID-19

**Areas of Improvement**

- The agency will utilize the Reporting Schedule to monitor compliance for ERSEA weekly.
- The agency will monitor the attendance with a focus on participants that are chronically absent.

The agency will utilize the Reporting Schedule to monitor compliance for ERSEA weekly.

Action Steps	Expected Outcome	Result
Refresher training with FSW to ensure ChildPlus reports reflect the highest degree of reliability. positive outcomes.	To ensure ongoing monitoring occurs weekly.	For the 2023-2024 School Term 100% of our FSW staff have completed ERSEA Training Refresher to ensure weekly monitoring occurs.

The agency will monitor the attendance with a focus on participants that are chronically absent.

Action Steps	Expected Outcome	Result
The first step to ensure children that are chronically absent are safe and will return to Gadsden County Head Start HS is to provide refresher training to the teaching teams regarding attendance.  Responsible Staff: Family Services Coordinator, Family Service Workers	To increase communication with the teaching teams and families regarding attendance of students and to increase the integration of services between component areas	The ongoing task is to ensure that the Family Service Team relays important Attendance Information to our families via text, phone calls, email as well as flyers. The Family Service Team will share this information with the Teaching Teams using report 2306 beginning August 2024. For the 2023-2024 School Term we maintained

		85% of the ADA. 89% of our students stayed to the last day of the school Term.
Continually increase Comprehensive Services with FSW and Teachers.	To decrease the number of participants that are severely/moderate chronically absent by 10%.	To decrease the number of participants that are severely/moderate chronically absent the Family Service Team will monitor attendance daily, weekly and monthly. The Family Service Team will continue to have open communication with the Teaching Teams to ensure that attendance is captured within the first hour of school. In addition we will continue to inform the parents of the importance of attendance. 61% of our students were chronically absent.

**Parent Involvement (Parent Center Committees, In-Kind Volunteering and Parent Curriculum)**

**Areas of Strength**

- Gadsden County Head Start/Pre-K encourages Parents to be involved in their child’s education and well being.
- Gadsden County Head Start/Pre-K encourages Parents to be a part of the center committee’s so that they can have positive interactions with their peers.
- Gadsden County Head Start/Pre-K assists parents with learning to advocate for their child’s best interest.
- Gadsden County Head Start/Pre-K provides the Parent’s with a Parent Curriculum ( Conscious Discipline) that increases the Parent’s awareness of positive behavior management and interaction.
- Gadsden County Head Start/Pre-K provides more than one platform for parents to participate in the Parent Curriculum and Parent Meetings. For example, we offer face to face and Virtual platforms.
- Gadsden County Head Start/Pre-K consistently offers opportunities for Father Figures to be engaged in their child’s Developmental Experience.

**Parent Areas of Improvement**

- Gadsden County Head Start/Pre-K will increase parent involvement, volunteering and attendance at workshops and meetings.
- Gadsden County Head Start/Pre-K will guarantee that all parents are well informed about events, updates, and activities throughout the program.
- Gadsden County Head Start/Pre-K will increase the Engagement Activities with our Fathers and Father Figures.

- Revise parent's annual survey to evaluate the program's performance twice a year.
- Gadsden County Head Start/Pre-K will increase parent involvement, volunteering and attendance at workshops and meetings.

Action Steps	Expected Outcome	Results
Gadsden County Head Start/Pre-K will increase the number of reminders to parents/guardians to ensure parents are well informed of the dates and times of each activity.	Parent Involvement staff will send invitations via ChildPlus (email/text), Facebook (social media), ClassDoJo, and book bags. The information will be sent out at least twice prior to the event.	100% completion for the 2023-2024 school year.

Gadsden County Head Start/Pre-Kt will increase the Engagement Activities with our Fathers and Father Figures.

Action Steps	Expected Outcome	Result
The agency will utilize ChildPlus data to identify father figures; including PIR data and agency specific fields.	The expected outcome is to increase Father Engagement by 20%.	ChildPlus data for the 2023-2024 school year reflected a 46% rate of father figures engagement

Revise parent's annual survey to evaluate the program's performance twice a year.

Action Steps	Expected Outcome	Results
The coordinator of Family Engagement and ERSEA/FS will meet to revise the current annual surveys for Parents/Guardians and Father Figure Engagement.	The expected outcome is for each family to receive the parent survey and the father figure survey twice a year.	The parent survey for the 22-23 school year was completed by each family during the home visit with the teaching team from each school site. The father figure survey for the 22-23 school year was not completed.



	<p>The parent survey for 2023-2024 school year will be completed during the parent orientation by using a QR Code and families that did not attend the parent orientation will receive the survey for completion via ChildPlus (email/text) with the google doc link and the father figure survey will be completed during male involvement workshops/trainings and via ChildPlus (email/text).</p>
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**Conclusion**

Gadsden County Head Start Pre-K continues to strive for high performance and high-quality service delivery by utilizing program data to inform the decision-making process and continuous quality improvement efforts. The insight received during this year's Self- assessment will be used to assist the management team with implementing an improvement plan. The success of the improvement plan based on action steps and suggested time frames will be tracked and monitored to measure progress during quarterly data management team meetings.

Gadsden County Head Start Pre-K informs the Governing Boards and stakeholders of our commitment to high performance and quality service delivery remains steadfast. The recent Self-Assessment conducted has provided valuable insights that will guide our decision-making and fuel continuous improvement efforts.

The information gleaned from the assessment will be instrumental in formulating an improvement plan. This plan, comprising actionable steps and suggested time frames, aims to elevate our program's overall performance.

To ensure the success of this improvement plan, we will be diligent in tracking and monitoring progress. Quarterly data management team meetings will serve as platforms to assess the effectiveness of implemented strategies, making adjustments as needed.



# Gadsden County School Board



"Educating Every Student Today, Making Gadsden Stronger Tomorrow"



## Head Start/Pre-K Program Improvement Plan 2024-2025

**Children's Services  
(Child Health, Safety and Nutrition)**

Strengths:

- Gadsden County uses a computer-based system (ChildPlus) to monitor and track the provision of health services.
- Gadsden County ensured that 100% of student **physicals** were complete
- Gadsden County established and maintained partnerships with several medical and dental providers to provide access to services,
- Gadsden County ensures that all sites' center-based facilities and equipment comply with state and local licensing requirements, including health and safety compliance issues.
- Gadsden County has a three step process to ensure all children are only released to their designated escorts. The families are run through Raptor, ChildPlus and FOCUS.
- Gadsden County has procedures in place to ensure that the center environment is free of toxins. All staff are trained yearly regarding the storage of toxins. Pesticide treatments and grease trap cleanings are scheduled when children are not present.
- Gadsden County's water, lead and paint testing was completed at 100%.
- Gadsden County provides physical environments that reflect various stages of child development (developmentally appropriate furniture and materials).
- Gadsden County has a defined system to ensure that all indoor and outdoor locations are cleaned regularly.

Areas Needing Improvement

- Gadsden County will work to ensure that all children receive the appropriate health, cognitive and social-emotional screenings within the required forty-five calendar days.
- Gadsden County staff works with the families of children with known or suspected health, dental or developmental problems to ensure that there is appropriate **follow-up**.
- Gadsden County will provide more education on preventative medical and oral health to families.

Persons Responsible

Health Coordinator

Timeline for Area of Improvement:

Dec 2024	Jan 2025	Feb 2025	Mar 2025	Apr 2025	May 2025	June 2025	July 2025	Aug 2025	Sept 2025	Oct 2025	Nov 2025
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**Children's Services  
(Education/CLASS)**

Strengths:

- The curriculum is used in conjunction with several assessment tools including the Early STAR Literacy Assessment, which is used as a progress monitoring tool.
- Gadsden County's exceptional student education department and GADSDEN COUNTY HEAD START staff work together to conduct home/center visits to share information and seek input from parents about the program and children's cognitive and social-emotional development.
- Services for students with disabilities are provided by the Gadsden County School District
- Bilingual staff available to assist with communication barriers with families whose native language is not English
- Education component area utilizes ChildPlus to monitoring all Head Start requirements such as parent teacher conferences, home visits, and 45-day screeners.
- Gadsden County Head Start Program has four CLASS Observers that conduct bi-annual observations of teachers in preschool classrooms (3-5 years old) in the areas of Emotional Support; Classroom Organization & Instructional Support
- Gadsden County Head Start Program has certified CLASS trainers on staff.
- CLASS observations were completed bi-annually on 95% of the classrooms despite COVID-19
- CLASS data was monitored utilizing ChildPlus

Areas Needing Improvement:

- All Early Childhood Education staff will receive ongoing training to increase their confidence when utilizing the Benchmark Ready to Advance Curriculum.
- Ensure educational requirements are completed at a rate of 85% or higher.
- Gadsden County will decrease the number of classes scoring below a 3.00 in the Instructional Support Domain
- Gadsden County will utilize Training and Technical Assistance as a resource for improving overall scores in the Instructional Support Domain

Persons Responsible:

Education Team (Resource Teachers) (Program Specialist)  
Education Coordinator  
Disabilities Coordinator

Timeline for Area of Improvement

Dec 2024	Jan 2025	Feb 2025	Mar 2025	Apr 2025	May 2025	June 2025	July 2025	Aug 2025	Sept 2025	Oct 2025	Nov 2025
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**Children's Services  
(Disability and Mental Health Services)**

Strengths:

- Gadsden County ensures that at least 10% of its total funded enrollment is filled by children eligible for services under IDEA.
- Gadsden County ensures that the learning environment supports the needs of all children and provides ways for all children to participate in all program activities, including children with special needs.
- Services provided for children with special needs are aligned with the goals as written in the IEP. All services are coordinated with the Service Area Disabilities/Mental Health Coordinator, Health & Safety, and the service providers, along with input from others (i.e., the parent, Educational Director, Mental Health Coordinator). Teachers use the IEP goals as part of their individual plans for these children.
- Gadsden County uses a computer-based system (ChildPlus) to monitor and track the provision of Disability and Mental Health services.

Areas Needing Improvement:

- Evaluate the current internal referral and review system for effectiveness
- Establishing the multidisciplinary team to serve as a response-to-intervention for students exhibiting language, cognitive, social/emotional, and behavioral concerns until eligibility for services under IDEA has been established
- Gadsden County will monitor the mental health services provided by the new mental health consultant to ensure that performance standards are met in a timely manner
- Training and implementing the (PBIS) Positive Behavior Intervention of Support

Persons Responsible:

Disabilities/Mental Health Coordinator  
 Family Service Coordinator  
 Education Team  
 Education Coordinator  
 Health Coordinator  
 Director  
 Outside Consultant (Mental Health , SLP , PT and OT)

Timeline for Area of Improvement:

Dec 2024	Jan 2025	Feb 2025	Mar 2025	Apr 2025	May 2025	June 2025	July 2025	Aug 2025	Sept 2025	Oct 2025	Nov 2025
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**Family and Community Engagement  
(ERSEA, Family Engagement, and Community Engagement)**

Strengths:

- Gadsden County Head Start staff educate parents during registration/orientation on the Head Start Program standards and requirements to prepare them for a partner relationship (Family Partnership Agreement).
- Gadsden county utilizes ChildPlus software to monitor the ERSEA compliance indicators.
- Gadsden county successfully implemented the ChildPlus Online Application where the families input their application electronically.
- Gadsden County has established a link where parents may upload the required documents.
- Gadsden County School District has updated their website with the URL code for families to complete the online application via their webpage.
- The agency is uploading family eligibility documents at 100% to create an electronic file that can be audited in real time.
- Translators provided for all ELL families during the enrollment process
- Gadsden County School District has a Family Partnership Agreement for every enrolled family (100%).

Areas Needing Improvement:

- Establish goals that are obtainable within the program year to provide reportable outcomes.
- Ensure families that have identified a need are provided with referrals that provide consistent, solution- driven services.
- Provide consistent Follow-up on Family Goals .
- Enhance opportunities to participate in community platforms and networking opportunities
- Monitor the content of the Family Service Workers monthly family engagement.
- Increase the Father Engagement participation.
- Training, implementation and evaluating the current curriculum Conscious Discipline.

Persons Responsible:

Family Services  
Family Service Coordinator  
Parent Involvement Coordinator

Timeline for Area of Improvement:

Dec 2024	Jan 2025	Feb 2025	Mar 2025	Apr 2025	May 2025	June 2025	July 2025	Aug 2025	Sept 2025	Oct 2025	Nov 2025
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## Gadsden County School Board Head Start Program

**Grant# 04CH011096**

**Funding Year: 2024-2025**

### **T/TA Plan Narrative**

In accordance with the expressed expectations of the Region IV Office of the Administration for Children and Families, we certify that by submitting the attached T/TA Plan, we have engaged the services of our assigned Program Specialist, and our T/TA Specialist. We have given our Program Specialist access to all appropriate documents necessary to undergo both a system thinking and system approach to the design and delivery of T/TA services that will enhance services to children and families as we continue to move our program progressively forward.

#### ***Preparation***

The initial process leading up to the development of the 2024-2025 Training and Technical Assistance Plan began in the Spring of 2024. The Gadsden County Head Start Program's T/TA Plan was developed with the assistance of the Head Start Management Team, the Health Advisory Council, Head Start/Pre-K Program Director, Policy Council and Board. In order to assist in the development of this plan, several program documents were identified and reviewed. Extensive timelines were set to allow adequate time to meet and accomplish this goal. The Head Start Program Director and Coordinators reviewed all documents, and each Coordinator compiled an in-depth list of needs identified in their specific component areas. These documents included, (but were not limited to) a review of the Self-Assessment, Community Assessment, Program Improvement Plan, Classroom Assessment Scoring System (CLASS), PIR data, Auditor General's Report, Strategic Plan and the School Readiness Plan.

After reviewing such documents as the Community Assessment, Self-Assessment, Program Improvement Plan and School Readiness Plan, the team identified program strengths, areas of need in the Head Start Program and within the community, and prioritized goals. This came because of completing the Initial Program Profile. Challenging Behaviors in children at home and in school continue to be areas of concern in the Community Assessment and the Self-Assessment. As a result, the need to work closely with staff and families in the areas of Challenging Behaviors and understanding mental health issues affecting children and adults were identified and addressed in the program Improvement plan. The Training Plan also addressed the need to assist staff in working more effectively with parents and other agencies in order to ensure growth in this area. Last year's T/TA Plan was also reviewed to address any unmet or ongoing training needs, and to identify any trainings that needed to be incorporated into the current Plan. Upon doing this, it was noted

that continuous parent training is needed to adequately address the behavior mental health concerns within the Head Start Program. Teaching Teams will continue to improve CLASS scores as they relate to School Readiness and program quality. These are just some of the ongoing needs that were identified during the Self-Assessment process. Although this issue was addressed in the 2022-2023 Training Plan, a continuation of training and education in these areas are still needed. Therefore, these training needs were subsequently included in the 2024-2025 Program Improvement Plan and Training Plan.

The Head Start Roadmap to Excellence, Head Start Early Learning Outcomes Framework and the state's Early Learning Standards were also reviewed to identify educational goals and training needs. This assisted in promoting a seamless high-quality system to assure that children in the Head Start program are both successful in school and prepared for kindergarten.

Based on the documentation used to determine the training needs of the program, the Management Team and the Head Start/Pre-K Director prioritized goals. These identified goals, outcomes, and strategies will impact such systems as communication, record-keeping, monitoring, program governance, ERSEA, finance, etc., and will thereby enhance overall services to children and families. The total estimated cost for the Training Plan is **\$26,542.**

### ***Shared Governance***

The Program Improvement Plan was provided to all Policy Council members for review at the **August 8, 2024** meeting. At this meeting, the Council members were informed of the steps leading to the development of the Program Improvement Plan. They were informed that the Plan was developed using the Self- Assessment, Community Assessment, School Readiness Plan, Parent/Staff surveys, PIR, and the Auditor General's Report. After reviewing the Plan, it was approved and noted that any training needs would be addressed in the Training Plan, which would also include all required Head Start and State Trainings.

The final Refunding Application, including the Program Improvement Plan, and Training Plan was approved by the Policy Council on **August 8, 2024.** The Board's approval was given on **August 27, 2024.**

*Participants*

Title

Executive Director (if applicable)

Head Start Director

Valencia Denson

Education Coordinator

Clarissa York

Health Coordinator

Natasha

Richardson

Disabilities Coordinator

Treshandra

Williams

Family Service Coordinator

Shannon Brown

Policy Council Chairperson

Beverly Roney

Head Start Parent

Katina Boyd

Head Start Parent

Orynell Lewis

Head Start Community Rep.

Fabiola Garcia

Parent Involvement Coordinator

Cametra Bryant

**TRAINING AND TECHNICAL ASSISTANCE**

<b>Line Item</b>	<b>Description</b>	<b>Costs</b>
Travel	see details below	\$26,542
<b>Total Budget</b>		<b>\$26,542</b>

**Travel**                      **\$26,542**

Out of town travel costs are costs such as per diem, airline transportation, hotel reservations, mileage, car rental, etc. that are associated with staff development, training and technical assistance, conferences, located outside of Gadsden County. These trainings are held in many different cities across the United States. The destinations for National HS conferences change from year to year. There are numerous conferences and trainings held in Atlanta, Georgia in conjunction with the Regional Office, where the Region IV office is based. There are other various trainings such as Family and Engagement Conference, Florida Head Start Association annual training, and CLASS trainings throughout the state of Florida. Depending on staff, organization's events, and availability, the district will try to ensure that the director, managers, staff, parents, and board members are provided the opportunity to attend conferences. Attendance will be based on the topics offered at the conference.



<b>Conference</b>	<b># of Trips</b>	<b># of Days</b>	<b># of Staff</b>	<b>Location</b>	<b>Cost</b>
Florida Head Start	1	4	3	Orlando, FL	2,500
Family & Engagement	1	4	5	New Orleans, LA	6,000
Region IV-Annual	1	4	7	Atlanta, GA	5,000
Region IV-Leadership	1	4	7	Atlanta, GA	5,000
National HS Conference	1	4	7	Columbus, OH	<u>8,042</u>
<b>Total Travel</b>					<b>\$26,542</b>

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**Total Training and Technical Assistance**      **\$26,542**

**Region IV Head Start T/TA Plan**

**Grantee: Gadsden County Head Start Program**

**YEAR: 2024-2025**

**Part 1: Identified T/TA Goals T/TA**

**T/TA Goal**

**Improve Overall Child Health/Mental**

**Health**

Expected Outcomes (Short-Term &/or Long-Term)	Indicators	Documentation/Frequency of Measurement
Parents and staff will gain a better awareness of the factors impacting the overall child health/mental health and well-being, as well as gain awareness of ways to impact positive outcomes.	Child/Children's health information up-to-date Parent implementation of healthier eating habits. Appropriate child behaviors in the home and at school. Knowledge of resources/information available to address mental health issues in children and adults.	Child Plus Data Reports (Health/Mental Health) Child Health Records (Growth Charts/Mental Health Records) Home Visit Reports Workshop Agendas/Sign-In Sheets PIR Reports Classroom Observation Reports

T/TA Strategies Events/Activities (include size & scope)	T/TA Resource	Target Audience or HS Mgt. System	Responsible Manager	Timeline	Estimated Cost
<p><i>List each strategy, event, or activity</i></p> <p><b>Training Strategies:</b></p> <p>a. Train parents on making healthy food choices for their families (newsletters, handouts, trainings, etc.)</p> <p>b. Train parents and staff on appropriate ways to manage challenging behaviors at school and in the home.</p> <p>c. Train parents on various mental health issues affecting both children and adults.</p> <p>d. Train staff on the importance of physical activity in early education (individual and small group experiences)</p> <p>e. Train staff on how to promote healthy eating at school and home.</p>	<p>a. Health Coord./ Consultant</p> <p>b. Health Coord./ Consultant</p> <p>c. Health Coord./ Consultant</p> <p>d. Health Coord./Ed. Coord.</p> <p>e. Health Coord./Ed. Coord.</p>	<p>a. Parents</p> <p>b. Parents/Staff</p> <p>c. Parents</p> <p>d. Staff</p> <p>e. Staff</p>	<p>a. Health Coord.</p> <p>b. Disability Coord.</p> <p>c. Disability Coord./</p> <p>d. Health Coord/ Ed. Coord.</p> <p>e. Health Coord</p>	<p>a. Dec.'24- May'25 &amp; Aug'25 Nov'25</p> <p>b. Dec.' 24- May 25&amp; Aug'25- Nov'25</p> <p>c. Dec'24</p> <p>d. Dec.'24- May'25&amp; Aug'25- Nov'25</p> <p>e. Aug'25</p>	<p>a.\$0</p> <p>b.\$0</p> <p>c.\$0</p> <p>d.\$0</p> <p>e.\$0</p>

**Region IV Head Start T/TA Plan**

**Grantee: Gadsden County Head Start Program**

**YEAR: 2024-2025**

**Part 1: Identified T/TA Goals**

T/TA Goal: Ensure Student Success in the Classroom and in the Community

Expected Outcomes (Short-Term &/or Long-Term)	Indicators	Documentation/Frequency of Measurement
Teachers will be equipped with the skills/techniques needed to ensure student success in the classroom. Implementation of The Practice - Based Coaching Model.	Attainment of School Readiness goals. Appropriate classroom behavioral/educational techniques. Appropriate implementation of Curriculum. Accurate administration of assessment tools. Classroom safety measures. CLASS Scores	Classroom Observation Reports Monitoring Reports Assessment Data Staff meeting agendas/minutes Training agendas Teacher Reports Individualized training reports Professional Learning Opportunities

T/TA Strategies Events/Activities (include size & scope)	T/TA Resource	Target Audience or HS Mgt. System	Responsible Manager	Timeline	Estimated Cost
<i>List each strategy, event, or activity</i>					
a. Train ALL staff on the Curriculum, Ready to Advance, the BCA assessment, and the CLASS Observation Tool.	a. Ed. Coord./ Resource Teachers/Coach Consultant	a. Teaching Teams all staff	a. Ed. Coord.	a. Dec.'24-May'25& Aug'25-Nov'25	a.\$0
b. Train parents and staff on goals outlined in the School Readiness Plan (Parent Orientation and Pre-service Training)	b. Ed. Coord/	b. Parents/Teaching Teams	b. Ed. Coord./ FSvc Coord	b. Aug' 25	b. -\$0-
c. Provide individualized teacher training based on results of CLASS observations, and data from BCA and VPK Assessment (FAST).	c. Ed. Coord/ Res.Teachers Coach	c. Teaching Teams	c. Ed. Coord. Res. Teachers	c.Dec.'24 June'25& Aug'25-Nov'25	c. -\$0
d. Train parents and staff on importance of social skills education	d.Fsvc. Coord. Ed. Coord./ Consultant	d. Parents/Staff	d. Ed. Coord. Fsvc. Coord	d. July'25-Aug'25	d. -\$0-
e. Train staff on the use of appropriate teaching strategies for children with special needs and on different learning styles in children	e. Disability. Coord/	e. Staff	e. Disability. Coord.	e. Dec.'24-June'25& Aug'25-Nov'25	e \$0

**Region IV Head Start T/TA Plan**

**Grantee: Gadsden County Head Start Program**

**YEAR: 2024-2025**

**Part 1: Identified T/TA Goals**

T/TA Goal: (From IPP and AI process): Implementation of a Research-Based Parent Curriculum

Expected Outcomes (Short-Term &/or Long-Term)	Indicators	Documentation/Frequency of Measurement
<p>Family Services Staff will have the techniques necessary to assist parents in attaining their goals and improving the lives of themselves and their children.</p> <p>Increased parental involvement in their child's daily life experiences (home and school)</p> <p>Children being successful in school and in the community</p>	<p>Parent attainment of FP A Goals</p> <p>Accurate Recordkeeping</p> <p>Different levels of parent participation</p> <p>Positive Parent Outcomes</p> <p>Attainment of Family Engagement Plan Goals</p>	<p>Child Plus Reports</p> <p>Home Visit Records</p> <p>Family Services Monitoring Reports</p> <p>Workshop agendas/sign-in sheets</p> <p>Parent Involvement Reports</p> <p>Classroom Volunteer Reports PIR Reports</p> <p>Family Services meetings/agendas</p> <p>Parent Surveys</p>

T/TA Strategies Events/Activities (include size & scope)	T/TA Resource	Target Audience or HS Mgt. System	Responsible Manager	Timeline	Estimated Cost
<p><i>List each strategy, event, or activity</i></p> <p>a. Train Family Service Staff on Positive interactions with families, goal setting, and accurate documentation.</p> <p>b. Train Staff on implementation of Research-Based Parent Curriculum "Conscious Discipline"</p>	<p>a. Family Svcs Coord./ Consultant</p> <p>b. Family Svcs Coord./ Consultant</p>	<p>a. Family Svcs. Staff</p> <p>b. Family Svcs. Staff</p>	<p>a. Family Svc Coord.</p> <p>b. Parent Inv. Coord.</p>	<p>a. Dec.'24-May'25 &amp; Aug'25-Nov'25</p> <p>b. Sept'25</p>	<p>a. \$0</p> <p>b. \$0</p>

**Region IV Head Start T/TA Plan**

**Grantee: Gadsden County Head Start Program**

**YEAR: 2024-2025**

T/T A Goal: Governing Board, Policy Council and Staff maintain compliance with Required State and Federal Regulation!!

Expected Outcomes (Short-Term &/or Long-Term)	Indicators	Documentation/Frequency of Measurement
<p>Governing Board, Policy Council, and Head Start Staff will have a greater understanding of Revised Policies and Procedures.</p> <p>Staff proficient in using Data Tracking System.</p> <p>Using Data to support Program Goals (School Readiness and Family Outcomes).</p>	<p>Increased awareness of data as it relates to School Readiness Goals.</p> <p>Increased collaboration between Head Start, Governing Board, and Policy Council.</p> <p>Revised Policies and Procedures</p> <p>Accurate Fiscal Reports.</p> <p>Head Start Program compliance with mandates and standards.</p>	<p>School Board Minutes/Agendas</p> <p>Training Agendas/Sign-in Sheets</p> <p>Fiscal Reports</p> <p>Head Start Monitoring Reports</p> <p>Policy Council Minutes</p> <p>Head Start Director Reports</p> <p>Approved Policies and Procedures</p>

T/TA Strategies Events/Activities (include size & scope)	T/TA Resource	Target Audience or HS Mgt. System	Responsible Manager	Timeline	Estimated Cost
<p><i>List each strategy, event, or activity</i></p> <p>a. Train Governing Board, Policy Council, and Head Start staff on Performance Standards and Federal Regulations.</p> <p>b. Train Governing Board, Policy Council, and Head Start staff on how to understand difference between CLASS and School Readiness</p> <p>c. Governing Board, Director, and Fiscal Staff will be trained on Fiscal Tracking System.</p>	<p>a. Consultant</p> <p>b. Consultant</p> <p>c. Consultant</p>	<p>a.G. Board /Policy Council/ H.S.Staff</p> <p>b. G. Board /Policy Council/ H.S. Staff</p> <p>c.G.Board/Director/ Fiscal Staff</p>	<p>a.H.S. Director</p> <p>b. H.S. Director</p> <p>c.H.S. Directo</p>	<p>a. Dec.'24- July'25</p> <p>b. Dec.'24- July'25</p> <p>c. Dec.'24- Nov'25</p>	<p>a.\$0</p> <p>b.\$0</p> <p>c.-\$0-</p>

**Part 2: Region IV Head Start T/TA Plan**

**Grantee: Gadsden County Head Start Program**

**YEAR: 2024-2025**

Required Training (including size & scope)	T/TA Resource	Target Audience	Expected Outcomes	Responsible Manager	Timeline	Estimated Cost
<b>Head Start Act Section 640(a)(3)(B)(ii) 1302.31(2)(ii)(4)</b> Developing skills in working with children with non-English language background and children with disabilities, as appropriate	ESOL Coordinator/ Education Coordinator Teachers	Teachers Paraprofessionals	Teaching staff will provide appropriate experiences for children with non-English language backgrounds and children with disabilities	Education Coordinator	Dec'24- Nov.'25	\$0
<b>1302.92(b)(2)</b> Identification and reporting of child abuse and neglect including methods for identifying and reporting child abuse and neglect that comply with applicable State and local laws using, so far as possible, a helpful rather than a punitive attitude toward abusing or neglecting parents and other caretakers	Consultant/ Family Services Coordinator	All Staff	Cases of child abuse and/or neglect will be identified and reported	Family Services Coordinator / Director	Aug '25	\$-0-
<b>1302.70(d)</b> Transition training for Early Head Start or Head Start staff and school or other child development staff	Education Coordinator, Consultant	Director, Management Staff, Teaching Teams	Children and families will successfully transition into and out of the Head Start program	Education Coordinator	April '25	\$0
<b>1302.92(a)</b> Orientation for new staff, consultants and Volunteers	Director, Education Coordinator, Resource Teachers, Consultant	New Staff	All new staff, consultants, and volunteers will receive an orientation which includes the goals and underlying philosophy of Early Head Start and/or Head Start and the ways in which they are implemented by the program.	Director	Dec'24- Nov.'25	-0-
<b>1302.47(4)</b> Safety Training for Staff	Consultant	All Staff and Volunteers	All Staff and Volunteers will promote safety throughout the program year	Health Coordinator	Dec '24- Nov ' 25	\$0

**Region IV Head Start T/TA Plan**

**Grantee: Gadsden County Head Start Program**

**YEAR: 2024-2025**

<p><b>1302.92(b)(1)</b> Pre and in-service training opportunities designed to improve the ability of staff and volunteers to deliver services required by Head Start regulations and policies</p>	<p>Director, Management Staff, Resource Teachers/ Consultant</p>	<p>All Staff</p>	<p>Program staff and volunteers will acquire or increase the knowledge and skills they need to fulfill their job responsibilities. This training will be directed toward improving the ability of staff and volunteers to deliver services required by Head Start regulations and policies</p>	<p>Director</p>	<p>Dec. '24</p>	<p>\$0</p>
<p><b>1302.92(a)</b> Training about the underlying goals of Head Start and the program options being Implemented</p>	<p>Director, Management Staff, Resource Teachers</p>	<p>All Staff Parents</p>	<p>Staff and volunteers will increase knowledge about the underlying goals of Head Start and the program options being implemented</p>	<p>Director</p>	<p>Aug. '25</p>	<p>\$0</p>
<p><b>45 CFR 1310.17(b)(1)</b> Operate the vehicle in a safe and efficient Manner</p>	<p>Transportation Director</p>	<p>Bus Drivers, Monitors, Program Assistants</p>	<p>Transportation services provided to children will be completed safely and efficiently, without incidents of injury to persons or damage to property</p>	<p>Education</p>	<p>Aug. '25</p>	<p>\$0</p>
<p><b>45 CFR 1310.17 (b)(2)</b> Safely run a fixed route and perform specialized driving maneuvers</p>	<p>Transportation Director</p>	<p>Bus Drivers</p>	<p>Drivers will complete assigned routes and driving maneuvers safely, without incidents of injury to persons or damage to property.</p>	<p>Transportation Director</p>	<p>Aug. '25</p>	<p>-0-</p>
<p><b>45 CFR 1310.17(b)(3)</b> Administer basic first aid</p>	<p>Transportation Director</p>	<p>Bus Drivers, Monitors, Program Assistants</p>	<p>Staff and volunteers will obtain knowledge and skill in administering first aid to injured students and staff</p>	<p>Transportation Director</p>	<p>Aug. '25</p>	<p>-0-</p>
<p><b>45 CFR 1310.17(b)(4)</b> Handle emergency situations</p>	<p>Transportation Director</p>	<p>Bus Drivers, Monitors</p>	<p>Staff and volunteers will obtain knowledge and skill in following appropriate procedures to handle emergency situations.</p>	<p>Transportation Director</p>	<p>Aug. '25</p>	<p>-0-</p>
<p><b>1303.72(2)( i)</b></p>	<p>Transporta-</p>	<p>Bus Drivers/</p>		<p>Transporta-</p>	<p>Aug. '25</p>	<p>-0-</p>

**Region IV Head Start T/TA Plan**

**Grantee: Gadsden County Head Start Program**

**YEAR: 2024-2025**

Operate special equipment	tion Director	Monitors	Staff and volunteers will obtain knowledge and skill in operating special equipment.	tion Director		
<b>1303.72(2)(i)</b> Conduct maintenance and safety checks and maintain accurate records.	Transportation Director	Bus Drivers/ Monitors	Staff and volunteers will obtain knowledge and skill in conducting maintenance and safety checks to ensure a safe environment.	Transportation Director	Aug. '25	-0-
<b>1303.72(d)(I)</b> Meet applicable driver training requirements of the state in which they operate	Transportation Director	Bus Drivers	Drivers will obtain knowledge and skills related to requirements for state licensure in which they operate.	Transportation Director	Aug. '25	-0-
<b>1302.34</b> (Parent) How to be the primary teacher for their children and full partners in the education of their children	Teacher/ Resource Teacher/ Family Svc. Coordinator	Parents	Parents will obtain knowledge and skills in guiding their child's education.	Education / Parent Inv. Coordinator	April '25	\$0
<b>1302.12(m)</b> Determining, verifying and documenting Eligibility	Family Services Coord.	All Staff	Staff will obtain knowledge on how to collect complete and accurate information.	Family Svc. Coordinator	Aug. '25	-0-
<b>1302.71</b> Preparation for parents to exercise their rights and responsibilities concerning the education of their children in the school setting	Teacher/ Family Svc.Coord. /Consultant	Parents	Parents will obtain knowledge of their rights and responsibilities concerning the education of their children in the school setting. Parents will develop skills in exercising their rights as parents in the school setting.	Family Svc. Coordinator/ Transition Coordinator	April '25	\$0



**Region IV Head Start T/TA Plan**

**Grantee: Gadsden County Head Start Program**

**YEAR: 2024-2025**

<p><b>1302.46(b)(v)</b> If the agency provides transportation, training that includes vehicle and pedestrian safety</p>	<p>Community Organizations</p>	<p>Parents</p>	<p>Parents and children will demonstrate knowledge and skill in vehicular safety methods and pedestrian safety methods.</p>	<p>Parent Inv. Coordinator</p>	<p>Aug. '25</p>	<p>-0-</p>
<p><b>1302.46(b)(ii)</b> Family assistance with nutrition</p>	<p>Teachers/ Family Svcs /Nutrition Coordinator</p>	<p>Parents</p>	<p>Families will receive information on resources to assist with nutrition needs. Families will receive instruction on proper nutrition and meal planning.</p>	<p>Health Coordinator</p>	<p>Aug. '25</p>	<p>-0-</p>
<p><b>1302.34</b> Opportunities to enhance parenting skills, knowledge and understanding of the educational and developmental needs and activities of their children</p>	<p>Teachers, Family Svcs./ Education Coordinator</p>	<p>Parents</p>	<p>Parents will obtain knowledge in proper methods of parenting; develop an understanding of their child's educational and developmental needs; and develop skill in selecting appropriate educational and developmental activities for their children.</p>	<p>Education Coordinator</p>	<p>Aug. '25</p>	<p>-0-</p>
<p><b>1302.45(b)(4)(5)</b> Parent and staff education of mental health Issues</p>	<p>Consultant/ Mental Health Coordinator</p>	<p>Parents</p>	<p>Parents will obtain knowledge of mental health issues in children, including characteristics/signs to watch for.</p>	<p>Mental Health Coordinator</p>	<p>Dec. '24</p>	<p>\$0</p>

**Region IV Head Start T/TA Plan**

**Grantee: Gadsden County Head Start Program**

**YEAR: 2024-2025**

**Part 3: Required State Training**

<b>Required Training (including size &amp; scope)</b>	<b>T/TA Resource</b>	<b>Target Audience</b>	<b>Expected Outcomes</b>	<b>Responsible Manager</b>	<b>Timeline</b>	<b>Estimated Cost</b>
<i>List of Required trainings from state regulations</i>						
Bus Driver/Monitor Training	Transportation Director	Family Services Staff/Monitors	Safe and dependable transportation for Head Start children, staff, and parents.	Director	July '25	\$0
Blood Borne Pathogen	Health Department	All Staff	To minimize the risk of transmission of HIV, Hepatitis B, and other blood borne pathogens to staff, volunteers, and children.	Health Coordinator	Aug. '25	-0-
Administration of Medication	Health Department	All Staff	To ensure medication is administered properly to children in their care	Health coordinator	Aug '25	-0-
Emergency Preparedness First Aid/CPR	School Safety Coordinator	All Staff	To ensure the safety of children and staff.	Health Coordinator	Aug '25	\$0

# Head Start Sites

- 

Chattahoochee Elementary School  
335 Mapple Street  
Chattahoochee FL 32324
- 

George W. Munroe Elementary School  
1830 W. King Street  
Quincy, FL 32351
- 

Greensboro Elementary School  
559 Greensboro HWY.  
Quincy, FL 32351
- 

Havana Magnet School  
1210 Kemp Road  
Havana, FL 32333
- 

Midway Head Start  
86 Martin Luther King Jr. Blvd.  
Midway, FL 32343
- 

Quincy Area Threes  
35 Martin Luther King Jr. Blvd.  
Quincy, FL 32351
- 

Stewart Street Elementary School  
749 South Stewart Street  
Quincy, FL 32351



Head Start Office  
500 W. King Street  
Quincy, Florida 32351  
(850) 627-3861



# Head Start 2024 Annual Report

“Putting Children First”



....WHERE ALL CHILDREN PARTICIPATING IN THE GADSDEN COUNTY HEAD START/PRE-KINDERGARTEN PROGRAM ENTER SCHOOL EMOTIONALLY, PHYSICALLY, SOCIALLY, AND INTELLECTUALLY READY TO LEARN; FULLY RECOGNIZING THE CRUCIAL ROLE OF THE PARENTS AS THEIR CHILD'S PRIMARY TEACHER.



## 2023-2024 Program Highlights

### Children Served

Head Start Funded Enrollment  
227

Head Start/Voluntary Pre-K Enrollment  
227

Percentage of Eligible Children Served  
100%

Total HS Children Served  
227

Total Number of Families Served  
228

Average Monthly Enrollment  
227

HS Children Immunized  
100%

HS Children Completed Well Child Checks  
100%



## Program Services

The HS Program Provides vital education and training services to families of the children it serves. These services empower both children and parents in reaching their goal.

### HS Family Services

Services & Training	Populations Served
Component Areas	Families
Parent Orientation	177
Safety/CPR/First Aid	*conducted every two years
Parent Trainings	176
Child Abuse & Neglect	0
Mental Health	0
"In Need" Family Service Referrals	78

### Parental Involvement Activities

- Volunteering
- Mentoring
- Male Involvement
- Pre-K to Kindergarten Transition



Gadsden County Public Schools  
 Head Start Program  
**2024-2025 Selection Criteria and Point System for Head Start**

Participants are selected for enrollment, from the highest to the lowest points, according to the point system established for categories based on the needs of the community within the Gadsden County Public Schools Head Start service area.

<b>Age Eligibility</b>	<b>Points</b>	
4 year old	10	
3 year old	5	
<b>Income Eligibility</b>		
SNAP Assistance (Supplemental Nutrition Assistance Program)	20	
Public Assistance (TANF/SSI)	20	
Homelessness	20	
Foster Child	20	
Child/Family is Income Eligible <i>(at or below 100% of the federal poverty guidelines)</i>	5	
<b>Parental Status</b>		
Non Parental (Grandparent, Relative, Kinship Care,)	7	
Single Parent	5	
Teen Parent/Pregnant Teen (at the time of registration)	3	
Two Parents	1	
<b>Special Needs Eligibility</b>		
Child has Disability (Documentation must be present within file)	10	
Suspected Disability (Documentation must be present within file)	5	
<b>Continuity of Care Eligibility</b>		
Child Transitioning from Early Head Start (EHS) to Head Start (HS)	10	
<b>Circumstances Affecting Families Eligibility</b>		
Protective Services Child	10	
Parent Incarcerated	10	
Parent/Guardian Didn't Finish High School or Not Working	10	
Parent/Guardian in School/Training Program	10	
Referred for services by a child welfare agency	7	
Working Parent/Guardian	7	
Mental Health / Substance Abuse Services / Domestic Violence	5	
LEP Student (Limited English Proficiency)	5	
Family in Transition – Life Changes (changing jobs, loss of employment, divorce, separation of parents, recently moved or relocated sudden death/terminal illness of an immediate family member, recent diagnosis of a health issue, victim/witness of a violent crime)	3	

**Total**

Qualifies for Title I / VPK (4 yr. old) \_\_\_\_\_ Qualifies for Head Start \_\_\_\_\_ Over Income \_\_\_\_\_

Child's Name: \_\_\_\_\_ Staff Initials: \_\_\_\_\_ Date: \_\_\_\_\_

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8f

DATE OF SCHOOL BOARD MEETING: August 27, 2024

TITLE OF AGENDA ITEM: Addendum to GCSD and PAEC Elevate Rural FL – School Climate Grant Contract

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM:

**This addendum to the initial contract between the Gadsden County School District and the Panhandle Area Educational Consortium is being requested to extend the contract’s expiration date to September 30, 2025. The original funding cycle ending date is September 30, 2024; however, due to a substantial amount of unexpended funds, a 12 month no-cost extension is being submitted to USDOE to continue the project and to avoid the funds having to be refunded to USDOE. As noted in the addendum, subject to USDOE’s approval the original contract terms will remain in effect except for the aforementioned expiration date.**

FUND SOURCE: U.S. Department of Education

AMOUNT: \$1,248,215.91

PREPARED BY: Keyondio Lee, LCSW 

POSITION: Project Director


INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

         Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT’S SIGNATURE: page(s) numbered         

CHAIRMAN’S SIGNATURE: page(s) numbered         

REVIEWED BY:         

 8/21/24



Elevate Rural Florida – School Climate Transformation Contract Addendum  
 Between: The Gadsden County  
 School District. (“District”), 35  
 Martin Luther King Jr. Blvd.,  
 Quincy, FL 32351

And: Panhandle Area Educational Consortium,  
 (“PAEC”) 753 West Boulevard, Chipley, Florida  
 32428

This **Elevate Rural Florida – School Climate Transformation** (“Contract Addendum”) is entered into by and between *The Gadsden County School District*, (“District”) and the *Panhandle Area Educational Consortium* (“PAEC”), this \_\_\_\_ day of August 2024.

**BACKGROUND**

WHEREAS, the District and PAEC are parties to that certain Elevate Rural Florida – School Climate Transformation (“the Contract”) dated April 21, 2020; and WHEREAS, PAEC fiscal year runs July 1 through June 30. An extension for the grant has been requested with U.S. Department of Education.

IT IS THEREFORE AGREED AS FOLLOWS:

**OPERATIVE TERMS**

1. **Contract Term/** This addendum serves as the **twelve (12) months extension** of the Contract and that renewal period shall expire on **September 30, 2025**. This Addendum will be effective when the extension for Elevate Rural Florida – School Climate Transformation grant is approved by U.S. Department of Education.
2. **Terms of Agreement.** All terms of the Agreement, any exhibits, schedules, or addendum(s) thereto not specifically modified by this Contract Addendum remain in full force and effect, please see Attachment A.

<b>ACCEPTED BY PAEC:</b>	<b>ACCEPTED BY the DISTRICT:</b>
<u>Print Name</u>	<u>Print Name</u>
Herbert J. Taylor Superintendent of Washington County Schools	Elijah Key, Jr. Superintendent of Gadsden County Schools
<u>Signature:</u>	<u>Signature:</u>
<u>Date:</u>	<u>Date:</u>
<u>Print Name</u>	<u>Print Name</u>
John T. Selover Executive Director	<u>Chairperson, Gadsden County School Board</u>
<u>Signature:</u>	<u>Signature:</u>
<u>Date:</u>	<u>Date:</u>

**School Board of Gadsden County, Florida**  
**CONTRACTUAL AGREEMENT**  
**Fiscal Year: 2019-2024**  
**based on annual renewal of award by U.S. Department of Education**

This contractual AGREEMENT is made between the School Board of Gadsden County, Florida, a school district, referred to as the "RECIPIENT" or "FISCAL AGENT", organized and existing under the laws of the State of Florida, with its principal place of business at 35 Martin Luther King., Jr. Blvd, City of Quincy, County of Gadsden, State of Florida, and Panhandle Area Educational Consortium (PAEC), an regional educational agency with their principal place of business at 753 West Boulevard, Chipley, FL 32428, referred to as "CONTRACTOR", for the purposes of providing a multi-county evidence-based climate transformation initiative in 16 high-need schools across six rural counties as have been funded in the U.S. Department of Education (USDE) direct federal grant for Elevate Rural Florida - School Climate Transformation. The contractual AGREEMENT will establish uniform administrative requirements for the CONTRACTOR and the School Board of Gadsden County.

NOW, THEREFORE, the parties agree as follows:

**ARTICLE 1. ENGAGEMENT OF THE CONTRACTOR**

The RECIPIENT agrees to engage the CONTRACTOR and the CONTRACTOR agrees to perform the functions as outlined in their agreement with the School Board of Gadsden County to provide all contract services, reporting, monitoring, and follow-up required in the USDE Elevate Rural Florida – School Transformation Grant for Franklin, Jefferson, Liberty, Madison, Gadsden, and Taylor County Public School Districts for the full five years of the grant as further set forth below. The RECIPIENT will act as the FISCAL AGENT for all recipient school districts of the services provided by the CONTRACTOR. The CONTRACTOR understands and agrees that all services contracted are to be performed solely by the CONTRACTOR and may not be subcontracted for or assigned without the prior written consent of the RECIPIENT.

The RECIPIENT and CONTRACTOR understand and agree that this AGREEMENT is valid only for the years the USDE grant is awarded to the School Board of Gadsden County as fiscal agent. In addition, the RECIPIENT and CONTRACTOR understand and agree that continuation of this AGREEMENT is contingent upon provision of acceptable levels of service, positive implementation results, meeting all reporting deadlines and requirements, approval from the Gadsden County School Board, and continued funding available through USDE Federal dollars to fund the Elevate Rural Florida Initiative.

**ARTICLE 2. SCOPE OF SERVICES**

*Project Summary:* School Climate Transformation Grant provides funding for improving school climate through the development, enhancement, or expansion of multi-tiered systems of support. The proposed project will expand and refine schools' Positive Behavior System frameworks and implement evidence-based Social-Emotional programs designed to: improve school safety; promote supportive academic, disciplinary, and physical environments; and encourage and maintain respectful, trusting, and caring relationships throughout the school community.

The CONTRACTOR agrees to provide all services related to improving school climate in the six rural counties in the identified schools as specifically described in Appendix A. Broad areas of services with responsibilities further described in Appendix A include:



- Improving school climate through enhanced quality, fidelity, and consistency of Multi-Tier System of Support (MTSS) implementation, including:
  - Implementing consistent universal screening processes
  - Integrating and aligning academic and behavioral systems for problem-solving and data driven decision making
  - Supporting school-wide MTSS through professional development, targeted technical assistance, and job-embedded coaching and feedback
  - Evaluating the fidelity of MTSS implementation
  - Empirically assessing the impact of Elevate Rural Florida on school climate (including safety, engagement, and environment) and student achievement
- Reduce inequities, including racial, social, and socio-economic disparities in discipline and academic performance, through equity-focused social-emotional learning and culturally responsive restorative justice practices, including:
  - Expanding implementation of equity-focused Social-Emotional Learning (SEL) within the MTSS framework
  - Implementing culturally responsive restorative justice practices within the MTSS framework
  - Facilitating school-wide substance abuse prevention within the MTSS framework
  - Expanding capacity for evidence-based, targeted, and differentiated Tier 2 service provisions
- Sustaining climate change through family and community engagement, including:
  - Strengthening partnerships with community-based mental health and social service providers
  - Enhancing family engagement with school and community services

CONTRACTOR shall be responsible for timely complying with all program and performance reporting requirements as set out in the Grant Award Notification Reporting Requirements.

Any change to the services above must be made by mutual AGREEMENT in writing with the RECIPIENT, Superintendent and CONTRACTOR.

**ARTICLE 3. RECIPIENT's Indirect Costs and Project Staff Allocations and Responsibilities**

The RECIPIENT Gadsden County will receive all unrestricted indirect costs as FISCAL AGENT for the project and the project staff allocation for project manager as well as three full-time positions of Licensed Clinical Social Worker, and two Social Workers.

**Project Manager**

The Project Manager will be the primary person responsible for collecting documentation, verifying financial compliance and allowability of the project activity expenditures. The Project Manager will provide PAEC staff Project Director with documents to upload into the G5 system for fiscal reporting to USDE, purchase order development; invoicing of contracts; and payroll of staff on the project. In addition, the Project Manager will work with any USDE staff on project site visits and review of financial expenditures and documentation in addition to all services identified in the scope of the grant.

**Psychologist/Social Worker Specialist (LCSW) – Regional (1 staff)**

The Psychologist or Social Work Specialist will work under the direction of the PAEC Project Director. Staff will work in schools in the districts that have no social workers or psychologist on site. They will provide guidance, training to teachers, district staff, and/or parents and students

as needed. They will also train and/or facilitate informational sessions to implement improvements to the school mental health system.

**Regional Mental Health Staffing (2 staff)**

Two mental health staff will be hired. Mental health staff will work under the direction of the psychologist/social work specialist. The mental health staff will be trained to provide district, school, and community training on Youth Mental Health First Aid, Restorative Aid, Restorative Practices, Emotional Poverty and Social Emotional Learning. They will also work in the schools supporting teachers and students while providing follow-up and implementation support to trained staff including facilitating PLCs to support continuity.

CONTRACTOR shall be responsible for timely compliance with all program and performance reporting requirements as set out in the Grant Award Notification Reporting Requirements.

**ARTICLE 4. DURATION OF AGREEMENT**

This AGREEMENT shall begin on the week of January 28, 2020 and end September 30, 2024 and is contingent upon the annual renewal by USDE and the approval by the district School Board as stated in Article 1 above. As required by law, this AGREEMENT shall be subject to review and renewal if performance is deemed satisfactory, and if the Superintendent recommends approval and the School Board approves the recommendation.

(b). The CONTRACTOR shall begin performing the contract on the week of January 28, 2020 and finish the project by September 30, 2024.

**ARTICLE 5. DEFINITIONS**

<b>Term</b>	<b>Definition</b>
<b>Advance</b>	means a payment made by Treasury check or other appropriate payment mechanism to a CONTRACTOR upon its request either before outlays are made by the CONTRACTOR or through the use of predetermined payment schedules.
<b>Award</b>	means financial assistance that provides support or stimulation to accomplish a public purpose.
<b>Contract</b>	means a procurement contract under an award or sub-award, and a procurement sub-contract under a RECIPIENT'S or CONTRACTOR'S contract. A contract shall be used when the principal purpose is acquisition of property or services for the direct benefit or use of the federal government and/or organization receiving financial assistance.
<b>Date of Completion</b>	means the date on which all work under an award or sub-award is completed or the date on the award document, or any supplement or amendment thereto, on which Federal sponsorship ends.
<b>Project costs</b>	means all necessary, allocable, reasonable, and allowable costs, as established in the applicable Federal cost principles, incurred by a RECIPIENT and the value of the contributions made by third parties in accomplishing the objectives of the award during the project period.
<b>Project period</b>	means the period established in the award document during which Federal sponsorship begins and ends.
<b>RECIPIENT</b>	means an organization receiving financial assistance directly from the Department of Education to carry out a project or program. The term includes public and private institutions of higher education, public and private hospitals and other quasi-public and private non-profit organizations such as, but not limited to, community action agencies, research institutes, educational

<b>Term</b>	<b>Definition</b>
	associations, and health centers.
<b>CONTRACTOR</b>	means the legal entity to which a sub-award is made and which is accountable to the RECIPIENT for the use of the funds provided.
<b>Sub-award</b>	means an award of financial assistance in the form of money, or property in lieu of money, made under an award by a RECIPIENT to an eligible CONTRACTOR. The term includes financial assistance when provided by any legal AGREEMENT, even if the AGREEMENT is called a contract, but does not include procurement of goods and services nor does it include any form of assistance which is excluded from the definition of "award". The sub-award <b>does not create a sub-contractor relationship</b> with contracted entity. Sub-awards are awarded to vendors for the procurement of goods and/or services.
<b>Termination</b>	means the cancellation of award, in whole or in part, under an AGREEMENT at any time prior to the date of completion.
<b>Working Capital</b>	means a procedure whereby funds are advanced to the RECIPIENT to cover its estimated disbursement needs for a given initial period.

**ARTICLE 6. PAYMENT**

The RECIPIENT shall pay the CONTRACTOR as invoiced for services, contingent upon the RECIPIENT's ability to access funding from USDE, provided in monthly increments not to exceed \$60,000 (sixty thousand dollars) per month, with any remaining balance due that is not carried forward payable at the end of the reporting year. Invoices from the CONTRACTOR must include documentation describing the services rendered by the CONTRACTOR in support of the project for the period that the invoice covers. Invoices will require a minimum of twenty-one (21) days to be processed for payment after an invoice has been approved for payment. In full and complete compensation for all services provided by the CONTRACTOR under this AGREEMENT, the RECIPIENT shall pay to PAEC the amount of no more than the federal annual award of \$739,286.00 (seven hundred thirty-nine thousand two hundred eighty-six dollars) for budget period one; \$725,631.00 (seven hundred twenty-five thousand six hundred and thirty-one dollars) for budget period two; \$703,631.00 (seven hundred three thousand six hundred thirty-one dollars) for budget period 3; \$692,631.00 (six hundred ninety two thousand six hundred thirty-one dollars) for budget period four; and \$681,443.00 (six hundred eighty one thousand four hundred and forty-three dollars) for budget period five. All payments are subject to USDE making continuing annual awards available to Gadsden County School Board through electronic drawdowns or reimbursement. Invoices shall be prepared and addressed to: Ms. Bonnie Wood, Director for Finance. Checks shall be made payable to PAEC and mailed to PAEC. The invoices will document the services provided, monthly activity logs, agendas and minutes of all meetings and workshops/activities, copies of curriculum developed, faculty/staff meetings monitoring student progress, sign-in sheets, and any other content material or lesson plans developed.

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

(c) The total cost of the AGREEMENT is no more than \$3,542,602.00 for the five-year award from USDE. If the award is adjusted by USDE at any time during its lifetime, the terms of payment per year and per month will be subject to adjustment by Gadsden County prior to payments to PAEC.

**ARTICLE 7. PUBLIC RECORDS**

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

**ARTICLE 8. ACCESS AND RETENTION OF RECORDS**

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

**ARTICLE 9. TERMINATION OF AGREEMENT**

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

**ARTICLE 10. AMENDMENTS**

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

**ARTICLE 11. INDEPENDENT CONTRACTOR**

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

**ARTICLE 12. NONDISCRIMINATION AND COMPLIANCE**

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

**ARTICLE 13. ADMINISTRATION OF AGREEMENT**

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

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

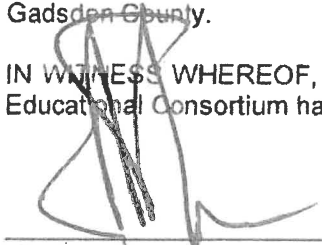
This instrument, including any attachments, embodies the entire AGREEMENT of the parties. There are no other provisions, terms, conditions, or obligations. This AGREEMENT supersedes all previous oral or written communications, representations or AGREEMENTS on this subject.

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

**ARTICLE 15. ENFORCEMENT**

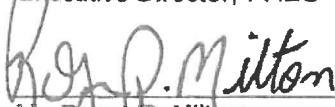
Jurisdiction for enforcement of this AGREEMENT shall lie in the courts of Gadsden County, Florida. Any action by a party for enforcement of this AGREEMENT shall be maintained in Gadsden County.

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



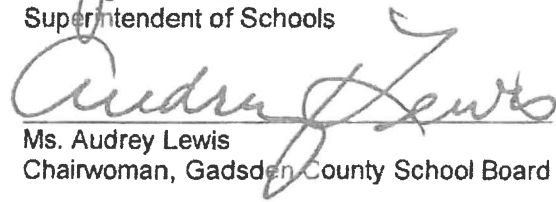
Mr. John Selover  
Executive Director, PAEC

4/21/2020  
Date



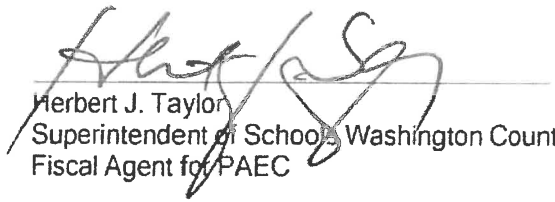
Mr. Roger P. Milton  
Superintendent of Schools

03-26-2020  
Date



Ms. Audrey Lewis  
Chairwoman, Gadsden County School Board

03-26-2020  
Date



Herbert J. Taylor  
Superintendent of Schools, Washington County  
Fiscal Agent for PAEC

4/27/20  
Date

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

**AGENDA ITEM NO.** 8g

**DATE OF SCHOOL BOARD MEETING:** August 27, 2024

**TITLE OF AGENDA ITEM:** TOP-1 GCSD (James A. Shanks Middle School)

**DIVISION:** Academic Services

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

**PURPOSE AND SUMMARY OF ITEM:**

(Type and Double Space)

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

**FUND SOURCE:** N/A

**AMOUNT:** N/A

**PREPARED BY:** Tammy McGriff, EdS

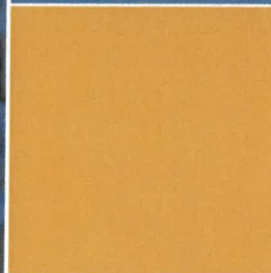
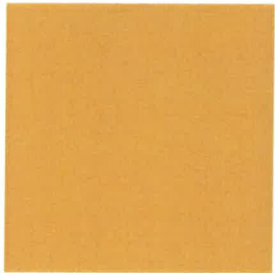
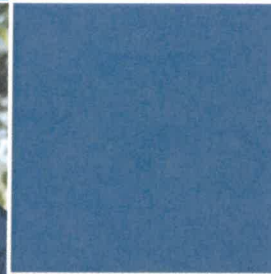
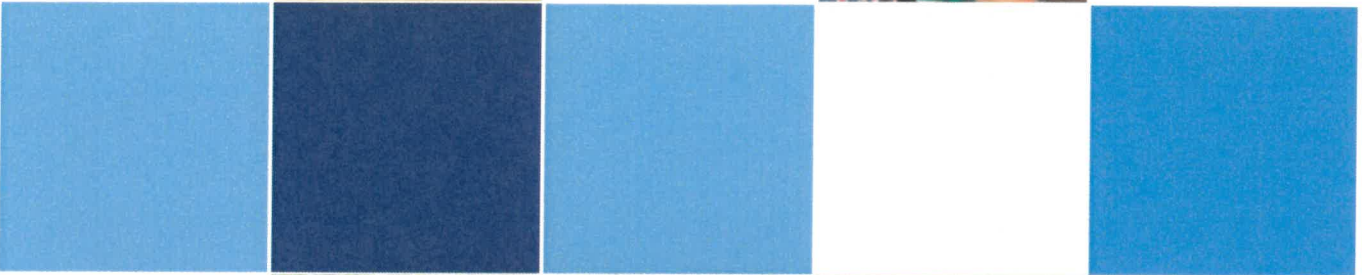
**POSITION:** Assistant Superintendent of Academic Services

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INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

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

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



# TOP-1



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

[Gadsden]

[James A. Shanks Middle School]

*Due-September 1*

Form Number DMT, TOP-1, incorporated in Rule 6A-1.099811, F.A.C., effective August 2023



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

### Purpose

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

### Directions

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

### School

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

School Name/ MSID Number
James A. Shanks Middle School/20-0211

### Stakeholder Engagement

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

**Names and affiliation of CAT members:**

*Dr. Rachel Heide, RED*

*Miss Camry Floyd, School Principal*

*Ms. Shantay Richardson, Parent*

*Mr. Ron Green, Community Partner*

*Mrs. Shereka Hutley-Williams, School Assistant Principal*

*Mrs. Joannette Thomas, District Federal Programs Director*

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

*September 17, 2024*

*January 21, 2025*

*March 18, 2025*

*May 13, 2025*



**What school data was analyzed?**

*The school data analyzed to determine goals for the School Improvement Plan and the UniSIG application included progress monitoring data, student discipline data, student attendance data, and teacher certification data.*

**Identified causes of low performance:**

*The identified causes of low performance include:*

- *Lack of appropriate instructional strategies to meet the needs of fragile learners with adverse childhood experiences*
- *Lack of foundational reading skills*
- *Lack of support of for ESE students*

**Recommendations for school improvement:**

- *Provide support to new and beginning teachers through mentors and ongoing professional development in (1) pedagogy, (2) classroom management, (3) progress monitoring, and (4) building student resilience*
- *Provide ongoing professional development in instructional strategies based on the science of reading*
- *Secure additional human resources to support Tier II and Tier III interventions and acceleration*
- *Provide ongoing guidance and support to school administrators focused on leading a school in turnaround status*

**Other information:**

*The Gadsden County School District recognizes that the foundational skills of early learners are vital to the success of students as they matriculate through middle and high schools. Research indicates that students who struggle with reading at Grade 3 are more likely to drop out of high school. To this end, the district has redirected its focus on building foundational skills by ensuring that students in grades prekindergarten through second receive immediate interventions when reading deficiencies are identified. Supplemental funding will support after school and summer instructional programs. Push-in and pull-out support, provided by trained personnel will be available during the school day in the areas of ELA and mathematics. James A. Shanks Middle School will receive additional support provided by instructional specialists in reading and math. Instructional staff assigned to James A. Shanks have been reassigned to subject areas aligned with their certification and experience. Funds have been redirected to recruit and retain highly effective employees in order to improve instructional delivery and student performance. Parents will receive access to information that will assist them in supporting their children at home through community trainings.*

**District-Managed Turnaround Plan Assurances**

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

**Assurance 1: District Capacity and Support**

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

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

The selected employee shall report directly to the superintendent and support the principal.

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

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

### Assurance 2: School Capacity-Leaders and Educators

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

#### Leaders

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

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

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

#### Educators

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

☒ For districts with more than five schools, the district shall ensure that the percentage of instructional personnel assigned to a School Improvement (SI) school with a VAM rating that is below effective is less than the district average. For districts with five or fewer schools, the district shall ensure that the percentage of instructional personnel assigned to a SI school with a VAM rating that is below effective is less than the state average.

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

- The district shall ensure the instructional personnel who do not have a VAM rating and who do not show evidence of increasing student achievement are not rehired at the school.
- Pursuant to section 1012.2315(2)(a), F.S., the district must ensure that the percentage of temporarily certified instructional personnel, instructional personnel in need of improvement or out-of-field instructional personnel assigned to the school is not higher than the district average.
- Ensure that K-12 intensive reading instruction is provided by teachers with a reading certificate, endorsement or micro-credential.

### Required Documentation

The district must submit the following as part of the TOP-1: (check boxes)

- An MOU pursuant to 1001.42(21), F.S. shall be emailed to [BSI@fldoe.org](mailto:BSI@fldoe.org) no later than September 1. The subject line of the email must include: district name, school name, and MOU. If an MOU has not been approved by the district school board, provide a detailed status of negotiations. **The School Board approved a Recruitment and Retention Plan that frees the schools with grades “D” or “F” from contract restrictions. The plan was approved June 25, 2024. The allows schools and district to offer financial stipends to recruit and retain staff at schools with a grade of “D” or “F”.**
- The district must submit instructional rosters for this school no later than August 30.** These lists are utilized to ensure that the most proven effective teachers are staffed at the most fragile schools and to verify rosters for teachers eligible to receive an additional district UniSIG allocation.
- The district must complete the table below by providing the number and percentage of instructional personnel in each of the VAM ratings of Highly Effective, Effective, Needs Improvement and Unsatisfactory for this school and the district.

VAM DATA- School % Compared to District and State %				
VAM Data	Highly Effective (HE)	Effective (EF)	Needs Improvement (NI)	Unsatisfactory (UN)
Number of instructional personnel	3	19	10	9
School %	7.3%	46.3%	24.4%	22%
District %	7%	49.1	21.6%	22.2%
State %	10.5%	63.4%	14.8%	11.3%

### Acknowledgement

The district verifies the information in this form and confirms that they have collaborated with the school and the RED.

[Gadsden] – Page 5





**District-Managed Turnaround Plan—Step 1 (TOP-1)**

**Name and title of person responsible for completion and submission of TOP-1**

Tammy McGriff

**Contact information: email, phone number**

[mcgriff@gcpsmail.com](mailto:mcgriff@gcpsmail.com)  
(850) 627-9651, ext. 1278

**Date submitted to the Bureau of School Improvement (due September 1)**

August 28, 2024

**Superintendent signature (or authorized representative)**

**Local School Board Chair Signature (or authorized representative)**

**Date approved by local school board**

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

**AGENDA ITEM NO.** 9a \_\_\_

**DATE OF SCHOOL BOARD MEETING:** August 27, 2024

**TITLE OF AGENDA ITEM:** 2024-25 Uniform Statewide Assessment Calendar

**DIVISION:** Academic Services

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

**PURPOSE AND SUMMARY OF ITEM:**

The purpose of this document is to publicly share Gadsden's district and statewide assessment dates for the 2024-2025 school year.

**FUND SOURCE:** N/A

**AMOUNT:** N/A

**PREPARED BY:** Caroline McKinnon

**POSITION:** District Assessment Coordinator

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INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

0 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered N/A

CHAIRMAN'S SIGNATURE: page(s) numbered N/A

REVIEWED BY: 

# 2024–25 Uniform Statewide Assessment Calendar

According to Section 1008.22(7)(b), Florida Statutes (F.S.), and State Board of Education Rule 6A-1.094224, Florida Administrative Code (F.A.C), the uniform assessment calendar must be published on the Florida Department of Education (FDOE) website by January of each year for, at a minimum, the following two school years. Prior to posting, FDOE will complete sections 1 through 4 with the appropriate information.

Each school district must then complete the uniform calendar with district-required assessment information, publish the calendar to the district website, and provide it to the FDOE by October 1 of each school year. Districts must provide completed calendars to schools and include the calendar in their parent guides. In addition, each school must publish the completed calendar on its website.

The statewide assessment information provided by the Department in sections 1 through 4 should not be altered; however, districts may otherwise modify and populate this template to accurately indicate their assessment schedules for the school year.

## 1. Glossary of Assessment Terms

The following glossary includes definitions of assessment terms and explanations of acronyms used throughout this template. The FDOE will populate this section with state-level terms in addition to those specified in s. 1008.22(7)(i), F.S. Districts may add rows as needed for additional glossary terms that are specific to district-required assessments but should not modify any FDOE-provided information.

Acronym/Term	Definition
ACCESS for ELLs	Assessing Comprehension and Communication in English State-to-State (ACCESS) for English Language Learners (ELLs)
Accommodation	Per Rule 6A-1.0943, F.A.C., “Accommodations are defined as adjustments to the presentation of the statewide standardized assessment questions, methods of recording examinee responses to the questions, scheduling for the administration of a statewide standardized assessment to include amount of time for administration, settings for administration of a statewide standardized assessment, and the use of assistive technology or devices to facilitate the student’s participation in a statewide standardized assessment.”
ASVAB	Armed Services Vocational Aptitude Battery
B.E.S.T.	Benchmarks for Excellent Student Thinking
CBT	Computer-Based Test
CLT	Classic Learning Test
Concordant and Comparative Scores	Concordant and comparative scores refer to scores that have been determined by establishing a relationship between assessments that measure similar (but not identical) constructs, such as the Algebra 1 End-of-Course Assessment and the SAT. In statute, concordant refers to scores associated with the ELA assessment and comparative refers to scores associated with the Algebra 1 assessment. A student can meet assessment graduation requirements by earning a concordant or comparative score as specified in Rule 6A-1.09422, F.A.C.
Diagnostic	Assessments that measure students’ understanding of a subject area or skills base, which allow teachers and educators to evaluate student learning, focusing on strengths and areas of need.
District Window	The selected dates within the statewide window during which a district will administer a given assessment.
District-Required Assessments	Assessments required by the school district for students in a specific grade or course.
ELA	English Language Arts
EOC	End-of-Course

## 2024–25 Uniform Statewide Assessment Calendar

Acronym/Term	Definition
Evaluative	Assessments that measure student proficiency at selected intervals in order to compare change over time and to compare state-level results.
FAA	Florida Alternate Assessment; The FAA—Datafolio is designed to provide meaningful information about students with the most significant cognitive disabilities who typically do not have a formal mode of communication and are working at pre-academic levels. The FAA—Performance Task is a performance-based assessment for students with the most significant cognitive disabilities aligned to the state’s alternate academic achievement standards.
FAST	Florida Assessment of Student Thinking
FCLE	Florida Civic Literacy Exam
Formative	Formative assessments are the formal and informal ways that teachers and students gather and respond to evidence of student learning. Formative assessments are part of teaching in the classroom. Formative assessments will not result in a score that will appear on a student’s report card, but they serve the greater purpose of informing both students and teachers on what changes need to happen in classroom instruction to better serve the needs of individual students.
Interim	Interim assessments are administered on a smaller scale (i.e., school or district) with results that can be used at the classroom level or aggregated at the school- or district-level. Depending on the design, interim assessments can be used to predict a student’s ability to succeed on a summative assessment, to evaluate a program, or to diagnose student learning gaps.
NAEP	National Assessment of Educational Progress
PBT	Paper-Based Test
PM1	The baseline administration of FAST Progress Monitoring in the beginning of the school year.
PM2	The midyear administration of FAST Progress Monitoring in the middle of the school year.
PM3	The summative administration of FAST Progress Monitoring at the end of the school year; the statewide, standardized ELA assessment for students in grades 3 through 10 and the statewide, standardized Mathematics assessment for students in grades 3 through 8.
Progress Monitoring	The process used to determine whether a student’s academic performance is improving, at what rate it is improving, and how effective instruction has been. In accordance with s. 1008.25(9)(b)1., F.S., the progress monitoring assessments for VPK through grade 2 must be administered at least three times within a program year or school year, as applicable, with the first administration occurring no later than the first 30 instructional days after a student’s enrollment or the start of the program or school year, the second administration occurring midyear, and the third administration occurring within the last 30 days of the program or school year. In accordance with s. 1008.25(9)(b)2., F.S., the progress monitoring assessments for grades 3 through 10 must be administered at the beginning, middle, and end of the school year.
PSAT/NMSQT	Preliminary SAT/National Merit Scholarship Qualifying Test
Summative	Assessments that evaluate student mastery of Florida’s academic standards at or near the conclusion of the course of instruction.
Statewide, Standardized Assessments	All assessments required by s. 1008.22, F.S.
Statewide Window	The range of dates during which districts and/or schools may choose to administer a given assessment.
Testing Time	The amount of time individual students are each given to respond to test items on each test.
VPK	Florida’s Voluntary Prekindergarten Education Program

## 2024–25 Uniform Statewide Assessment Calendar

### 2. Test, Type, and Purpose/Use

FDOE will populate this section with information related to state-level tests. Districts may add rows as needed to define district-required tests, test type, and their purpose/use in the district, but they should not modify any FDOE-provided information. If additional types are added, define applicable types in the glossary.

Test	Type	Purpose/Required Use	Statutory Authority/Required Use Citation
ACCESS for ELLs	Diagnostic	Measure English language acquisition of ELLs	s. 1003.56, F.S.
Alternate ACCESS	Diagnostic	Measure English language acquisition of ELLs with significant cognitive disabilities	Rule 6A-6.0902, F.A.C. Rule 6A-6.09021, F.A.C. Rule 6A-6.0903, F.A.C. Rule 6A-1.09432, F.A.C.
ACT	Summative	Inform course placement; can be used as a concordant or comparative score to meet assessment graduation requirements; provide postsecondary opportunities	s. 1008.22, F.S. Rule 6A-1.09422, F.A.C.
ASVAB	Evaluative	Determine whether a student is qualified to enlist in the military and to assign an appropriate military job.	s. 1003.451, F.S.
CLT	Summative	Inform course placement; can be used as a concordant or comparative score to meet assessment graduation requirements; provide postsecondary opportunities	s. 1008.22, F.S. Rule 6A-1.09422, F.A.C.
FAST PM1 and PM2	Diagnostic/Progress Monitoring	Provides information in mastering the appropriate grade-level standards and provides information on students' progress to parents, teachers, and school and program administrators. Used to provide data for accountability of the Voluntary Prekindergarten Education Program.	s. 1002.68, F.S. s. 1008.25(9), F.S. Rule 6M-8.601, F.A.C.
FCLE	Summative	If passed, exempts students from the postsecondary civic literacy assessment requirement established by s. 1007.25(4), F.S.	s. 1003.4282(3)(d), F.S. s. 1007.25(5)(b), F.S.
B.E.S.T. Writing	Summative	Purpose: statewide, standardized assessments, including FAST PM3, measure student achievement of Florida's academic standards  Required uses: third grade retention; high school standard diploma; EOC assessments as 30% of course grade; school grades; school improvement rating; district grades; School Improvement; Federal Percent of Points Index (FPPI); Department of Juvenile Justice (DJJ) accountability rating; Value-Added Model (VAM); scholar designation; Credit Acceleration Program; school improvement plans; school, district, state, and federal reporting;	s. 1002.38, F.S.
EOC	Summative		s. 1002.394, F.S.
FAST PM3	Progress Monitoring/Summative		s. 1002.395, F.S.
FAA—Performance Task	Summative		s. 1002.40, F.S.
FAA—Datafolio	Portfolio		s. 1002.45, F.S.
Statewide Science Assessment	Summative		s. 1002.68, F.S. s. 1003.4156, F.S. s. 1003.4282, F.S. s. 1003.4285, F.S. s. 1003.433, F.S.



## 2024–25 Uniform Statewide Assessment Calendar

Test	Type	Purpose/Required Use	Statutory Authority/Required Use Citation
		assessment provisions for students in scholarship programs and stationed on military bases; New Worlds Reading Initiative; Reading Achievement Initiative for Scholastic Excellence (RAISE) Program	s. 1003.485, F.S. s. 1004.04, F.S. s. 1004.85, F.S. s. 1008.213, F.S. s. 1008.22, F.S. s. 1008.25, F.S. s. 1008.33, F.S. s. 1008.34, F.S. s. 1008.341, F.S. s. 1008.365, F.S. s. 1012.34, F.S. s. 1012.56, F.S. Rule 6A-1.09422, F.A.C. Rule 6A-1.094221, F.A.C. Rule 6A-1.094222, F.A.C. Rule 6A-1.0943, F.A.C. Rule 6A-1.09432, F.A.C. Rule 6A-1.09981, F.A.C. Rule 6A-1.099811, F.A.C. Rule 6A-1.099822, F.A.C. Rule 6A-5.0411, F.A.C. Rule 6A-6.0531, F.A.C. Rule 6A-6.0532, F.A.C.
NAEP	Evaluative	Measure student performance for comparison among state and national populations over time	s. 1008.22, F.S.
PreACT	Summative	Inform course placement	s. 1007.35, F.S.
PSAT/NMSQT	Summative	Inform course placement; can be used as a concordant or comparative score to meet Algebra 1 assessment graduation requirements	s. 1007.35, F.S. Rule 6A-1.09422, F.A.C.
SAT	Summative	Inform course placement; can be used as a concordant or comparative score to meet assessment graduation requirements; provide postsecondary opportunities	s. 1008.22, F.S. Rule 6A-1.09422, F.A.C.

## 2024–25 Uniform Statewide Assessment Calendar

### 3. Required Statewide Assessments

The following assessments are required for students as indicated in the **Students to Be Tested** column. FDOE will complete this section with the required statewide assessments. Districts should then populate the **District Window** column for each assessment in the table but should not modify any FDOE-provided information.

When calculating total test time in Section 6, do not include times for assessments indicated by grey rows, which indicate duplicate assessment windows (e.g., EOCs), assessments that take the place of another assessment, or assessments that do not have a specified testing time.

Assessment	Students to Be Tested	Statewide Window	District Window	Mode	Testing Time	Results Expected
VPK FAST PM1	Students enrolled in VPK	First 30 instructional days after a student’s enrollment or the start of a program year or school year	Aug 21-Sept 4, 2024	CBT	10–20 minutes	Immediately following test completion
FAST PM1	Kindergarten–Grade 1 ELA Reading	August 5–September 27, 2024 <sup>1</sup>	Aug 26-Sept 6, 2024	CBT <sup>2</sup>	10–20 minutes	Immediately following test completion
FAST PM1	Grade 2 ELA Reading	August 5–September 27, 2024 <sup>1</sup>	Aug 26-Sept 6, 2024	CBT <sup>2</sup>	15–20 minutes	Immediately following test completion
FAST PM1	Kindergarten–Grade 2 Mathematics	August 5–September 27, 2024 <sup>1</sup>	Aug 26-Sept 6, 2024	CBT <sup>2</sup>	20–30 minutes	Immediately following test completion
FAST PM1	Grades 3–10 ELA Reading	August 12–September 27, 2024	Aug 26-Sept 10, 2024	CBT <sup>2</sup>	90 minutes <sup>3</sup>	Immediately following test completion
FAST PM1	Grades 3–5 Mathematics	August 12–September 27, 2024	Aug 26-Sept 10, 2024	CBT <sup>2</sup>	80 minutes <sup>3</sup>	Immediately following test completion
FAST PM1	Grades 6–8 Mathematics	August 12–September 27, 2024	Aug 26-Sept 10, 2024	CBT <sup>2</sup>	100 minutes <sup>3</sup>	Immediately following test completion

## 2024–25 Uniform Statewide Assessment Calendar

Assessment	Students to Be Tested	Statewide Window	District Window	Mode	Testing Time	Results Expected
FAA—Datafolio <sup>4</sup>	Grades 3–10 ELA (Reading & Writing); Grades 3–8 Mathematics; Grades 5 & 8 Science; and Algebra 1, Biology 1, Civics, Geometry, & U.S. History EOCs	Collection Period 1: September–October 2024	<b>Collection Periods:</b> Sept–Oct 2024 Nov–Dec 2024 Feb –March 2025	PBT	Varies/Untimed	June 2025
FAA—Datafolio <sup>4</sup>	Grades 3–10 ELA (Reading & Writing); Grades 3–8 Mathematics; Grades 5 & 8 Science; and Algebra 1, Biology 1, Civics, Geometry, & U.S. History EOCs	Collection Period 2: November–December 2024	<b>Collection Periods:</b> Sept–Oct 2024 Nov–Dec 2024 Feb –March 2025	PBT	Varies/Untimed	June 2025
FCLE	Students enrolled in associated courses	November 4–December 20, 2024	Nov 4–Dec 20, 2024	CBT <sup>2</sup>	160 minutes <sup>5</sup>	Immediately following test completion
VPK FAST PM2	Students enrolled in VPK	Midyear	Jan 13–Feb 7, 2025	CBT	10–20 minutes	Immediately following test completion
FAST PM2	Kindergarten–Grade 1 ELA Reading	December 2, 2024–January 24, 2025	Dec 2–Dec 13, 2024	CBT <sup>2</sup>	10–20 minutes	Immediately following test completion
FAST PM2	Grade 2 ELA Reading	December 2, 2024–January 24, 2025	Dec 2–Dec 13, 2024	CBT <sup>2</sup>	15–20 minutes	Immediately following test completion
FAST PM2	Kindergarten–Grade 2 Mathematics	December 2, 2024–January 24, 2025	Dec 2–Dec 13, 2024	CBT <sup>2</sup>	20–30 minutes	Immediately following test completion
FAST PM2	Grades 3–10 ELA Reading	December 2, 2024–January 24, 2025	Dec 9–Dec 19, 2024	CBT <sup>2</sup>	90 minutes <sup>3</sup>	Immediately following test completion

## 2024–25 Uniform Statewide Assessment Calendar

Assessment	Students to Be Tested	Statewide Window	District Window	Mode	Testing Time	Results Expected
FAST PM2	Grades 3–5 Mathematics	December 2, 2024–January 24, 2025	Dec 9-Dec 19, 2024	CBT <sup>2</sup>	80 minutes <sup>3</sup>	Immediately following test completion
FAST PM2	Grades 6–8 Mathematics	December 2, 2024–January 24, 2025	Dec 9-Dec 19, 2024	CBT <sup>2</sup>	100 minutes <sup>3</sup>	Immediately following test completion
FAA—Datafolio <sup>4</sup>	Grades 3–10 ELA (Reading & Writing); Grades 3–8 Mathematics; Grades 5 & 8 Science; and Algebra 1, Biology 1, Civics, Geometry, & U.S. History EOCs	Collection Period 3: February–March 2025	<b>Collection Periods:</b> Sept-Oct 2024 Nov-Dec 2024 Feb -March 2025	PBT	Varies/Untimed	June 2025
FAA—Performance Task <sup>6</sup>	Grades 3–8 ELA & Mathematics; Grades 4–8 Writing; Grades 5 & 8 Science; and Civics EOC	February 24–April 11, 2025	Feb 24-April 11, 2025	PBT	Varies/Untimed	June 2025
ACT <sup>7</sup>	Grade 11 students in districts that selected ACT	March–April 2025	March 25, 2025	CBT	175 minutes	3–8 weeks after test administration
CLT <sup>7</sup>	Grade 11 students in districts that selected CLT	March–April 2025	April 16, 2025	CBT	120 minutes	Within 8 business days
SAT <sup>7</sup>	Grade 11 students in districts that selected SAT	March–April 2025	March 4, 2025	CBT	134 minutes	2–4 weeks after test administration
FAA—Performance Task <sup>6</sup>	Grades 9 & 10 ELA; Grades 9 & 10 Writing; and Algebra 1, Biology 1, Geometry, and U.S. History EOCs	March 10–April 25, 2025	March 10-April 25, 2025	PBT	Varies/Untimed	June 2025
B.E.S.T. Writing	Grades 4–10	March 31–April 11, 2025	March 31-April 4, 2025	CBT <sup>2</sup>	120 minutes <sup>5</sup>	June 2025

## 2024–25 Uniform Statewide Assessment Calendar

Assessment	Students to Be Tested	Statewide Window	District Window	Mode	Testing Time	Results Expected
FCLE	Students enrolled in associated courses	March 31–May 30, 2025	March 31–May 30, 2025	CBT <sup>2</sup>	160 minutes <sup>5</sup>	Immediately following test completion
VPK FAST PM3	Students enrolled in VPK	The last 30 days of the program or school year	April 28–May 9, 2025	CBT	10–20 minutes	Immediately following test completion
FAST PM3	Kindergarten ELA Reading	April 14–May 30, 2025 <sup>8</sup>	April 21–May 2, 2025	CBT <sup>2</sup>	10–20 minutes	Immediately following test completion
FAST PM3	Grades 1–2 ELA Reading	April 14–May 30, 2025 <sup>8</sup>	April 21–May 2, 2025	CBT <sup>2</sup>	15–20 minutes	Immediately following test completion
FAST PM3	Kindergarten–Grade 2 Mathematics	April 14–May 30, 2025 <sup>8</sup>	April 21–May 2, 2025	CBT <sup>2</sup>	20–30 minutes	Immediately following test completion
FAST PM3	Grades 3–10 ELA Reading	May 1–30, 2025	May 1–May 16, 2025	CBT <sup>2</sup>	120 minutes <sup>3</sup>	Immediately following test completion
FAST PM3	Grades 3–5 Mathematics	May 1–30, 2025	May 1–May 16, 2025	CBT <sup>2</sup>	100 minutes <sup>3</sup>	Immediately following test completion
FAST PM3	Grades 6–8 Mathematics	May 1–30, 2025	May 1–May 16, 2025	CBT <sup>2</sup>	120 minutes <sup>3</sup>	Immediately following test completion
Algebra 1, Geometry, Biology 1, Civics, and U.S. History EOCs	Students enrolled in associated courses	May 1–30, 2025	May 1–May 16, 2025	CBT <sup>2</sup>	160 minutes <sup>3</sup>	Immediately following test completion
Statewide Science	Grades 5 and 8	May 1–30, 2025	May 1–May 16, 2025	CBT <sup>2</sup>	160 minutes <sup>3</sup>	Immediately following test completion

<sup>1</sup> K–2 FAST assessments for PM1 must be administered within the first 30 instructional days of the school year.

<sup>2</sup> Paper-based accommodations (e.g., regular print, large print, braille, one-item-per-page) for computer-based tests are available to eligible students if indicated as an accommodation on an IEP or Section 504 plan.

<sup>3</sup> Any student who has not completed the session by the end of the allotted time may continue working; however, testing must be completed within the same school day.

<sup>4</sup> The FAA—Datafolio is designed for students with the most significant cognitive disabilities for whom participation in the general statewide assessment or the FAA—Performance Task is inappropriate, even with accommodations.

<sup>5</sup> Any student who has not completed the test by the end of the allotted time may continue working up to half the length of a typical school day.

<sup>6</sup> The FAA—Performance Task is designed for students with the most significant cognitive disabilities for whom participation in the general statewide assessment is inappropriate, even with accommodations.

Rule 6A-1.094224, F.A.C.

Form ARM 001

Effective September 2022

Updated August 8, 2024



## 2024–25 Uniform Statewide Assessment Calendar

<sup>7</sup> Each district must choose to administer the ACT, CLT, or SAT. Complete the row for the assessment chosen by your district and then change the background for the assessment not chosen to gray and leave the district window cell blank.

<sup>8</sup> K–2 FAST assessments for PM3 must be administered within the last 30 instructional days of the school year.

### 4. Statewide Assessments for SELECT Students

The following assessments are only intended for selected students/students in certain sub-groups. The FDOE will complete this section with the applicable statewide assessments. Districts should then populate the **District Window** column for the assessments in the table below but should not modify any FDOE-provided information. If an assessment is not being administered in your district, indicate “N/A” in the District Window column.

Because the tests included in this section are not administered to all students or, in some cases, are optional for students, the testing time for these tests should not be included in the total testing time calculated in Section 6.

Assessment	Students to Be Tested <sup>3</sup>	Statewide Window	District Window	Mode	Testing Time	Results Expected
ASVAB		None Specified		CBT/PBT	CBT: 198 minutes PBT: 149 minutes	Approximately 2 weeks after testing
FAST Grade 10 ELA Reading Retake	Students who need to retake the assessment.	September 9–October 4, 2024	Sept 9-Oct 4, 2024	CBT <sup>1</sup>	120 minutes <sup>2</sup>	Immediately following test completion
Algebra 1, Geometry, Biology 1, Civics, and U.S. History EOCs	Students who need to retake the assessment	September 9–October 4, 2024	Sept 23-Oct 11, 2024	CBT <sup>1</sup>	160 minutes <sup>2</sup>	Immediately following test completion
FAA—Performance Task <sup>4</sup> Grade 10 ELA and Algebra 1 EOC Makeup	Students who need to take the assessment	September 23–October 11, 2024	Sept 23-Oct 11, 2024	PBT	Varies/Untimed	December 2024
PSAT/NMSQT	Grade 10	October 2024	October 2024	PBT	165 minutes	January 2025
PreACT	Grade 10	October 2024–April 2025	<b>NA</b>	PBT	150 minutes	Approximately 2 weeks after testing
NAEP Long-Term Trend	Select students ages 9, 13, and 17	Age 13: October–December 2024 Age 9: January–March 2025 Age 17: March–May 2025	Oct. 2024-May 2025	CBT	90 minutes	Summer 2026

## 2024–25 Uniform Statewide Assessment Calendar

Assessment	Students to Be Tested <sup>3</sup>	Statewide Window	District Window	Mode	Testing Time	Results Expected
FAST Grade 10 ELA Reading Retake	Students who need to retake the assessment	December 2–20, 2024	Dec. 2-Dec. 20, 2024	CBT <sup>1</sup>	120 minutes <sup>2</sup>	Immediately following test completion
Algebra 1, Geometry, Biology 1, Civics, and U.S. History EOCs	Students who need to retake the assessment	December 2–20, 2024	Dec. 2-Dec. 20, 2024	CBT <sup>1</sup>	160 minutes <sup>2</sup>	Immediately following test completion
ACCESS for ELLs	Grades K–12 currently classified as ELL with “LY” code	January 20–March 14, 2025	Jan 20-March 7, 2025	PBT	Kindergarten: 45 minutes Grades 1–12: 105–245 minutes (varies by grade-level/tier)	June 2025
Alternate ACCESS	Grades K–12 with significant cognitive disabilities and currently classified as ELL with “LY” code	January 20–March 14, 2025	Jan 20-March 7, 2025	PBT	120 minutes	June 2025
FAST Grade 10 ELA Reading Retake	Students who need to retake the assessment	May 1–30, 2025	May 1-May 16, 2025	CBT <sup>1</sup>	120 minutes <sup>2</sup>	Immediately following test completion
FAST Grade 10 ELA Reading Retake	Students who need to retake the assessment	July 14–25, 2025	July 14-July 25, 2025	CBT <sup>1</sup>	120 minutes <sup>2</sup>	Immediately following test completion
Algebra 1, Geometry, Biology 1, Civics, and U.S. History EOCs	Students who need to retake the assessment	July 14–25, 2025	July 14-July 25, 2025	CBT <sup>1</sup>	160 minutes <sup>2</sup>	Immediately following test completion

<sup>1</sup> Paper-based accommodations (e.g., regular print, large print, braille, one-item-per-page) for computer-based tests are available to eligible students if indicated as an accommodation on an IEP or Section 504 plan.

<sup>2</sup> Any student who has not completed the session by the end of the allotted time may continue working; however, testing must be completed within the same school day.

<sup>3</sup> If indicated, “applicable students” relates to the sub-group(s) of students who *may* take that assessment; it does not indicate that all students throughout the state in that sub-group will take that assessment. Assessments for which no applicable student group is listed are available to students as needed but are not limited to any specific sub-group.

<sup>4</sup> The FAA—Performance Task is designed for students with the most significant cognitive disabilities for whom participation in the general statewide assessment is inappropriate, even with accommodations.

### 5. District-Required Assessment Information

Complete the table below with assessments that are required for all schools in the district.

Assessment	Students to Be Tested	District Window	Mode	Testing Time	Results Expected
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## 2024–25 Uniform Statewide Assessment Calendar

Assessment	Students to Be Tested	District Window	Mode	Testing Time	Results Expected
iReady Diagnostic: Reading	K-8	August 14-21, 2024	CBT	<b>Suggested</b> 50 minutes (K-1) 90 minutes (2-8)	1 week after
iReady Diagnostic: Math	K-8	August 14-21, 2024	CBT	<b>Suggested</b> 50 minutes (K-1) 90 minutes (2-8)	1 week after
End of Year iReady Diagnostic: Reading	K-8	April 14-25, 2025	CBT	<b>Suggested</b> 50 minutes (K-1) 90 minutes (2-8)	1 week after
End of Year iReady Diagnostic: Math	K-8	April 14-25, 2025	CBT	<b>Suggested</b> 50 minutes (K-1) 90 minutes (2-8)	1 week after
Achieve 3000 Level Set	6-12	August 19-30, 2024 January 7-17, 2025 April 16-30, 2025	CBT	60 minutes	Immediately after testing
STAR Progress Monitoring	K-10	October 14-21, 2024 February 3-7, 2025 March 24-28, 2025	CBT	60 minutes	Immediately after testing
Benchmark Comprehensive Assessment (BCA)	HeadStart	August 19-September 16, 2024 December 2-19, 2024 April 15-May 2, 2025	PBT	45-60 minutes	Immediately after testing



## 2024–25 Uniform Statewide Assessment Calendar

### 6. Estimates of Total Testing Time by Grade Level

Estimates of average time for administering state-required and district-required assessments (listed in Sections 3 and 5 above) by grade level. Subject-based assessments should be included with the grade level to which they are most likely to be administered (e.g., Biology 1 with grade 9).

Grade Level	Statewide Assessments <sup>1</sup>			District Assessments <sup>1</sup>			Approximate Total Testing Time (In Minutes)
	Range of Minutes	Median Number of Minutes	% Net Instructional Time <sup>2</sup>	Range of Minutes	Median Number of Minutes	% Net Instructional Time <sup>2</sup>	
VPK	30–60	45	0.10%	30-60	45	0.10%	45
K	90–150	120	0.28%	30-60	45	0.10%	165
1	95–150	122.5	0.28%	30-60	45	0.10%	167.5
2	105–150	127.5	0.30%	90-120	105	0.24%	232.5
3	560	560	1.30%	360	360	0.83%	920
4	680	680	1.26%	540	540	1.00%	1220
5	840	840	1.56%	680	680	1.26%	1520

<sup>1</sup> In accordance with Senate Bill 2524 § 45 (Chapter 2022-154, § 45, Laws of Florida), the Department must collect from each school district, by grade level, the range and median number of minutes per school year, including as a percentage of net instructional time, students in prekindergarten through grade 5 spend on district-required assessments and coordinated screening and progress monitoring and state-required assessments and coordinated screening and progress monitoring.

<sup>2</sup> The percent net instructional time is based on 43,200 instructional minutes per school year for VPK through grade 3 and on 54,000 instructional minutes per school year for grades 4 through 5, per s. [1011.61](#), F.S.

Grade Level	Statewide Assessments	District Assessments	Approximate Total Testing Time (In Minutes)**
6	740	360	360
7	900	360	360
8	900	360	360
9	740	150	150
10	580	150	150
11	160+175/120/134 <sup>1</sup>	160+134/720+294	1014
12	160		

<sup>1</sup> The amount of time for grade 11 statewide assessments <sup>1</sup> will depend on whether a district selects ACT, CLT, or SAT. If ACT, use 335 minutes (160 + 175) for the grade 11 Statewide Assessments cell. If CLT, use 280 minutes (160 + 120) for the grade 11 Statewide Assessments cell. If SAT, use 294 minutes (160 + 134) for the grade 11 Statewide Assessments cell.

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

**AGENDA ITEM NO.** 9b

**DATE OF SCHOOL BOARD MEETING:** August 27, 2024

**TITLE OF AGENDA ITEM:** Gadsden County High School Cheerleaders

**DIVISION:** Academic Services

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

**PURPOSE AND SUMMARY OF ITEM:**

According to School Board Policy 2340 (Field and Other District-Sponsored Trips), all out-of-state field trips must be approved by the School Board. Gadsden County High School cheerleaders is requesting approval for out-of-state field trips to Douglas, GA.

Please see attached documentation.

**FUND SOURCE:** N/A

**AMOUNT:** N/A

**PREPARED BY:** Tammy McGriff, EdS 

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

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INSTRUCTIONS TO BE COMPLETED BY PREPARER

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

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

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

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



AUG12/24 RCVD

# FIELD TRIP REQUEST

**\*FORM MUST BE RECEIVED IN DISTRICT OFFICE 2 WEEKS PRIOR TO TRIP\***

<b>DATE OF REQUEST:</b> March 14, 24	<b>SCHOOL:</b> GC HS	<b>CONTACT FOR FIELD TRIP:</b> MS. MOSS 404-798-1077
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<b>DATE OF TRIP:</b> 9/13	<b>WHO IS ATTENDING: (grade/organization)</b> GC HS Cheerleaders
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<b>LOCATION:</b> Coffee County Douglas, GA	<b>TRAVELING BY:</b> <input checked="" type="checkbox"/> School Bus/District Vehicle <input type="checkbox"/> Charter Bus
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**PURPOSE:**  
Football Game

**FUNDING** source of this field trip: Please mark and "X" in the appropriate box

Students	<input type="checkbox"/>	Fundraiser	<input type="checkbox"/>	School/District Budget	<input type="checkbox"/>
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- SCHOOL BUS –Required items for approval:**
1. Principal's signature
  2. Complete list of participants and chaperones
  3. Signed Permission Form for each participant.
  4. Complete final itinerary
  5. Documentation showing correlation of the Florida Standards or benchmark to the field trip request

- CHARTER BUS-Required items for approval:**
1. Principal's signature
  2. Complete list of participants and chaperones
  3. Signed Permission Form for each participant.
  4. Complete final itinerary
  5. Copy of charter bus contract with signatures
  6. Proof of Insurance showing either district or school as insured

  
Signature of Person Requesting Trip

  
Approval of Principal (Signature required)

____ APPROVED	____ DENIED
_____ Superintendent/Designee	_____ Date

Please forward the completed form via email, district mail or fax:  
Mrs. Eureka Fields, Program Assistant for Instructional Services  
Fax: (850) 627-3530 Email: fieldse@gcpsmail.com

Revised 1/24/2023

## Gadsden County High School Football Itinerary vs. Coffee County HS

Date: Friday, September 13, 2024

Location: Coffee County High, 159 Trojan Way, Douglas, GA 31533

12:30pm Release Football Players

12:45pm Load Equipment/Load Bus

1:00pm depart GCHS

3:00pm arrive in Douglas, Georgia/Pre Game Meal

Pre-Game Meal Golden Carroll

4:30pm Depart Golden Carroll

4:45pm arrive at Coffee County High

7:30pm KICK OFF

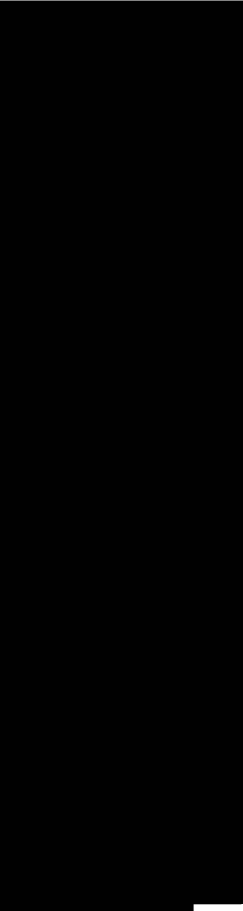
9:30pm Post Game Meal at Stadium

10:00pm Depart Tallahassee, Florida

12:00pm arrive back at GCHS (Parent Pick Up)

Cheerleaders Rosters

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Coaches  
Ms. Moss  
Ms. Shields

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

**AGENDA ITEM NO.** 9c

**DATE OF SCHOOL BOARD MEETING:** August 27, 2024

**TITLE OF AGENDA ITEM:** Gadsden County High School Cheerleaders

**DIVISION:** Academic Services

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

**PURPOSE AND SUMMARY OF ITEM:**

According to School Board Policy 2340 (Field and Other District-Sponsored Trips), all out-of-state field trips must be approved by the School Board. Gadsden County High School cheerleaders is requesting approval for out-of-state field trips to Donalsonville, GA.

Please see attached documentation.

**FUND SOURCE:** N/A

**AMOUNT:** N/A

**PREPARED BY:** Tammy McGriff, EdS 

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

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INSTRUCTIONS TO BE COMPLETED BY PREPARER

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

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

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

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



AUG 12 12 47 RCVD

# FIELD TRIP REQUEST

**\*FORM MUST BE RECEIVED IN DISTRICT OFFICE 2 WEEKS PRIOR TO TRIP\***

DATE OF REQUEST: MARCH 14, 24	SCHOOL: GCHS	CONTACT FOR FIELD TRIP: MS. MOSS 404-798-1077
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DATE OF TRIP: 9/20/24	WHO IS ATTENDING: (grade/organization) GCHS cheerleaders
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LOCATION: Seminole County Donalsonville, GA	TRAVELING BY: <input checked="" type="checkbox"/> School Bus/District Vehicle <input type="checkbox"/> Charter Bus
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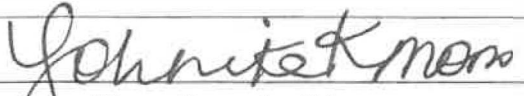
PURPOSE:  
Football Game

FUNDING source of this field trip: Please mark and "X" in the appropriate box

Students		Fundraiser		School/District Budget	
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- SCHOOL BUS –Required items for approval:**
1. Principal's signature
  2. Complete list of participants and chaperones
  3. Signed Permission Form for each participant.
  4. Complete final itinerary
  5. Documentation showing correlation of the Florida Standards or benchmark to the field trip request

- CHARTER BUS-Required items for approval:**
1. Principal's signature
  2. Complete list of participants and chaperones
  3. Signed Permission Form for each participant.
  4. Complete final itinerary
  5. Copy of charter bus contract with signatures
  6. Proof of Insurance showing either district or school as insured

  
Signature of Person Requesting Trip

  
Approval of Principal (Signature required)

____ APPROVED	____ DENIED
_____ Superintendent/Designee	_____ Date

Please forward the completed form via email, district mail or fax:  
Mrs. Eureka Fields, Program Assistant for Instructional Services  
Fax: (850) 627-3530 Email: fieldse@gcpsmail.com

Revised 1/24/2023

### Cheerleaders Rosters

A	[REDACTED]
A	[REDACTED]
A	[REDACTED]
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D	[REDACTED] n
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R	[REDACTED]
S	[REDACTED]
S	[REDACTED]
Ta	[REDACTED]
Z	[REDACTED]

Coaches  
Ms. Moss  
Ms. Shields



## Gadsden County High School Football Itinerary vs. Seminole County HS

Date: Friday, September 20, 2024

Location: Seminole County High , 5582 GA-39, Donalsonville, GA 39845

12:30pm Release Football Players

12:45pm Load Equipment/Load Bus

3:30 pm depart GCHS

4:30pm arrive at Seminole County High

7:30pm KICK OFF

10:00pm Depart Tallahassee, Florida

11:00pm arrive back at GCHS (Parent Pick Up)