AGENDA

REGULAR SCHOOL BOARD MEETING

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

April 24, 2012

6:00 P.M.

THIS MEETING IS OPEN TO THE PUBLIC

1.   CALL TO ORDER

2.   OPENING PRAYER

3.   PLEDGE OF ALLEGIANCE

4.   RECOGNITIONS

ITEMS FOR CONSENT

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

    a.   March 27, 2012, 4:30 p.m. – School Board Workshop

    b.   March 27, 2012, 6:00 p.m. – Regular School Board Meeting

    c.   April 10, 2012, 1:30 p.m. – School Board Workshop

       ACTION REQUESTED: The Superintendent recommends approval.

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

    a.   Personnel 2011 – 2012 – **SEE PAGE #8**

       ACTION REQUESTED: The Superintendent recommends approval.

    b.   Personnel 2012 – 2013 - **SEE PAGE #10**

       ACTION REQUESTED: The Superintendent recommends approval.

    c.   2012 – 2013 Calendars – **SEE PAGE #13**

       ACTION REQUESTED: The Superintendent recommends approval.

7. BUDGET AND FINANCIAL TRANSACTIONS

    a.   Budget Amendment Number Twenty-One – **SEE PAGE #17**

        Fund Source: 420 (Federal) Funds
        Amount: $61,361.41

        ACTION REQUESTED: The Superintendent recommends approval.

    b.   Budget Amendment Number Twenty-Two – **SEE PAGE #38**

        Fund Source: 410 (School Food Service) Funds
        Amount: $5,073.96

        ACTION REQUESTED: The Superintendent recommends approval.

    c.   Budget Amendment Number Twenty-Three – **SEE PAGE #42**

        Fund Source: 420 (Federal) Funds
        Amount: $513,673.00

        ACTION REQUESTED: The Superintendent recommends approval.

    d.   Budget Amendment Number Twenty-Four – **SEE PAGE #49**

        Fund Source: 432 (ARRA Stimulus) Funds
        Amount: $.00

        ACTION REQUESTED: The Superintendent recommends approval.

    e.   Budget Amendment Number Twenty-Five – **SEE PAGE #58**

        Fund Source: 420 (Federal) Funds
        Amount: $.00

        ACTION REQUESTED: The Superintendent recommends approval.

8. AGREEMENTS/PROJECT/GRANT APPLICATIONS

    a.   Write-Off of Uncollectable Receivables for Federal Awards - **SEE PAGE #66**

        Fund Source: General Fund
        Amount: $40,397.19

        ACTION REQUESTED: The Superintendent recommends approval.

    b.   Purchase from General Fund - **SEE PAGE #68**

        Fund Source: General Fund
        Amount: $14,018.24

        ACTION REQUESTED: The Superintendent recommends approval.

    c.   Purchases from Title X Homeless – **SEE PAGE #76**

        Fund Source: Title X Homeless – Federal Fund
        Amount: $3,995.25

        ACTION REQUESTED: The Superintendent recommends approval.

d. Purchases from Title I School Improvement Project for East Gadsden and West Gadsden High School – **SEE PAGE #78**

　　Fund Source: Title I School Improvement – Federal Fund
　　Amount:　　$29,159.49

　　ACTION REQUESTED:　　The Superintendent recommends approval.

e. Purchase from Progressive Communications – **SEE PAGE #81**

　　Fund Source: Title I General Fund
　　Amount:　　Title I = $94,599.08　　General Fund = $2,021.06

　　ACTION REQUESTED:　　The Superintendent recommends approval.

f. Purchase Order for CAPE Projects – **SEE PAGE #86**

　　Fund Source: Federal CAPE
　　Amount:　　$9,180.83

　　ACTION REQUESTED:　　The Superintendent recommends approval.

g. Purchase Order from Title I and Title I School Improvement Awards
　SEE PAGE #88

　　Fund Source: Title I and Title I School Improvement
　　Amount:　　$5,818.08

　　ACTION REQUESTED:　　The Superintendent recommends approval.

h. Purchases from Capital Improvements Fund – **SEE PAGE #90**

　　Fund Source: Capital Improvements Fund
　　Amount:　　$39,763.00

　　ACTION REQUESTED:　　The Superintendent recommends approval.

i. Purchases from Title I School Improvement Project for George W. Munroe and Chattahoochee Elementary Schools – **SEE PAGE #97**

　　Fund Source:Title I School Improvement – Fedreal Funds
　　Amount:　　$378,969.12

　　ACTION REQUESTED:　　The Superintendent recommends approval.

j. Purchases from Title I Project – **SEE PAGE #107**

　　Fund Source: Title I – Federal Fund
　　Amount:　　$314,096.87

　　ACTION REQUESTED:　　The Superintendent recommends approval.

k. Contracted Services for IDEA – **SEE PAGE #122**

　　Fund Source: Federal IDEA
　　Amount:　　$8,000.00

　　ACTION REQUESTED:　　The Superintendent recommends approval.

l. Contract for Unemployment Compensation Cost Control Services
    SEE PAGE #126

    Fund Source: General Fund
    Amount: $3,100.00 Annually ($775.00 per quarter)

    ACTION REQUESTED: The Superintendent recommends approval.

m. Contracted Services for TSA Consulting Group, Inc. – **SEE PAGE #134**

    Fund Source: General Fund
    Amount: $5,448.60 (estimated based on eligible employees)

    ACTION REQUESTED: The Superintendent recommends approval.

n. 2011 – 2012 Contractual Agreement between School Board of Gadsden County,
    Florida and Tallahassee Community College – **SEE PAGE #137**

    Fund Source: Federal Programs
    Amount: $160,193.00

    ACTION REQUESTED: The Superintendent recommends approval.

o. 2011 – 2012 Contractual Agreement between School Board of Gadsden County,
    Florida and Challenger Learner Center of Tallahassee – **SEE PAGE #148**

    Fund Source: Federal Programs (SIG)
    Amount: $13,200.00

    ACTION REQUESTED: The Superintendent recommends approval.

p. PAEC Migrant Education Summer School – **SEE PAGE #157**

    Fund Source: General Fund
    Amount: +$36,000.00

    ACTION REQUESTED: The Superintendent recommends approval.

q. PAEC Contract for Bilingual Paraprofessional & ESL Teacher
    SEE PAGE #162

    Fund Source: General Fund and Title III
    Amount: $29,621.78

    ACTION REQUESTED: The Superintendent recommends approval.

r. Head Start Supplemental Application – **SEE PAGE #167**

    Fund Source: Head Start
    Amount: $14,411.00

    ACTION REQUESTED: The Superintendent recommends approval.

9. STUDENT MATTERS – **SEE ATTACHMENT**

    a. Student Transfers – See back-up material

        ACTION REQUESTED: The Superintendent recommends approval.

b. Student Expulsion – See back-up material

Case #54-1112-9102

ACTION REQUESTED: The Superintendent recommends approval.

c. Student Expulsion – See back-up material

Case 57-1112-0051

ACTION REQUESTED: The Superintendent recommends approval.

d. Student Expulsion – See back-up material

Case #58-1112-0051

ACTION REQUESTED: The Superintendent recommends approval.

e. Student Expulsion – See back-up material

Case #60-1112-0051

ACTION REQUESTED: The Superintendent recommends approval.

f. Student Expulsion – See back-up material

Case #64-1112-0051

ACTION REQUESTED: The Superintendent recommends approval.

g. Student Expulsion – See back-up material

Case #65-1112-0071

ACTION REQUESTED: The Superintendent recommends approval.

h. Student Expulsion – See back-up material

Case #67-1112-0231

ACTION REQUESTED: The Superintendent recommends approval.

i. Student Expulsion – See back-up material

Case #68-1112-0231

ACTION REQUESTED: The Superintendent recommends approval.

j. Student Expulsion – See back-up material

Case #69-1112-0231

ACTION REQUESTED: The Superintendent recommends approval.

k. Student Expulsion – See back-up material

Case #70-1112-0231

ACTION REQUESTED: The Superintendent recommends approval.

l. Student Expulsion – See back-up material

Case #71-1112-0231

ACTION REQUESTED: The Superintendent recommends approval.

m. Student Expulsion – See back-up material

Case # 72-1112-0231

ACTION REQUESTED: The Superintendent recommends approval.

n. Student Expulsion – See back-up material

Case #73-1112-0231

ACTION REQUESTED: The Superintendent recommends approval.

o. Student Expulsion – See back-up material

Case #74-1112-0231

ACTION REQUESTED: The Superintendent recommends approval.

p. Student Expulsion – See back-up material

Case #75-1112-0231

ACTION REQUESTED: The Superintendent recommends approval.

q. Student Expulsion – See back-up material

Case #76-1112-0231

ACTION REQUESTED: The Superintendent recommends approval.

r. Student Expulsion – See back-up material

Case #77-1112-0231

ACTION REQUESTED: The Superintendent recommends approval.

s. Student Expulsion – See back-up material

Case #79-1112-0071

ACTION REQUESTED: The Superintendent recommends approval.

t. Student Expulsion – See back-up material

Case #80-1112-0051

ACTION REQUESTED: The Superintendent recommends approval.

u.   Student Expulsion – See back-up material

Case #81-1112-0051

ACTION REQUESTED: The Superintendent recommends approval.

v.   Student Expulsion – See back-up material

Case #83-1112-9102

ACTION REQUESTED: The Superintendent recommends approval.

w.   Student Expulsion – See back-up material

Case #85-1112-9102

ACTION REQUESTED: The Superintendent recommends approval.

10.   EDUCATIONAL ISSUES

a.   Office of Program Policy Analysis and Government Accountability (OPPAGA) School Safety and Security Best Practices Self-Assessment – **SEE PAGE #197**

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

b.   Principal/Assistant Principal and Non Classroom Instructional Staff Evaluation Tool – **SEE PAGE #229**

Fund Source: General
Amount: $10,479.00

ACTION REQUESTED: The Superintendent recommends approval.

ITEMS FOR DISCUSSION

11.   EDUCATIONAL ITEMS BY THE SUPERINTENDENT

12.   SCHOOL BOARD REQUESTS AND CONCERNS

13.   ADJOURNMENT

The School Board of Gadsden County

Reginald C. James
SUPERINTENDENT
OF SCHOOLS

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

"Building A Brighter Future"

April 24, 2012

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

Dear School Board Members:

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

Item 6A Instructional and Non-Instructional Personnel 2011/2012
Item 6B Instructional and Non-Instructional Personnel 2012/2013

The following reflects the total number of full-time employees in this school district for the 2011/2012 school term, as of April 24, 2012.

Description Per DOE Classification	DOE Object#	#Employees April 2012
Classroom Teachers and Other Certified	120 & 130	477.25
Administrators	110	49.75
Non-Instructional	150, 160, & 170	407.00
		934.00

Sincerely,

Reginald C. James
Superintendent of Schools

Eric F. Hinson
DISTRICT NO. 1
HAVANA, FL 32333
MIDWAY, FL. 32343

Judge B. Helms, Jr.
DISTRICT NO. 2
QUINCY, FL 32351
HAVANA, FL 32333

Isaac Simmons, Jr.
DISTRICT NO. 3
CHATTAHOOCHEE, FL 32324
GREENSBORO, FL 32330

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

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

BOARD MEETS FOURTH TUESDAY OF EACH MONTH
EQUAL OPPORTUNITY EMPLOYER

AGENDA ITEM 6A, INSTRUCTIONAL AND NON INSTRUCTIONAL 2011/2012

INSTRUCTIONAL

Name	Location	Position	Effective Date
Taylor, Patricia	GRES	Teacher	04/18/2012
Walker, Renette	WGHS	Teacher	04/02/2012

NON-INSTRUCTIONAL

Name	Location	Position	Effective Date
Alvarez, Michelle	Head Start	Receptionist	04/23/2012
Lamb, McKenzie	GWM	Title I Para	03/07/2012
Ramirez, Graciela	GWM	ESOL Para.	04/09/2012
Tillman, Montoyia	District	Inventory Intake Spec.	04/09/2012

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

LEAVE OF ABSENCE

Name	Location/Position	Beginning	Ending
Bryant, Cametra	EGHS/Secretary	03/07/2012	04/20/2012
Hopkins, Kysha	WGHS/Math Coach	03/28/2012	05/14/2012
McKinney, Crystal	SSES/Teacher	04/09/2012	04/30/2012

RESIGNATION

Name	Location	Position	Effective Date
Gonzales, Maria	GWM	Lib. Media Spec	04/23/2012
McKeown, Diana	GWM	Reading Coach	04/05/2012

TRANSFERS

Name	Location/Position Transferred From	Location/Position Transferred To	Effective Date
Campbell, Claudia	GRES/Lib. Media Spec.	GWM/Lib. Media Spec.	04/23/2012

D.R.O.P. RETIREMENTS

Name	Location	Position	Effective Date
Bell, Oween	GWM	Teacher	06/11/2012
Carter, Rita	ESE	Sch Psychologist	06/30/2012
Donald, Helene	ESE	Program Specialist	06/30/2012
Fitzgerald, Marsha	EGHS	Secretary	06/30/2012
Gunn, Pauline	CPA	Teacher	06/30/2012
Henderson, Judy	GWM	Visiting Teacher	05/15/2012
Lowman, Donna	JASMS	Teacher	07/31/2012
Thompson, Elizabeth	SFS	Secretary	06/30/2012

SUBSTITUTES

Teacher	Custodial
Anderson, Mary	Brown, Eugene
Cunningham, Ethelyn	Pride, Patricia*
Griffin, Beverly	Anderson, Yaquanda*
Lovette, Montarious	
Robinson, Bryan	
Walker, Renette	

*SFS/Custodial

D.R.O.P. Extension

Name	Position	D.R.O.P. Ends	D.R.O.P. Extension Date
Potter, Patricia	Teacher	06/30/2011	06/30/2013

INSTRUCTIONAL PERSONNEL
CONTINUING CONTRACT
Bradwell, Tanya
Bryant, Cynthia
Commodore, Shirley
Drayton, Cynthia
Grant, Myra
Hobbs, Antonio
Jordan, Warkeen
McGriff-Gibson, Mathella
Mickens, Patricia
Paul, Sharon
Preston, Johnny
Sapp, Angela
Scott, Ronald
Thomas, Shirlean

PROFESSIONAL SERVICES

Achhamer, Kristine
Aggelis, Steven
Akins, Zola
Allen, Mark
Allen, Sandra
Anderson, Kimberly
Atkins, Sineaktra
Austin, Joyce
Austin, Travetria
Avila, Aileen
Bailey, Deborah
Baker, Annette
Barrett, Barbara
Bascom, Chinita
Bates-Jackson, Erica
Belford, Miesha
Bell-Key, Twanda
Black, Doris
Boykin, Kathryn
Bradwell, Joanie
Bridges-Bright, Gail
Brockman, Dena
Brown, Germaine
Bryant, Alice
Bryant, Antionette
Bryant, Pamela
Butler, Bridgette,
Campbell, Delma
Chandler, Cedric
Chandler, Roberta
Chapman-Thomas, Tylisa
Chavers, Porche
Clark, Debra
Clark, Linda
Clark, Michael
Clarke, Jonnie
Clary, Curlie
Clemons, Mildred
Clum, Anthony
Coburn, Katie
Combs, Eugenia
Cooper-Maclin, Stephanie
Correa, Maria
Critelli, Steven
Cunningham, Rhonda
Dantzler, Melissa
Davis, Deborah
Davis, Pearl
Davis, Torrey
Denington, Willliam
Dennis, Hilary

Dilworth-Porter, La'Tasha
Dixon, Nicole
Errazo, Jocelyn
Evans, Lee
Farmer, Erica
Francis, Carolyn
Gainous, Sharon
Geariety, Linda
Gibson, Don
Glover, Vanessa
Graf, Jeannie
Graham, Sarah
Grantham, Jennifer
Green, Kimi
Grice-Walker, Arnita
Gunn, Jeanne
Hackley, Cyrilla
Hagins, Cynthia
Hairston, Tunisha
Harris, Kesandra
Harris, Nekeshia
Harris, Robert
Harris, Ronte
Hatfield, Daren
Hester, Lillianne
Hilton, Julia
Holmes, Cathy
Hopkins, Kysha
Hudgins, Rosa
Hunter, Cassandra
Ivory, Dwayne
Jackson, Barbara
Jackson, Catherine
Jackson, Kareen
Jefferson, Tracy
Johnson, Maria
Johnson, Kendal
Johnson, Rekeysha
Johnson, Vicki
Jones, Pamela
Jones, Tanya
Jones, Williams
Joseph, Sandra
Keaton, Diane
Kelly, Barbara
Kenon-Franklin, Bridget
Kent-Toussaint, Cynthia
Kindell, Andrea
Kirkland, Nahketah
Kirkland, Sarah

Knight, Anthony
Leon, Yasmeen
Lightfoot, Tomeka
Lightfoot-Brown, Shayla
Linsangan, Myrna
Logue, Joane
Madry, Cecelia
Mandela, Judith
Mathis, Andreka
Maynor, Tamela
McCaskill, Sheila
McCoy, Lela
McGlockton, Shaundra
McKinney, Crystal
McMillan-Gatlin, Patricia
McNelson, Georgette
McPhaul, David
Merriex, Simon
Mills, Cyril
Monroe, Janice
Montero, Maria
Newman, Jennifer
Oaks, Elizabeth
Pace, Cornelius
Pardee, Brenda
Payton, Kecia
Peacock, Agnes
Peoples, Latanja
Perkins, Beth
Persak, Nancy
Peterson, Cheryl
Piawah, Helen
Pinson, Margaret
Powell-Jones, Gracie
Presha, Renee
Price, Carrie
Price, Kimberly
Pyburn, Jennifer
Randolph, Fredrick
Redding, Sylvia
Reffner, Georgeann
Rentz, Ronald
Reynolds, Cynthia
Richardson, Chandra
Riggins, Dale
Riggins, Sandra
Riggins, Shulamith
Riley, Cynthia
Rivera, Josie
Roberts, Loretta

Robinson, Calvin
Robinson, Patricia
Robinson, Portia
Rollins, Angela
Rollinson, LaTonya
Rosier, Carolyn
Rouse, Daphnee
Sailor, Sherrhonda
Samson, Marilyn
Sanchez, Angelina
Sawyerr, Barbara
Scott, Tawanda
Sherman, Tammy
Simmons, Peggy
Simmons-Russ, Catina
Simpkins, Alonzetta
Smith, Carolyn
Smith, Mis'Shaylanqua
Smith, Peggy
Spivey, Suzanne
Starks, Jeffrey
Stephens, Vann
Stubbs, Virginia
Sturtz, Nancy
Suber, Alfred
Sylvester, Maxine
Taylor, Audrey
Taylor, Michelle
Taylor, Jeanne
Thomas, Linda
Thomas, Rosalyn
Touchton, Susan
Toussaint, John
Toussaint, Karen
Trueblood, Annie
Truitt, Kimberly
Vickers, Suzanne
Viel, Julie
Wade, Eileen
Walker, Annette
Walker, Cherdwontrez
Walker, Faybrena
Walker, Tracy
Ward, Kristy
Washington, Angela
Watson, Mary
Weeks, Dawn
Weeks, Kameelah
Wells, Carla
White, Don

White, Diane
White-Carroll, Tonja
Williams, Joseph
Williams, Lelia
Williams, Sarah
Williams, Shannon
Williams, Shirley
Willis, Debbie
Wilson-Montgomery, Laitima
Wright, JoLynda
Youman, Annette

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. _____6c_____

DATE OF SCHOOL BOARD MEETING: _____April 24, 2012_____

TITLE OF AGENDA ITEM: 2012-2013 Calendars

DIVISION: Administration

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

PURPOSE AND SUMMARY OF ITEM:

Approval is being requested for the proposed 2012-2013 Student, Teacher, and 12-Month Employee Calendars.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Rosalyn W. Smith

POSITION: Assistant Superintendent for Academic Services

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: _____

GADSDEN COUNTY PUBLIC SCHOOLS
2012-2013 STUDENT CALENDAR

2012		
August	20	Students return
September	3	Labor Day – Student Holiday
October	19	End of 1st Nine Weeks
	22	Student Holiday
November	12	Student Holiday
	21-23	Student Holidays
December	19-21	Early Release – Final Exams
	21	End of 2nd Nine Weeks and 1st Semester
	24-31	Student Holidays
2013		
January	1-4	Student Holidays
	21	Student Holiday
February	18	Student Holiday
	26-28	FCAT Writes
March	15	End of 3rd Nine Weeks
	18-22	Spring Break - Student Holidays
	25	Student Holiday
April	8-26	FCAT Testing
May	27	Student Holiday
	29-31	Early Release – Final Exams
	31	End 4th Nine Weeks and 2nd Semester

GADSDEN COUNTY PUBLIC SCHOOLS
2012-2013 TEACHER CALENDAR (190 DAYS)

2012		
August	13	Teacher Pre-Planning
September	3	Teacher Paid Holiday – Labor Day
October	22	Teacher Planning Day
November	12	Teacher Non-work day
	21	Teacher Paid Holiday
	22-23	Thanksgiving Holidays
December	24-31	Christmas Holidays
2013		
January	1	New Year's Day
	2-3	Teacher Paid Holidays
	4	Teacher Planning Day
	21	Martin L King Jr Day
February	18	Teacher Non-work day
March	18-22	Spring Break
	25	Teacher Planning Day
May	27	Memorial Day
June	3-4	Teacher Planning Days
	5	Teacher Paid Holiday

Paid Holidays
9/3/12
11/21/12
1/2/13
1/3/13
1/21/13
6/5/13

GADSDEN COUNTY PUBLIC SCHOOLS
2012-2013 TWELVE MONTH CALENDAR (240 DAYS)

2012		
July	4	Independence Day Holiday
September	3	Labor Day Holiday
November	11	Veterans Day Observed
	21-23	Thanksgiving Holidays
December	24-31	Christmas Break
2013		
January	1	New Year's Day
	21	Martin L King Jr Day
March	18-22	Spring Break
May	27	Memorial Day
June	10	Four Day Week Begins
August	12	Five Day Week Resumes

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. _____7a_____

DATE OF SCHOOL BOARD MEETING: April 24, 2012

TITLE OF AGENDA ITEMS: Budget Amendment Number Twenty-One

DIVISION: Finance Department

PURPOSE AND SUMMARY OF ITEMS:

This budget amendment moves budget by function and object per DOE approved budget amendments. It increases the following: Carl Perkins, Secondary grant by $1419.00, Title III, ESOL grant by $11,970.26, and Title I Public School Choice grant by $47,972.15.

FUND SOURCE: 420 (Federal) Funds

AMOUNT: $ 61,361.41

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services

FUND 420 REVENUE OBJECT	BEGINNING ESTIMATED REVENUE 4/1/2012		BUDGET AMENDMENT NUMBER TWENTY-ONE		ENDING ESTIMATED REVENUE 4/1/2012	
190	$	-	$	-	$	-
191	$	-	$	-	$	-
199	$	2,660,513.57	$	-	$	2,660,513.57
201	$	190,614.72	$	1,419.00	$	192,033.72
226	$	683,992.80	$	-	$	683,992.80
227	$	-	$	-	$	-
230	$	2,066,883.32	$	-	$	2,066,883.32
240	$	8,205,779.65	$	47,972.15	$	8,253,751.80
251	$	91,314.73	$	-	$	91,314.73
270	$	-	$	-	$	-
290	$	1,316,352.17	$	11,970.26	$	1,328,322.43
299	$	-	$	-	$	-
TOTALS	$	15,215,450.96	$	61,361.41	$	15,276,812.37

S:\BUD AMENDMENT 2011-2012\AMEND21 11-12 420fd.xls

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

420 FUND

FUNCTION/ OBJECT			BUDGET BALANCE 4/1/2012		BUDGET AMENDMENT NUMBER TWENTY-ONE		BUDGET BALANCE 4/13/2012
5100	100	$	1,144,378.76	$	(277,662.56)	$	866,716.20
	200	$	223,193.16	$	(46,829.24)	$	176,363.92
	300	$	1,358,322.14	$	47,972.15	$	1,406,294.29
	500	$	557,236.95	$	122,134.43	$	679,371.38
	600	$	253,902.56	$	245,000.00	$	498,902.56
	700	$	277.50	$	-	$	277.50
FUNCTOTAL		$	3,537,311.07	$	90,614.78	$	3,627,925.85
5200	100	$	528,040.66	$	6,000.00	$	534,040.66
	200	$	210,057.50	$	1,100.00	$	211,157.50
	300	$	200,016.89	$	-	$	200,016.89
	500	$	80,019.84	$	-	$	80,019.84
	600	$	130,981.78	$	-	$	130,981.78
	700	$	3,000.00	$	-	$	3,000.00
FUNCTOTAL		$	1,152,116.67	$	7,100.00	$	1,159,216.67
5300	100	$	8,987.00	$	-	$	8,987.00
	200	$	4,914.29	$	-	$	4,914.29
	300	$	2,445.60	$	88.00	$	2,533.60
	500	$	33,497.20	$	5,573.30	$	39,070.50
	600	$	49,115.25	$	(6,268.00)	$	42,847.25
	700	$	17,445.38	$	-	$	17,445.38
FUNCTOTAL		$	116,404.72	$	(606.70)	$	115,798.02
5400	100	$	42,925.35	$	-	$	42,925.35
	200	$	6,972.26	$	-	$	6,972.26
	300	$	34,791.95	$	-	$	34,791.95
	500	$	7,461.79	$	-	$	7,461.79
	600	$	(3,932.27)	$	-	$	(3,932.27)
	700	$	-	$	-	$	-
FUNCTOTAL		$	88,219.08	$	-	$	88,219.08
5500	100	$	1,159,344.25	$	12,000.00	$	1,171,344.25
	200	$	297,711.65	$	1,700.00	$	299,411.65
	300	$	61,923.89	$	-	$	61,923.89
	500	$	46,939.54	$	-	$	46,939.54
	600	$	(1,205.31)	$	-	$	(1,205.31)
	700	$	273.00	$	-	$	273.00
FUNCTOTAL		$	1,564,987.02	$	13,700.00	$	1,578,687.02

5900	100	$	490,313.00	$	-	$	490,313.00
	200	$	83,431.00	$	-	$	83,431.00
	300	$	75,764.37	$	-	$	75,764.37
	500	$	23,422.71	$	-	$	23,422.71
	600	$	801.84	$	-	$	801.84
FUNCTOTAL		$	673,732.92	$	-	$	673,732.92
6100	100	$	784,765.91	$	65,500.00	$	850,265.91
	200	$	145,650.59	$	10,908.10	$	156,558.69
	300	$	200,985.16	$	-	$	200,985.16
	500	$	204,568.56	$	-	$	204,568.56
	600	$	(16,514.94)	$	-	$	(16,514.94)
	700	$	5,070.00	$	-	$	5,070.00
	900	$	-	$	-	$	-
FUNCTOTAL		$	1,324,525.28	$	76,408.10	$	1,400,933.38
6200	100	$	27,341.47	$	-	$	27,341.47
	200	$	3,575.53	$	-	$	3,575.53
	300	$	163,214.61	$	-	$	163,214.61
	500	$	(260.11)	$	-	$	(260.11)
	600	$	303,600.00	$	(134,500.00)	$	169,100.00
	700	$	-	$	-	$	-
FUNCTOTAL		$	497,471.50	$	(134,500.00)	$	362,971.50
6300	100	$	1,221,481.03	$	(22,000.00)	$	1,199,481.03
	200	$	301,590.04	$	(635.60)	$	300,954.44
	300	$	124,634.31	$	-	$	124,634.31
	500	$	72,623.09	$	-	$	72,623.09
	600	$	9,041.25	$	-	$	9,041.25
	700	$	24,015.00	$	-	$	24,015.00
FUNCTOTAL		$	1,753,384.72	$	(22,635.60)	$	1,730,749.12
6400	100	$	1,642,971.87	$	(31,805.17)	$	1,611,166.70
	200	$	370,245.85	$	(35,426.00)	$	334,819.85
	300	$	842,842.30	$	27,025.70	$	869,868.00
	400	$	-	$	-	$	-
	500	$	115,312.50	$	-	$	115,312.50
	700	$	45,500.57	$	1,000.00	$	46,500.57
FUNCTOTAL		$	3,016,873.09	$	(39,205.47)	$	2,977,667.62

6500	100	$	30,832.61	$	-	$	30,832.61
	200	$	4,741.57	$	-	$	4,741.57
	300	$	-	$	-	$	-
	500	$	-	$	-	$	-
	600	$	105,158.74	$	-	$	105,158.74
	700	$	-	$	-	$	-
FUNCTOTAL		$	140,732.92	$	-	$	140,732.92
7200	100	$	47,668.65	$	-	$	47,668.65
	200	$	12,116.58	$	-	$	12,116.58
	300	$	101,730.77	$	-	$	101,730.77
	500	$	-	$	-	$	-
	600	$	1,500.00	$	-	$	1,500.00
	700	$	208,625.94	$	50,486.30	$	259,112.24
FUNCTOTAL		$	371,641.94	$	50,486.30	$	422,128.24
7300	100	$	(23,675.32)	$	-	$	(23,675.32)
	200	$	(8,406.10)	$	-	$	(8,406.10)
	300	$	-	$	-	$	-
FUNCTOTAL 7300		$	(32,081.42)	$	-	$	(32,081.42)
7400	600	$	1,935.00	$	-	$	1,935.00
FUNCTOTAL 7400		$	1,935.00	$	-	$	1,935.00
7600	300	$	-	$	-	$	-
FUNCTOTAL		$	-	$	-	$	-
7700	100	$	22,458.88	$	-	$	22,458.88
	200	$	9,511.19	$	-	$	9,511.19
	300	$	9,550.00	$	-	$	9,550.00
	500	$	-	$	-	$	-
	600	$	615.00	$	-	$	615.00
	700	$	-	$	-	$	-
FUNCTOTAL		$	42,135.07	$	-	$	42,135.07
7800	100	$	123,850.65	$	-	$	123,850.65
	200	$	35,674.15	$	-	$	35,674.15
	300	$	480,352.82	$	20,000.00	$	500,352.82
	400	$	22,900.00	$	-	$	22,900.00
	500	$	1,500.00	$	-	$	1,500.00
	600	$	-	$	-	$	-
FUNCTOTAL		$	664,277.62	$	20,000.00	$	684,277.62

7900	100	$	57,807.56	$	-	$	57,807.56
	200	$	16,546.44	$	-	$	16,546.44
	300	$	144,138.20	$	-	$	144,138.20
	400	$	4,748.04	$	-	$	4,748.04
	500	$	343.67	$	-	$	343.67
	600	$	-	$	-	$	-
	700	$	-	$	-	$	-
FUNCTOTAL		$	**223,583.91**	$	**-**	$	**223,583.91**
8100	100	$	-	$	-	$	-
	200	$	-	$	-	$	-
	300	$	-	$	-	$	-
	500	$	1,500.00	$	-	$	1,500.00
	600	$	-	$	-	$	-
FUNCTOTAL		$	**1,500.00**	$	**-**	$	**1,500.00**
8200	100	$	(2,458.39)	$	-	$	(2,458.39)
	200	$	(450.31)	$	-	$	(450.31)
	600	$	5,544.00	$	-	$	5,544.00
FUNCTOTAL		$	**2,635.30**	$	**-**	$	**2,635.30**
9100	100	$	62,927.09	$	-	$	62,927.09
	200	$	15,137.46			$	15,137.46
	300	$	-	$	-	$	-
	400	$	-	$	-	$	-
	500	$	-	$	-	$	-
FUNCTOTAL		$	**78,064.55**	$	**-**	$	**78,064.55**
GRANDTOTAL		$	**15,219,450.96**	$	**61,361.41**	$	**15,280,812.37**

Florida Department of Education
Project Award Notification

1 PROJECT RECIPIENT	2 PROJECT NUMBER
Gadsden County School District	200-1612A-2CS01

3 PROJECT/PROGRAM TITLE	4 AUTHORITY
Carl D. Perkins, Secondary, Section 131	84.048A Carl Perkins - Voc. ED Basic
TAPS 12B002	

5 AMENDMENT INFORMATION	6 PROJECT PERIODS
Amendment Number: 3	
Type of Amendment: Budget Changes	Budget Period: 07/01/2011 - 06/30/2012
Effective Date: 03/09/2012	Program Period: 07/01/2011 - 06/30/2012

7 AUTHORIZED FUNDING	8 REIMBURSEMENT OPTION
Current Approved Budget: $ 109,740.00	Federal Cash Advance
Amendment Amount:	
Estimated Roll Forward:	
Certified Roll Amount:	
Total Project Amount: $ 109,740.00	

9 TIMELINES

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

10 DOE CONTACTS		11 DOE FISCAL DATA
Program: Jakita Jones	Comptroller's Office	
Phone: (850) 245 - 9044	(850) 245-0401	DBS: 55 90 00
Email: Jakita.Jones@fldoe.org		EQ: HI
Grants Management: Unit B (850) 245-0496		Object: 720035

12 TERMS AND SPECIAL CONDITIONS

- This project and any amendments are subject to the procedures outlined in the Project Application and Amendment Procedures for Federal and State Programs (Green Book) and the General Assurances for Participation in Federal and State Programs.

- For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20th of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System.

- Other: **Only 25% of the "Current Approved Budget" in block 7 is authorized for obligating or expending during the first quarter period of July 1, 2011 through September 30, 2011. The Balance of the allocation (75%) and any unexpended funds from the first quarter will be available October 1, 2011 through June 30, 2012.**

  Should you have any questions regarding these special conditions please call Grants Management at (850)245- 0496.

13 APPROVED:

Authorized Official on behalf of Gerard Robinson
Commissioner of Education

3/20/12
Date of Signing

DOE-200

A) ~~Gadsden County Schools~~
District/Agency Name

~~Dy 200-1012A-2C301~~
Project Number

~~123002~~
TAPS Number

C) _____3_____
Amendment Number

FLORIDA DEPARTMENT OF EDUCATION
BUDGET AMENDMENT NARRATIVE FORM

D) Total Project Amount Currently Approved	E) Total Project Amount resulting from this Budget Amendment
$ 109,740	$ 109,740 ✓✓

F) Line Item Description

FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE	AMOUNT INCREASE	AMOUNT DECREASE
5300	360	Rental Software: To purchase software applications/licenses to update existing software needed for industry certification and CTE program needs, and reading enhancement and other program deficiencies addressed in the program improvement plan. Required Use of Funds: 4, Performance Measures: 1S1, 1S2, 2S1,3S1, 4S1, Permissive Use of Funds: 2,3,4,6,7,9,11,12,19			1331.00
5300	510	Supplies – Materials and supplies to assist in instruction of viable career and technical education programs (nail technology supplies, lab jackets, metal works, shop tools, thermometers, hair supplies, lumber and wood working materials, Wii) Performance Measures (1S2),Required Use of Funds Addressed: 3—Permissive Use of Funds: 3 – 8 - 9		6250.00	
5300	520	Textbook – Carpentry textbooks purchased for CTE program Required Use of Funds: 7,8,9 Permissive 11 1S1, 1S2,			676.70
5300	620	AV materials – Videos used to enhance instruction in CTE programs (medical secretary, hair styling, mechanics training) Performance Measures Addressed: (1S1) Required Use of Funds Addressed: 7 – 8 —Permissive Use of Funds: 1,2,3,6,7,8,9,11,12,14,19			18.00
5300	641	Equipment, fixtures and furniture – To continue to update CTE programs to assist in meeting business/industry standards (lifts, tables, work benches, exam tabs, lab equipment, etc.) Performance Measures Addressed: (1S2) (6S1) (6S2), Required Use of Funds Addressed: 3 – 7, Permissive Use of Funds: 7			6250.00
5300	643	Computer Hardware – Computers for CTE students and classroom use (Dell computer workstations) Performance Measures Addressed: (4S1), Required Addressed: 4 (45 computers purchased), Permissive Use of Funds: 2,3,4,6,67,9,11,12,19			31,192.00
5300	644	Computers less than $750 Computer Hardware – computers for CTE students and classroom use (Dell computer workstations) Performance Measures Addressed: (4S1) (same as above) Required Use of Funds Addressed: 4 –Permissive Use of Funds		31,192.00	
6400	330	Travel for professional development- related staff, teachers, guidance counselors to visit best practice programs/sites, conferences, workshops and other training seminars related to CTE programs to ensure that our programs meet the local/state/national/business industry needs on or before June 30, 2012. Additionally, practices learned will be applied toward helping program instructors stay current on program needs/changes. Performance Measures Addressed: (2S1), Required Use of Funds Addressed: 1 — Permissive Use of Funds: 12 NG-CATER, Industry Certification training. (see attached)		2025.70	
				39,467.70	39,467.70
				Total	Total

DOE 151
Revised 01/08

Gerard Robinson, Commissioner

Florida Department of Education
Project Award Notification

Proj. 421612I

1	**PROJECT RECIPIENT** Gadsden County School District	**2**	**PROJECT NUMBER** 200-1612A-2CS01
3	**PROJECT/PROGRAM TITLE** Carl D. Perkins, Secondary, Section 131 **TAPS 12B002**	**4**	**AUTHORITY** **84.048A Carl Perkins - Voc. ED Basic**

5	**AMENDMENT INFORMATION** Amendment Number: 4 Type of Amendment: Budget: Increase Effective Date: 03/09/2012	**6**	**PROJECT PERIODS** Budget Period: 07/01/2011 - 06/30/2012 Program Period: 07/01/2011 - 06/30/2012
7	**AUTHORIZED FUNDING** Current Approved Budget: $ 109,740.00 Amendment Amount: $ 1,419.00 Estimated Roll Forward: Certified Roll Amount: Total Project Amount: $ 111,159.00	**8**	**REIMBURSEMENT OPTION** Federal Cash Advance

9	**TIMELINES**

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

10	**DOE CONTACTS** **Program**: Jakita Jones Phone: (850) 245 - 9044 Email: Jakita.Jones@fldoe.org **Grants Management**: Unit B (850) 245-0496	**Comptroller's Office** (850) 245-0401	**11**	**DOE FISCAL DATA** DBS: 55 90 00 EO: HI Object: 720035

12   **TERMS AND SPECIAL CONDITIONS**

- This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs.

- For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20th of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System.

- Other: **Only 25% of the "Current Approved Budget" in block 7 is authorized for obligating or expending during the first quarter period of July 1, 2011 through September 30, 2011. The Balance of the allocation (75%) and any unexpended funds from the first quarter will be available October 1, 2011 through June 30, 2012.**

  Should you have any questions regarding these special conditions please call Grants Management at (850)245- 0496.

13 APPROVED:

Gloria Bradley Brown   _3/20/12_

Authorized Official on behalf of Gerard Robinson   Date of Signing
Commissioner of Education

DOE-200
Revised 02/05

A)   Gadsden County Schools
    District/Agency Name

B) 200-1612A-2CS01   12B002
    Project Number   TAPS Number

C)   4
    Amendment Number

FLORIDA DEPARTMENT OF EDUCATION
BUDGET AMENDMENT NARRATIVE FORM

D) Total Project Amount Currently Approved	**E) Total Project Amount resulting from this Budget Amendment**
$ 109,740 ✓	$ 111,159 ✓✓

F) Line Item Description

FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE	AMOUNT INCREASE	AMOUNT DECREASE
5300	390	Other purchased services, recruitment for CTE programs - printing brochures - Performance Measures Addressed: (1S1) Required Use of Funds Addressed: 1 —Permissive Use of Funds 4 *CTE STUDENT RECRUITMENT 3/19/12*		1419.00	
					Total
				Total	Total

DOE 151
Revised 01/08

Gerard Robinson, Commissioner

Florida Department of Education
Project Award Notification

Proj. 4210220

1 **PROJECT RECIPIENT**	2 **PROJECT NUMBER**
Gadsden County School District	200-1022A-2C001

3 **PROJECT/PROGRAM TITLE**	4 **AUTHORITY**
Title III Part A, Supplemental Instructional Support for English Language Learners	84.365A Title III, ESOL

TAPS 12A014

5 **AMENDMENT INFORMATION**	6 **PROJECT PERIODS**
Amendment Number: 1	
Type of Amendment: Roll Forward Increase	Budget Period: 08/25/2011 - 06/30/2012
Effective Date: 02/22/2012	Program Period: 08/25/2011 - 06/30/2012

7 **AUTHORIZED FUNDING**	8 **REIMBURSEMENT OPTION**
Current Approved Budget: $ 64,480.00	Federal Cash Advance
Amendment Amount:	
Estimated Roll Forward:	
Certified Roll Amount: $ 11,970.26	
Total Project Amount: $ 76,450.26	

9 **TIMELINES**

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

10 **DOE CONTACTS**		11 **DOE FISCAL DATA**
Program: Pat Faircloth	Comptroller's Office	
Phone: (850) 245 - 0885	(850) 245-0401	DBS: 40 90 50
Email: Pat.Faircloth@fldoe.org		EO: BC
Grants Management: Unit A (850) 245-0496		Object: 720035

12 **TERMS AND SPECIAL CONDITIONS**

- This project and any amendments are subject to the procedures outlined in the Project Application and Amendment Procedures for Federal and State Programs (Green Book) and the General Assurances for Participation in Federal and State Programs.

- For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20th of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System.

- Agencies receiving funds under Title III, No Child Left Behind may use not more than two percent (2%) of such funds for the cost of administering the program.

13 **APPROVED:**

Authorized Official on behalf of Gerard Robinson
Commissioner of Education

2/27/2012
Date of Signing

DOE-200
Revised 02/05

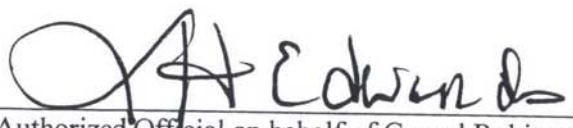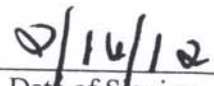|				Credit	Debit
5100	510	Multiple resources to assist ELLs in improving their academic achievement and English Language Acquisition including but not limited to Scholastic Summer take home books for all ELLs K-12, supplemental math manipulatives, supplemental literacy manipulatives, and classroom CD players for books on CD. Also classroom sets of novels for secondary ELLs.		11,970.26	
6300	130	Other certified personnel- The ESOL resource teacher had to be changed from 6300 to 6100 due to the fact that 6300 is used for staff development and training, which is not applicable to the ESOL resource teacher. Per District Finance.			15,500.00
6100	130	Other certified personnel- The ESOL resource teacher had to be changed from 6300 to 6100 due to the fact that 6300 is used for staff development and training, which is not applicable to the ESOL resource teacher. Per District Finance.		15,500.00	
6300	230	Health and hospitalization- The ESOL resource teacher had to be changed from 6300 to 6100 due to the fact that 6300 is used for staff development and training, which is not applicable to the ESOL resource teacher. Per District Finance.			2,239.20
6100	230	Health and hospitalization- The ESOL resource teacher had to be changed from 6300 to 6100 due to the fact that 6300 is used for staff development and training, which is not applicable to the ESOL resource teacher. Per District Finance.		2,239.20	
6300	240	Workers Compensation- The ESOL resource teacher had to be changed from 6300 to 6100 due to the fact that 6300 is used for staff development and training, which is not applicable to the ESOL resource teacher. Per District Finance.			74.40
6100	240	Workers Compensation- The ESOL resource teacher had to be changed from 6300 to 6100 due to the fact that 6300 is used for staff development and training, which is not applicable to the ESOL resource teacher. Per District Finance.		74.40	
5100	210	Retirement- The ESOL resource teacher had to be changed from 6300 to 6100 due to the fact that 6300 is used for staff development and training, which is not applicable to the ESOL resource teacher. Per District Finance.			623.50
6100	210	Retirement- The ESOL resource teacher had to be changed from 6300 to 6100 due to the fact that 6300 is used for staff development and training, which is not applicable to the ESOL resource teacher. Per District Finance.		623.50	

DOE 151
Revised 12/07

Dr. Eric J. Smith, Commissioner

5100	220	FICA- The ESOL resource teacher had to be changed from 6300 to 6100 due to the fact that 6300 is used for staff development and training, which is not applicable to the ESOL resource teacher. Per District Finance.			971.00
6100	220	FICA- The ESOL resource teacher had to be changed from 6300 to 6100 due to the fact that 6300 is used for staff development and training, which is not applicable to the ESOL resource teacher. Per District Finance.		971.00	
				32,001.86	20,031.60
				Total	**Total**

```
64,480.00 +
11,970.26 +
15,500.00 -
15,500.00 +
 2,239.20 -
 2,239.20 +
    74.40 -
    74.40 +
   623.50 -
   623.50 +
   971.00 -
   971.00 +
76,450.26  *
```

B   structions

dment Narrative Form

DOE 151

A. Enter District/Agency Name.

B. Enter Project Number of original project and corresponding TAPS Number.

C. Enter chronological number of this Amendment Request.

D. Enter the Total Project Amount Currently Approved.

E. Enter the Total Project Amount resulting from this Budget Amendment.

F. Provide a narrative description for each budget item by category to justify the requested Budget Amendment. List ONLY the budget lines that are being amended and/or new ones being created. For each budget line to be amended, indicate whether the amount will be increased or decreased in the appropriate column and record the adjusted amount being submitted for approval.

DOE 151
Revised 12/07

Dr. Eric J. Smith, Commissioner

Florida Department of Education
Project Award Notification

Project #21,269.3 *Financial Officer* (handwritten)

1	**PROJECT RECIPIENT** Gadsden County School District	**2**	**PROJECT NUMBER** 200-1261A-2C002
3	**PROJECT/PROGRAM TITLE** Title I School Improvement Fund TAPS 12A005	**4**	**AUTHORITY** **84.377A Title I Part A School Improvement Fund**
5	**AMENDMENT INFORMATION** Amendment Number: 1 Type of Amendment: Budget: Changes Effective Date: 01/18/2012	**6**	**PROJECT PERIODS** Budget Period: 07/14/2011 - 09/30/2012 Program Period: 07/14/2011 - 09/30/2012
7	**AUTHORIZED FUNDING** Current Approved Budget: $ 233,766.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: $ 233,766.00	**8**	**REIMBURSEMENT OPTION** Federal Cash Advance

9 TIMELINES

- Last date for incurring expenditures and issuing purchase orders: 09/30/2012
- Date that all obligations are to be liquidated and final disbursement reports submitted: 11/20/2012
- Last date for receipt of proposed budget and program amendments: 09/30/2012
- Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400:
- Date(s) for program reports:

10 DOE CONTACTS **Program**: Tammy McGriff Phone: (850) 245 - 0689 Email: Tammy.McGriff@fldoe.org **Grants Management**: Unit A (850) 245-0496	**Comptroller's Office** (850) 245-0401	**11 DOE FISCAL DATA** DBS: 40 90 20 EO: BF Object: 720035

12   TERMS AND SPECIAL CONDITIONS

- This project and any amendments are subject to the procedures outlined in the Project Application and Amendment Procedures for Federal and State Programs (Green Book) and the General Assurances for Participation in Federal and State Programs.

- For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20th of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System.

13 APPROVED:

_____
Authorized Official on behalf of Gerard Robinson
Commissioner of Education

9/16/12
Date of Signing

DOE-200
Revised 02/05

				credit	debit
5100	510	Supplies for instruction		48002	
6100	130	Pupil personnel services – law enforcement director	1	50000	
6100	210	Retirement – law enforcement director		2500	
6100	220	Social security – law enforcement director		3800	
6100	230	Group health – law enforcement director		200	
6100	232	Life insurance – law enforcement director		200	
6100	240	Workers compensation – law enforcement director		300	
6200	691	Instructional media – software capitalized		2500	
6300	130	Other certified – law enforcement		33000	
6300	220	Social security – law enforcement		2000	
6300	232	Life insurance – law enforcement		180	
6400	130	Instructional coach - adjustment	1	416	
6400	220	Social security Instructional coach		163	
6400	232	Life insurance instructional coach		53	
5100	160	Salary – law enforcement instructor			99000
5100	210	Retirement – law enforcement instructor			10500
5100	220	Social security – law enforcement instructor			7000
5100	230	Group health – law enforcement instructor			9500
5100	232	Life insurance – law enforcement instructor			161
5100	240	Workers comp – law enforcement instructor			1200
6300	110	Salary – administrator for SIG			10500
6300	210	Retirement - administrator			500
6300	230	Group health - administrator			250
6300	240	Workers compensation - administrator			50
6400	210	Retirement - coaches			1994
6400	230	Group health - coaches			2209

6400	240	Workers compensation - coaches			**450**
				$143,314	$143,314
				Total	Total

DOE 151
Revised August 2011

Gerard Robinson, Commissioner
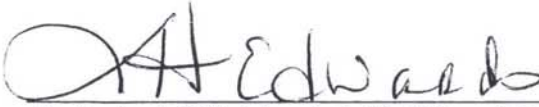
Florida Department of Education
Project Award Notification

Project 4222240-21

1	**PROJECT RECIPIENT** Gadsden County School District	**2**	**PROJECT NUMBER** 200-2222A-2CB01
3	**PROJECT/PROGRAM TITLE** Title I, Part A Choice-NCLB Public School Choice Options TAPS 12ARC8	**4**	**AUTHORITY** 84.010A Title I, Part A, Basic

5	**AMENDMENT INFORMATION** Amendment Number: 1 Type of Amendment: Roll Forward Increase Effective Date: 02/21/2012	**6**	**PROJECT PERIODS** Budget Period: 07/01/2011 - 06/30/2012 Program Period: 07/01/2011 - 06/30/2012

7	**AUTHORIZED FUNDING** Current Approved Budget: $ 600,870.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: $ 47,972.15 Total Project Amount: $ 648,842.15	**8**	**REIMBURSEMENT OPTION** Federal Cash Advance

9 TIMELINES

- Last date for incurring expenditures and issuing purchase orders: 06/30/2012
- Date that all obligations are to be liquidated and final disbursement reports submitted: 08/20/2012
- Last date for receipt of proposed budget and program amendments: 05/31/2012
- Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400:
- Date(s) for program reports:

10 DOE CONTACTS **Program:** Melvin Herring III Phone: (850) 245 - 0684 Email: melvin.herring@fldoe.org **Grants Management:** Unit A (850) 245-0496 **Comptroller's Office** (850) 245-0401	**11 DOE FISCAL DATA** DBS: 40 90 20 EO: 17 Object: 720035

12 TERMS AND SPECIAL CONDITIONS

- This project and any amendments are subject to the procedures outlined in the Project Application and Amendment Procedures for Federal and State Programs (Green Book) and the General Assurances for Participation in Federal and State Programs.

- For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20th of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System.

- The Certified Roll Amount in Block 7 is the sum of the Certified Roll amount of $38,573.15 and $9,399 increase to the Title I Part A allocation.

13 APPROVED:

A H Edwards

Authorized Official on behalf of Gerard Robinson
Commissioner of Education

3/13/12
Date of Signing

DOE-200
Revised 02/05

A) _____Gadsden_____ B) _____200-2222A-2CBO1_____/___12A048_____

District/Agency Name   **Project Number**   **TAPS Number**

C) _____1_____

Amendment Number

FLORIDA DEPARTMENT OF EDUCATION
BUDGET AMENDMENT NARRATIVE FORM

D) Total Project Amount Currently Approved	E) Total Project Amount resulting from this Budget Amendment
$ ~~610,269~~ 600,870.00	$ 648,842.15

F) Line Item Description

FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE	AMOUNT INCREASE	AMOUNT DECREASE
5100	310	Professional and Technical Services – SES services payable to eligible SES providers – for additional summer school program	0	$47,972.15	
				$47,972.15	0
				Total	Total
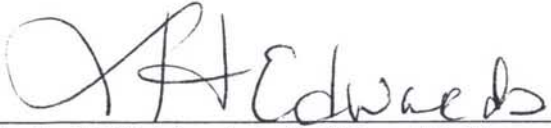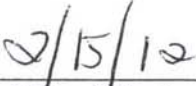
Florida Department of Education
Project Award Notification

1	**PROJECT RECIPIENT** Gadsden County School District	**2**	**PROJECT NUMBER** 200-1261A-2C001
3	**PROJECT/PROGRAM TITLE** Title I School Improvement Fund 1003(g), Competitive Grant 2011-2014 **TAPS 11A145**	**4**	**AUTHORITY** **84.377A Title I Part A School Improvement Fund**

5	**AMENDMENT INFORMATION** Amendment Number: 1 Type of Amendment: Budget: Changes Effective Date: 01/18/2012	**6**	**PROJECT PERIODS** Budget Period: 07/01/2011 - 06/30/2012 Program Period: 07/01/2011 - 06/30/2012
7	**AUTHORIZED FUNDING** Current Approved Budget: $ 1,605,000.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: $ 1,605,000.00	**8**	**REIMBURSEMENT OPTION** Federal Cash Advance

9   TIMELINES

- Last date for incurring expenditures and issuing purchase orders: 06/30/2012
- Date that all obligations are to be liquidated and final disbursement reports submitted: 08/20/2012
- Last date for receipt of proposed budget and program amendments: 05/31/2012
- Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400:
- Date(s) for program reports:

10 DOE CONTACTS **Program**: LaTrell Edwards Phone: (850) 245 - 0828 Email: LaTrell.Edwards@fldoe.org **Grants Management**: Unit A (850) 245-0496	**Comptroller's Office** (850) 245-0401	**11 DOE FISCAL DATA** DBS: 40 90 20 EO: BF Object: 720035

12   TERMS AND SPECIAL CONDITIONS

- This project and any amendments are subject to the procedures outlined in the Project Application and Amendment Procedures for Federal and State Programs (Green Book) and the General Assurances for Participation in Federal and State Programs.

- For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20th of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System.

13   APPROVED:

_____
Authorized Official on behalf of Gerard Robinson
Commissioner of Education

2/15/12
Date of Signing

DOE-200
Revised 02/05

				Credit	Debit
5100	120	Salary – classroom services	.3	5000	
5100	126	Other compensation (after school) for teachers for extended day	4	150000	
5100	150	Paraprofessional salary – to be added to facilitate instructional reading intervention assistance	.5	12000	
5100	156	Other compensation (after school) for para for extended day	.1	2000	
5100	230	Retirement - para		5000	
5100	232	Social Security - para		250	
5100	510	Supplies for instruction		62162.17	
5100	643	Computer equipment – capitalized – replace media center computers and add smartboards		40000	
5100	644	Computer equipment – non-capitalized – replace media center computers and add smartboards		220000	
5200	126	Other compensation (after-school) for exceptional education staff for extended day	.3	6000	
5200	210	Retirement – extended day for exceptional staff		500	
5200	220	Social security – extended day for exceptional staff		500	
5200	240	Workers compensation – extended day for exceptional staff		100	
5500	126	Other compensation (after school) for preK staff for extended day	.8	12000	
5500	210	Retirement – extended day for prek staff		700	
5500	220	Social security – extended day for prek staff		900	
5500	240	Workers compensation – extended day for prek staff		100	
6300	210	Retirement - administrative		292	
6300	220	Social security - administrative		2014	
6300	232	Life insurance - administrative		176	
6400	122	Other compensation (other) professional development	.1	2000	
6400	132	Other compensation (in-service) for instructional coaches	.1	1000	
6400	136	Other compensation (after school) for instructional coaches for extended day	6	25000	
6400	232	Life insurance – professional development		150	
6400	310	Professional and Technical – consultants for RtI and behavior support		15000	

DOE 151
Revised August 2011

Gerard Robinson, Commissioner

				Credit	Debit
6400	330	Travel for professional development		10000	
6400	730	Dues and fees – registration fees for trainings		1000	
7800	390	Other purchased services – student transportation		20000	
5100	121	Other compensation (other) for extended to correct function codes	5		280000
5100	140	Substitutes	.1		5000
5100	141	Other compensation (inservice) for instructional staff	3		18000
5100	210	Retirement - instructional			8000
5100	220	Social Security for instructional			3000
5100	240	Workers compensation for instructional			5300
5100	642	Furniture/Equipment – non-capitalized – to correct function for equipment purchases			15000
6200	642	Furniture/Equipment – non-capitalized to correct function for equipment purchases			19000
6200	643	Computers – capitalized – to correct function for computer purchases			80000
6200	644	Computers – non-capitalized – to correct function for computer purchases			38000
6300	111	Other compensation – administrative for extended day	4		29000
6300	230	Group health - administrative			2134
6300	240	Workers compensation - administrative			50
6400	126	Other compensation (after school) for professional development	4		23221.17
6400	130	Salary for instructional coaches	7		12000
6400	131	Other compensation (other) for extended day for coaches	3		25000
6400	210	Retirement – coaches			20063
6400	230	Group health - coaches			7676
6400	240	Workers compensation - coaches			3400
				$593,844.17	$593,844.17
				Total	Total

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. _____7b_____

DATE OF SCHOOL BOARD MEETING: April 24, 2012

TITLE OF AGENDA ITEMS: Budget Amendment Number Twenty-Two

DIVISION: Finance Department

PURPOSE AND SUMMARY OF ITEMS:

This budget amendment moves budget by function, object and center.   It increases the budget for the Fresh Fruits and Vegetables grant by $ 5,073.96 in accordance with the award.

FUND SOURCE: 410 (School Food Service) Funds

AMOUNT: $ 5,073.96

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services

Gadsden County School Board
410 (Food Service) Fund Estimated Revenue
Budget Amendment Number Twenty-Two

FUND 410 REVENUE OBJECT		ESTIMATED REVENUE 4/5/2012		BUDGET AMENDMENT NUMBER TWENTY-TWO		ENDING ESTIMATED REVENUE 4/18/2012
260	$	-	$	-	$	-
261	$	2,090,279.58	$	-	$	2,090,279.58
262	$	757,827.08	$	-	$	757,827.08
263	$	90,217.10	$	-	$	90,217.10
265	$	177,570.00	$	-	$	177,570.00
267	$	208,000.00	$	-	$	208,000.00
268	$	153,276.05	$	5,073.96	$	158,350.01
269	$	-	$	-	$	-
280	$	-	$	-	$	-
299	$	-	$	-	$	-
337	$	39,875.00	$	-	$	39,875.00
338	$	39,652.00	$	-	$	39,652.00
450	$	183,647.00	$	-	$	183,647.00
451	$	-	$	-	$	-
490	$	-	$	-	$	-
TOTALS	$	3,740,343.81	$	5,073.96	$	3,745,417.77

Gadsden County School Board
410 (Food Service) Fund Appropriations
Budget Amendment Number Twenty-Two

410 FUND FUNCTION/ OBJECT		BUDGET BALANCE 4/5/2012		BUDGET AMENDMENT NUMBER TWENTY-TWO		BUDGET BALANCE 4/18/2012
7600	100	$ 1,261,590.56	$	9,107.90	$	1,270,698.46
	200	$ 414,160.45	$	11,855.40	$	426,015.85
	300	$ 51,266.38	$	15,000.06	$	66,266.44
	400	$ 30,709.88	$	7,917.34	$	38,627.22
	500	$ 1,966,214.13	$	100,933.08	$	2,067,147.21
	600	$ 57,451.12	$	(39,374.40)	$	18,076.72
	700	$ 38,123.61	$	(17,537.93)	$	20,585.68
FUNCTOTAL		$ 3,819,516.13	$	87,901.45	$	3,907,417.58
GRANDTOTAL		$ 3,819,516.13	$	87,901.45	$	3,907,417.58

FLORIDA DEPARTMENT OF EDUCATION

ads

Dr. Eric J. Smith
Commissioner of Education

Just Read, Florida!

proj. 4103210

April 22, 2011

Bonnie Wood, Assistant Supt. for Business Services
Gadsden County School Board (#01-0020)
35 Martin Luther King Blvd
Quincy, FL 32351

Dear Bonnie:

The Florida Department of Education (FLDOE), Food and Nutrition Management (FNM) Section would like to thank the food service department of the Gadsden County School Board for its application to the Fresh Fruit and Vegetable Program (FFVP). The goals of this program are to create healthier school environments by providing healthier food choices, expand the variety of fruits and vegetables that children experience, increase children's fruit and vegetable consumption, and make a difference in children's diets to impact their present and future health. Your application to participate in the program indicates that your school is making efforts to combat childhood obesity by helping children learn more healthful eating habits.

Congratulations! The following schools have been selected to participate in the United States Department of Agriculture (USDA) FFVP that operates from July 1, 2011, to June 30, 2012.

School	Total Allocation	
Gretna Elementary	$15,900.00	14,454.55
Stewart Street Elementary	$29,850.00	27,136.36
St John Elementary	$17,150.00	15,590.91
Greensboro Elementary	$20,600.00	18,727.27
Chattahoochee Elementary	$11,600.00	10,545.45
Havana Elementary	$28,850.00	26,227.27
George W Munroe Elementary	$34,400.00	31,272.74

$158,350.00 Total

CATHY J. REED
PROGRAM ADMINISTRATOR, FOOD AND NUTRITION MANAGEMENT SECTION

325 W. GAINES STREET • SUITE 1024 • TALLAHASSEE, FLORIDA 32399-0400 • (850) 245-5044 • FAX (850) 245-7855
www.fldoe.org

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. _____7c_____

DATE OF SCHOOL BOARD MEETING: April 24, 2012

TITLE OF AGENDA ITEMS: Budget Amendment Number Twenty-Three

DIVISION: Finance Department

PURPOSE AND SUMMARY OF ITEMS:

This budget amendment posts additional Title I, Part A Basic roll forward over estimated amount from beginning of year.

FUND SOURCE: 420 (Federal) Funds

AMOUNT: $ 513,673.00

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services

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

FUND 420 REVENUE OBJECT	BEGINNING ESTIMATED REVENUE 4/12/2012		BUDGET AMENDMENT NUMBER TWENTY-THREE		ENDING ESTIMATED REVENUE 4/12/2012
190	$	-	$	-	$	-
191	$	-	$	-	$	-
199	$	2,660,513.57	$	-	$	2,660,513.57
201	$	192,033.72	$	-	$	192,033.72
226	$	683,992.80	$	-	$	683,992.80
227	$	-	$	-	$	-
230	$	2,066,883.32	$	-	$	2,066,883.32
240	$	8,253,751.80	$	513,673.00	$	8,767,424.80
251	$	91,314.73	$	-	$	91,314.73
270	$	-	$	-	$	-
290	$	1,328,322.43	$	-	$	1,328,322.43
299	$	-	$	-	$	-
TOTALS	$	15,276,812.37	$	513,673.00	$	15,790,485.37

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

420 FUND

FUNCTION/ OBJECT		BUDGET BALANCE 4/12/2012		BUDGET AMENDMENT NUMBER TWENTY-THREE		BUDGET BALANCE 4/13/2012
5100	100	$ 866,716.20	$	101,220.98	$	967,937.18
	200	$ 176,363.92	$	8,622.69	$	184,986.61
	300	$ 1,406,294.29	$	4,078.00	$	1,410,372.29
	500	$ 679,371.38	$	19,702.47	$	699,073.85
	600	$ 498,902.56	$	192,077.99	$	690,980.55
	700	$ 277.50	$	-	$	277.50
FUNCTOTAL		$ **3,627,925.85**	$	325,702.13	$	**3,953,627.98**
5200	100	$ 534,040.66	$	-	$	534,040.66
	200	$ 211,157.50	$	-	$	211,157.50
	300	$ 200,016.89	$	-	$	200,016.89
	500	$ 80,019.84	$	-	$	80,019.84
	600	$ 130,981.78	$	-	$	130,981.78
	700	$ 3,000.00	$	-	$	3,000.00
FUNCTOTAL		$ **1,159,216.67**	$	-	$	**1,159,216.67**
5300	100	$ 8,987.00	$	-	$	8,987.00
	200	$ 4,914.29	$	-	$	4,914.29
	300	$ 2,533.60	$	-	$	2,533.60
	500	$ 39,070.50	$	-	$	39,070.50
	600	$ 42,847.25	$	-	$	42,847.25
	700	$ 17,445.38	$	-	$	17,445.38
FUNCTOTAL		$ **115,798.02**	$	-	$	**115,798.02**
5400	100	$ 42,925.35	$	-	$	42,925.35
	200	$ 6,972.26	$	-	$	6,972.26
	300	$ 34,791.95	$	-	$	34,791.95
	500	$ 7,461.79	$	-	$	7,461.79
	600	$ (3,932.27)	$	-	$	(3,932.27)
	700	$ -	$	-	$	-
FUNCTOTAL		$ **88,219.08**	$	-	$	**88,219.08**
5500	100	$ 1,171,344.25	$	-	$	1,171,344.25
	200	$ 299,411.65	$	-	$	299,411.65
	300	$ 61,923.89	$	-	$	61,923.89
	500	$ 46,939.54	$	-	$	46,939.54
	600	$ (1,205.31)	$	-	$	(1,205.31)
	700	$ 273.00	$	-	$	273.00
FUNCTOTAL		$ **1,578,687.02**	$	-	$	**1,578,687.02**

5900	100	$	490,313.00	$	-	$	490,313.00
	200	$	83,431.00	$	-	$	83,431.00
	300	$	75,764.37	$	-	$	75,764.37
	500	$	23,422.71	$	-	$	23,422.71
	600	$	801.84	$	-	$	801.84
FUNCTOTAL		$	**673,732.92**	$	-	$	**673,732.92**
6100	100	$	850,265.91	$	600.00	$	850,865.91
	200	$	156,558.69	$	-	$	156,558.69
	300	$	200,985.16	$	28,550.00	$	229,535.16
	500	$	204,568.56	$	(5,737.43)	$	198,831.13
	600	$	(16,514.94)	$	9,200.00	$	(7,314.94)
	700	$	5,070.00	$	-	$	5,070.00
	900	$	-	$	-	$	-
FUNCTOTAL		$	**1,400,933.38**	$	32,612.57	$	**1,433,545.95**
6200	100	$	27,341.47	$	-	$	27,341.47
	200	$	3,575.53	$	-	$	3,575.53
	300	$	163,214.61	$	(37,606.00)	$	125,608.61
	500	$	(260.11)	$	5,000.00	$	4,739.89
	600	$	169,100.00	$	6,000.00	$	175,100.00
	700	$	-	$	-	$	-
FUNCTOTAL		$	**362,971.50**	$	(26,606.00)	$	**336,365.50**
6300	100	$	1,199,481.03	$	60,000.00	$	1,259,481.03
	200	$	300,954.44	$	-	$	300,954.44
	300	$	124,634.31	$	(1,679.00)	$	122,955.31
	500	$	72,623.09	$	(6,000.00)	$	66,623.09
	600	$	9,041.25	$	9,000.00	$	18,041.25
	700	$	24,015.00	$	-	$	24,015.00
FUNCTOTAL		$	**1,730,749.12**	$	61,321.00	$	**1,792,070.12**
6400	100	$	1,611,166.70	$	40,583.85	$	1,651,750.55
	200	$	334,819.85	$	14,538.65	$	349,358.50
	300	$	869,868.00	$	122.37	$	869,990.37
	400	$	-	$	-	$	-
	500	$	115,312.50	$	14,900.00	$	130,212.50
	600	$	-	$	12,000.00	$	12,000.00
	700	$	46,500.57	$	3,500.00	$	50,000.57
FUNCTOTAL		$	**2,977,667.62**	$	85,644.87	$	**3,063,312.49**

6500	100	$	30,832.61	$	-	$	30,832.61
	200	$	4,741.57	$	0.43	$	4,742.00
	300	$	-	$	-	$	-
	500	$	-	$	-	$	-
	600	$	105,158.74	$	-	$	105,158.74
	700	$	-	$	-	$	-
FUNCTOTAL		$	**140,732.92**	$	**0.43**	$	**140,733.35**
7200	100	$	47,668.65	$	-	$	47,668.65
	200	$	12,116.58	$	-	$	12,116.58
	300	$	101,730.77	$	29,000.00	$	130,730.77
	500	$	-	$	-	$	-
	600	$	1,500.00	$	-	$	1,500.00
	700	$	259,112.24	$	(2.00)	$	259,110.24
FUNCTOTAL		$	**422,128.24**	$	**28,998.00**	$	**451,126.24**
7300	100	$	(23,675.32)	$	-	$	(23,675.32)
	200	$	(8,406.10)	$	-	$	(8,406.10)
	300	$	-	$	-	$	-
FUNCTOTAL 7300		$	**(32,081.42)**	$	**-**	$	**(32,081.42)**
7400	600	$	1,935.00	$	-	$	1,935.00
FUNCTOTAL 7400		$	**1,935.00**	$	**-**	$	**1,935.00**
7600	300	$	-	$	-	$	-
FUNCTOTAL		$	**-**	$	**-**	$	**-**
7700	100	$	22,458.88	$	-	$	22,458.88
	200	$	9,511.19	$	-	$	9,511.19
	300	$	9,550.00	$	6,000.00	$	15,550.00
	500	$	-	$	-	$	-
	600	$	615.00	$	-	$	615.00
	700	$	-	$	-	$	-
FUNCTOTAL		$	**42,135.07**	$	**6,000.00**	$	**48,135.07**
7800	100	$	123,850.65	$	-	$	123,850.65
	200	$	35,674.15	$	-	$	35,674.15
	300	$	500,352.82	$	-	$	500,352.82
	400	$	22,900.00	$	-	$	22,900.00
	500	$	1,500.00	$	-	$	1,500.00
	600	$	-	$	-	$	-
FUNCTOTAL		$	**684,277.62**	$	**-**	$	**684,277.62**

7900	100	$	57,807.56	$	-	$	57,807.56
	200	$	16,546.44	$	-	$	16,546.44
	300	$	144,138.20	$	-	$	144,138.20
	400	$	4,748.04	$	-	$	4,748.04
	500	$	343.67	$	-	$	343.67
	600	$	-	$	-	$	-
	700	$	-	$	-	$	-
FUNCTOTAL		$	**223,583.91**	$	-	$	**223,583.91**
8100	100	$	-	$	-	$	-
	200	$	-	$	-	$	-
	300	$	-	$	-	$	-
	500	$	1,500.00	$	-	$	1,500.00
	600	$	-	$	-	$	-
FUNCTOTAL		$	**1,500.00**	$	-	$	**1,500.00**
8200	100	$	(2,458.39)	$	-	$	(2,458.39)
	200	$	(450.31)	$	-	$	(450.31)
	600	$	5,544.00	$	-	$	5,544.00
FUNCTOTAL		$	**2,635.30**	$	-	$	**2,635.30**
9100	100	$	62,927.09	$	-	$	62,927.09
	200	$	15,137.46			$	15,137.46
	300	$	-	$	-	$	-
	400	$	-	$	-	$	-
	500	$	-	$	-	$	-
FUNCTOTAL		$	**78,064.55**	$	-	$	**78,064.55**
GRANDTOTAL		$	**15,280,812.37**	$	**513,673.00**	$	**15,794,485.37**

FLORIDA DEPARTMENT OF EDUCATION

February 6, 2012

TO: Ms. Bonnie Wood
         Gadsden County School Board

FROM: Jonathon Manalo, Chief Comptroller

SUBJECT: Title I, Part A, Basic, Fiscal Year 2011 Roll Forward Funds

FOR YOUR INFORMATION, below are the 2011 certified roll forward funds for Title I, Part A.

Accumulated 2010 Roll Forward	1,639,041.30
Reallocation	0.00
Title I, Part A, Basic - 2011 Allocation	2,318,490.00
Total 2011 Funds Available	3,957,531.30
Plus: Allocation Transferred from 20% Choice Transportation	147,128.64
Less: Final 2011 Expenditures	2,628,101.95
Reallocation of Un-Waived Funds & Adjustments	0.00
Approved Accumulated 2011 Roll Forward	1,476,557.99
Title I, Part A, Basic 2012 Allocation	2,409,867.00
Total Fiscal Year 2012 Funds Available	3,886,424.99

If the total FY 2012 funds available (above) are less than the project amount indicated in the project approval letter, no amendment is necessary; the project amount should be reduced to agree with the FY 2012 funds available. (The project amount cannot exceed the total FY 2012 funds available.) If the total FY 2012 funds available are greater than the project amount and you wish to utilize those additional funds, a budget amendment must be requested to increase the project to the total FY 2012 funds available. Budget amendments are requested using form DOE-150. If the total FY 2012 funds available are equal to the project amount, the authority to encumber and/or expend the total project amount is now effective by receipt of this letter. If there are any questions regarding this roll forward, please contact Jeff Dykes at (850) 245-9195.

cc: Gwen Jackson, Department of Education
cc: Latrell Edwards, Department of Education
cc: Superintendent

Agency#   200

JONATHON MANALO
CHIEF COMPTROLLER, BUREAU OF COMPTROLLER

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. _____7d_____

DATE OF SCHOOL BOARD MEETING: April 24, 2012

TITLE OF AGENDA ITEMS: Budget Amendment Number Twenty-Four

DIVISION: Finance Department

PURPOSE AND SUMMARY OF ITEMS:

This amendment moves original budget by function and object in accordance with DOE approved budget amendment.

FUND SOURCE: 432 (ARRA Stimulus) Funds

AMOUNT: $ .00

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services

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

432 FUND FUNCTION/ OBJECT			BEGINNING BUDGET 4/18/2012		BUDGET AMENDMENT NUMBER TWENTY-FOUR		BUDGET BALANCE 4/18/2012
5100	100	$	393,178.26	$	(214,000.00)	$	179,178.26
K-12 Instructional	200	$	72,547.10	$	(48,100.00)	$	24,447.10
	300	$	75,773.64	$	26,500.00	$	102,273.64
	500	$	58,395.45	$	395.67	$	58,791.12
	600	$	(747.78)	$	-	$	(747.78)
	700	$	-	$	-	$	-
FUNCTOTAL		$	599,146.67	$	(235,204.33)	$	363,942.34
5200	100	$	12,784.60	$	12,500.00	$	25,284.60
Exceptional	200	$	4,255.16	$	1,400.00	$	5,655.16
Instruction	300	$	16,496.02	$	-	$	16,496.02
	500	$	9,897.52	$	-	$	9,897.52
	600	$	35,794.35	$	-	$	35,794.35
	700	$	-	$	-	$	-
FUNCTOTAL		$	79,227.65	$	13,900.00	$	93,127.65
5300	100	$	-	$	5,000.00	$	5,000.00
Vocational	200	$	-	$	750.00	$	750.00
Technical	300	$	-	$	22,000.00	$	22,000.00
FUNCTOTAL		$	-	$	27,750.00	$	27,750.00
6100	100	$	89,416.68	$	8,000.00	$	97,416.68
Pupil	200	$	27,759.04	$	(25,521.00)	$	2,238.04
Personnel	300	$	7,175.60	$	-	$	7,175.60
Services	500	$	3,159.22	$	-	$	3,159.22
	600	$	2,742.81	$	-	$	2,742.81
	700	$	-	$	-	$	-
FUNCTOTAL		$	130,253.35	$	(17,521.00)	$	112,732.35
6200	100	$	-	$	200.00	$	200.00
Instructional	200	$	-	$	150.00	$	150.00
Service	500	$	-	$	-	$	-
	600	$	-	$	30,000.00	$	30,000.00
6200 FUNCTOTAL		$	-	$	30,350.00	$	30,350.00

Gadsden County School Board
432 (Targeted ARRA Stimulus) Fund Appropriations
Budget Amendment Number
Twenty-Four
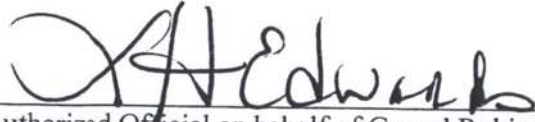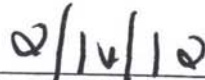
6300	100	$	37,692.79	$	169,200.00	$	206,892.79
Instructioanl	200	$	6,339.84	$	31,800.00	$	38,139.84
Curriculum Dev.	300	$	3,645.84	$	1,000.00	$	4,645.84
	500	$	5,156.52	$	500.00	$	5,656.52
	600	$	10,054.54	$	-	$	10,054.54
	700	$	-	$	-	$	-
FUNCTOTAL		$	62,889.53	$	202,500.00	$	265,389.53
6400	100	$	256,219.09	$	(19,795.00)	$	236,424.09
Instructional	200	$	76,811.14	$	(34,790.00)	$	42,021.14
Staff Training	300	$	187,234.80	$	(2,294.67)	$	184,940.13
	500	$	2,736.15	$	10,000.00	$	12,736.15
	600	$	-	$	-	$	-
	700	$	4,000.00	$	6,000.00	$	10,000.00
FUNCTOTAL		$	527,001.18	$	(40,879.67)	$	486,121.51
6500	100	$	110,000.00	$	-	$	110,000.00
Instructional	200	$	31,495.00	$	(21,995.00)	$	9,500.00
Related							
Technology							
FUNCTOTAL		$	141,495.00	$	(21,995.00)	$	119,500.00
7200	700	$	39,535.37	$	-	$	39,535.37
General Admin.							
FUNCTOTAL		$	39,535.37	$	-	$	39,535.37
7300	100	$	10,000.00	$	(9,400.00)	$	600.00
School Admin	200	$	-	$	150.00	$	150.00
FUNCTOTAL		$	10,000.00	$	(9,250.00)	$	750.00
7700	600	$	(12,099.41)	$	-	$	(12,099.41)
Central Services							
FUNCTOTAL		$	(12,099.41)	$	-	$	(12,099.41)
7800	100	$	3,000.00	$	100.00	$	3,100.00
Transportation	200	$	2,550.74	$	100.00	$	2,650.74
	300	$	80,000.00	$	50,150.00	$	130,150.00
FUNCTOTAL		$	85,550.74	$	50,350.00	$	135,900.74
GRANDTOTAL		$	1,663,000.08	$	0.00	$	1,663,000.08

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

432 REVENUE OBJECT		ESTIMATED REVENUE 4/18/12		BUDGET AMENDMENT NUMBER TWENTY-FOUR		ENDING ESTIMATED 4/18/2012
230	$	162,097.52	$	-	$	162,097.52
240	$	1,500,902.56	$	-	$	1,500,902.56
290	$	-	$	-	$	-
299	$	-	$	-	$	-
GRAND TOTAL	$	1,663,000.08	$	-	$	1,663,000.08

Fund 432
Proj. 4312625
FINANCIAL
Officer

1	PROJECT RECIPIENT Gadsden County School District	2	PROJECT NUMBER 200-1260S-2C001
3	PROJECT/PROGRAM TITLE Title I School Improvement Fund TAPS 12AR05	4	AUTHORITY 84.388 Title I A American Recovery and Reinvestment Act
5	AMENDMENT INFORMATION Amendment Number: 1 Type of Amendment: Budget: Changes Effective Date: 01/18/2012	6	PROJECT PERIODS Budget Period: 07/14/2011 - 09/30/2012 Program Period: 07/14/2011 - 09/30/2012
7	AUTHORIZED FUNDING Current Approved Budget: $ 1,284,820.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: $ 1,284,820.00	8	REIMBURSEMENT OPTION Federal Cash Advance

9 TIMELINES

- Last date for incurring expenditures and issuing purchase orders: 09/30/2012
- Date that all obligations are to be liquidated and final disbursement reports submitted: 11/20/2012
- Last date for receipt of proposed budget and program amendments: 09/30/2012
- Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400:
- Date(s) for program reports:

10	DOE CONTACTS **Program:** LaTrell Edwards Phone: (850) 245 - 0828 Email: LaTrell.Edwards@fldoe.org **Grants Management:** Unit A (850) 245-0496	**Comptroller's Office** (850) 245-0401	11	DOE FISCAL DATA DBS: 40 90 20 EO: S6 Object: 720035

12 TERMS AND SPECIAL CONDITIONS

- This project and any amendments are subject to the procedures outlined in the Project Application and Amendment Procedures for Federal and State Programs (Green Book) and the General Assurances for Participation in Federal and State Programs.

- For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20th of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System.

- 2 CFR 176.210(b) and (d), provides that recipients are to require their subrecipients to specifically identify Recovery Act funding on their Schedule of Expenditures of Federal Awards (SEFA) by identifying expenditures for Federal awards made under the Recovery Act separately on the SEFA and as separate rows on the Data Collection Form (SF-SAC) required by OMB Circular A-133. Further, in identifying Recovery Act expenditures, the prefix "ARRA" must be used in the name of the Federal program. The information allows the recipient to properly monitor subrecipient expenditure of ARRA funds as well as oversight by the Federal awarding agencies, Offices of Inspector General and the Government Accountability Office.

13 APPROVED:

_____
Authorized Official on behalf of Gerard Robinson
Commissioner of Education

__2/14/12__
Date of Signing

DOE-200
Revised 02/05

				credit	debit
5100	126	Other compensation (after school) for teachers for extended day	3	80000	
5100	146	Other compensation (after school) for substitutes of teachers paid for extended day	.2	5000	
5100	156	Other compensation (after school) for paraprofessionals for extended day	.2	5000	
5100	310	Professional and Technical for instructional STRIDE teachers contracted during school day		25000	
5100	360	Rentals – instructional software		1000	
5100	390	Other purchased services – other instructional		500	
5100	510	Supplies – instructional		395.67	
5200	126	Other compensation (after school) for ESE instructional staff for extended day	.5	12000	
5200	151	Other compensation (other) for ESE paras for extended day	.1	500	
5200	210	Retirement for ESE staff for extra hours		500	
5200	220	Social Security for ESE staff for extra hours		800	
5200	240	Workers Compensation for ESE staff for extra hours		100	
5300	126	Other compensation (after school) for career instructors for extended day	.2	5000	
5300	210	Retirement for Career staff for extra hours		250	
5300	220	Social Security for career staff for extra hours		400	
5300	240	Workers Compensation for career staff for extra hours		100	
5300	310	Professional and Technical services for contracted career teacher/RN for Health Science Academy		22000	
6100	130	Pupil personnel services for law enforcement academy	.2	3000	
6100	136	Other compensation for pupil personnel services for after school for extended day for guidance staff	.15	4000	
6100	160	Pupil personnel services	.1	1000	
6200	136	Other compensation for instructional media staff for after school for extended day	.1	150	
6200	151	Other compensation for instructional media paras for after school for extended day	.1	50	
6200	210	Retirement for instructional media extra hours		50	
6200	220	Social security for instructional media extra hours		50	
6200	240	Workers Compensation for instructional media extra hours		50	

DOE 151
Revised August 2011

Gerard Robinson, Commissioner

6200	644	e-books for upcoming mandate from FDOE		30000	
6300	110	Salary for administration	.2	2600	
6300	130	Other certified administration	2	80000	
6300	131	Other certified administration (other) extra hours		100	
6300	160	Instructional support salary	2	85000	
6300	161	Other compensation (other) for instructional support for extended day	.2	1500	
6300	210	Retirement for instructional and administrative support		8500	
6300	220	Social security for instructional and administrative support		13000	
6300	230	Group health for instructional and administrative support		7500	
6300	232	Life insurance for instructional and administrative support		1300	
6300	240	Workers compensation for instructional and administrative support		1500	
6300	330	Travel for administrators		1000	
6300	510	Supplies for administration		500	
6400	132	Other compensation (in-service) for professional development – other certified staff	.1	500	
6400	136	Other compensation (after-school) for professional development – other certified staff	.5	10000	
6400	140	Salary for substitutes for in-service during regular school day	.4	10000	
6400	232	Life insurance for instructional coaches		743	
6400	310	Professional and Technical – consultants to offer professional development in lesson study, differentiated instruction, and RtI		60000	
6400	510	Supplies for professional development		10000	
6400	730	Dues and fees for in-service registrations		6000	
6500	232	Life insurance for instructional media		151	
7300	161	Other compensation (other) for administrative staff for extended day	.1	100	
7300	210	Retirement for extra hours for administrative staff for extended day		50	
7300	220	Social Security for extra hours for administrative staff for extended day		50	
7300	240	Workers compensation for extra hours for administrative staff for extended day		50	

DOE 151
Revised August 2011

Gerard Robinson, Commissioner

7800	140	Salary for bus driver for field trip	.1	100	
7800	220	Social Security for bus driver for field trip		50	
7800	240	Workers compensation for bus driver for field trip		50	
7800	390	Other purchased services for transportation		150	
7800	391	Other purchased services (field trips)		25000	
7800	392	Other purchased services (in-service)		25000	
5100	121	Other compensation (other) for extended day instruction	10		250000
5100	122	Other compensation (in-service) for extended day instruction	1		29000
5100	140	Substitutes to replace extended day staff	.5		14000
5100	141	Other compensation (other) for substitutes for extended day	.4		9000
5100	152	Other compensation (other) for paras for extended day	.2		2000
5100	210	Retirement – classroom teachers			24500
5100	220	Social Security – classroom teachers			16000
5100	240	Workers Compensation – classroom teachers			7600
6100	210	Retirement- pupil personnel			8539
6100	220	Social security pupil personnel			6666
6100	230	Group health pupil personnel			8784
6100	232	Life insurance pupil personnel			232
6100	240	Workers compensation pupil personnel			1300
6400	122	Other compensation (in-service) for instructional professional development	.4		8500
6400	130	Salaries for instructional coaches	.3		5795
6400	131	Other compensation (other) for instructional coaches for professional development	1		26000
6400	210	Retirement – for professional development			13520
6400	220	Social security for professional development			2274
6400	230	Group health for instructional coaches			17339
6400	240	Workers compensation for professional development			2400

DOE 151
Revised August 2011

Gerard Robinson, Commissioner

6400	330	Travel for professional development			62294.67
6500	210	Retirement instructional technology			11200
6500	220	Social Security instructional technology			6400
6500	230	Group health instructional technology			4146
6500	240	Workers compensation instructional technology			400
7300	162	School administration	.5		9500
		Amount Decrease			
				$547,389.67	$547,389.67
				Total	Total

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. _____7e_____

DATE OF SCHOOL BOARD MEETING: April 24, 2012

TITLE OF AGENDA ITEMS: Budget Amendment Number Twenty-Five

DIVISION: Finance Department

PURPOSE AND SUMMARY OF ITEMS:

This amendment moves original budget by function and object in accordance with DOE approved budget amendment.

FUND SOURCE: 420 (Federal) Funds

AMOUNT: $ .00

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services

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

FUND 420 REVENUE OBJECT	BEGINNING ESTIMATED REVENUE 4/18/2012	BUDGET AMENDMENT NUMBER TWENTY-FIVE	ENDING ESTIMATED REVENUE 4/18/2012
190	$ -	$ -	$ -
191	$ -	$ -	$ -
199	$ 2,660,513.57	$ -	$ 2,660,513.57
201	$ 192,033.72	$ -	$ 192,033.72
226	$ 683,992.80	$ -	$ 683,992.80
227	$ -	$ -	$ -
230	$ 2,066,883.32	$ -	$ 2,066,883.32
240	$ 8,767,424.80	$ -	$ 8,767,424.80
251	$ 91,314.73	$ -	$ 91,314.73
270	$ -	$ -	$ -
290	$ 1,328,322.43	$ -	$ 1,328,322.43
299	$ -	$ -	$ -
TOTALS	$ 15,790,485.37	$ -	$ 15,790,485.37

420 FUND FUNCTION/ OBJECT		BUDGET BALANCE 4/18/2012		BUDGET AMENDMENT NUMBER TWENTY-FIVE		BUDGET BALANCE 4/18/2012
5100	100	$	967,937.18	$	30,500.00	$	998,437.18
	200	$	184,986.61	$	-	$	184,986.61
	300	$	1,410,372.29	$	-	$	1,410,372.29
	500	$	699,073.85	$	(10,000.00)	$	689,073.85
	600	$	690,980.55	$	-	$	690,980.55
	700	$	277.50	$	-	$	277.50
FUNCTOTAL		$	3,953,627.98	$	20,500.00	$	3,974,127.98
5200	100	$	534,040.66	$	-	$	534,040.66
	200	$	211,157.50	$	-	$	211,157.50
	300	$	200,016.89	$	-	$	200,016.89
	500	$	80,019.84	$	-	$	80,019.84
	600	$	130,981.78	$	-	$	130,981.78
	700	$	3,000.00	$	-	$	3,000.00
FUNCTOTAL		$	1,159,216.67	$	-	$	1,159,216.67
5300	100	$	8,987.00	$	-	$	8,987.00
	200	$	4,914.29	$	-	$	4,914.29
	300	$	2,533.60	$	-	$	2,533.60
	500	$	39,070.50	$	-	$	39,070.50
	600	$	42,847.25	$	-	$	42,847.25
	700	$	17,445.38	$	-	$	17,445.38
FUNCTOTAL		$	115,798.02	$	-	$	115,798.02
5400	100	$	42,925.35	$	-	$	42,925.35
	200	$	6,972.26	$	-	$	6,972.26
	300	$	34,791.95	$	-	$	34,791.95
	500	$	7,461.79	$	-	$	7,461.79
	600	$	(3,932.27)	$	-	$	(3,932.27)
	700	$	-	$	-	$	-
FUNCTOTAL		$	88,219.08	$	-	$	88,219.08
5500	100	$	1,171,344.25	$	-	$	1,171,344.25
	200	$	299,411.65	$	-	$	299,411.65
	300	$	61,923.89	$	-	$	61,923.89
	500	$	46,939.54	$	-	$	46,939.54
	600	$	(1,205.31)	$	-	$	(1,205.31)
	700	$	273.00	$	-	$	273.00
FUNCTOTAL		$	1,578,687.02	$	-	$	1,578,687.02

5900	100	$	490,313.00	$	-	$	490,313.00
	200	$	83,431.00	$	-	$	83,431.00
	300	$	75,764.37	$	-	$	75,764.37
	500	$	23,422.71	$	-	$	23,422.71
	600	$	801.84	$	-	$	801.84
FUNCTOTAL		$	**673,732.92**	$	**-**	$	**673,732.92**
6100	100	$	850,865.91	$	-	$	850,865.91
	200	$	156,558.69	$	-	$	156,558.69
	300	$	229,535.16	$	-	$	229,535.16
	500	$	198,831.13	$	-	$	198,831.13
	600	$	(7,314.94)	$	-	$	(7,314.94)
	700	$	5,070.00	$	-	$	5,070.00
	900	$	-	$	-	$	-
FUNCTOTAL		$	**1,433,545.95**	$	**-**	$	**1,433,545.95**
6200	100	$	27,341.47	$	-	$	27,341.47
	200	$	3,575.53	$	-	$	3,575.53
	300	$	125,608.61	$	-	$	125,608.61
	500	$	4,739.89	$	-	$	4,739.89
	600	$	175,100.00	$	-	$	175,100.00
	700	$	-	$	-	$	-
FUNCTOTAL		$	**336,365.50**	$	**-**	$	**336,365.50**
6300	100	$	1,259,481.03	$	-	$	1,259,481.03
	200	$	300,954.44	$	-	$	300,954.44
	300	$	122,955.31	$	-	$	122,955.31
	500	$	66,623.09	$	-	$	66,623.09
	600	$	18,041.25	$	-	$	18,041.25
	700	$	24,015.00	$	-	$	24,015.00
FUNCTOTAL		$	**1,792,070.12**	$	**-**	$	**1,792,070.12**
6400	100	$	1,651,750.55	$	(17,500.00)	$	1,634,250.55
	200	$	349,358.50	$	(4,972.00)	$	344,386.50
	300	$	869,990.37	$	-	$	869,990.37
	400	$	-	$	-	$	-
	500	$	130,212.50	$	1,972.00	$	132,184.50
	600	$	12,000.00	$	-	$	12,000.00
	700	$	50,000.57	$	-	$	50,000.57
FUNCTOTAL		$	**3,063,312.49**	$	**(20,500.00)**	$	**3,042,812.49**
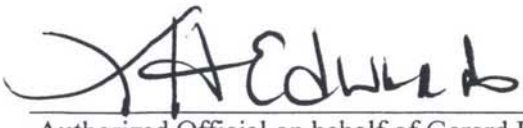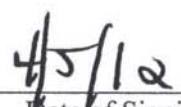
6500	100	$	30,832.61	$	-	$	30,832.61
	200	$	4,742.00	$	-	$	4,742.00
	300	$	-	$	-	$	-
	500	$	-	$	-	$	-
	600	$	105,158.74	$	-	$	105,158.74
	700	$	-	$	-	$	-
FUNCTOTAL		$	**140,733.35**	$	-	$	**140,733.35**
7200	100	$	47,668.65	$	-	$	47,668.65
	200	$	12,116.58	$	-	$	12,116.58
	300	$	130,730.77	$	-	$	130,730.77
	500	$	-	$	-	$	-
	600	$	1,500.00	$	-	$	1,500.00
	700	$	259,110.24	$	-	$	259,110.24
FUNCTOTAL		$	**451,126.24**	$	-	$	**451,126.24**
7300	100	$	(23,675.32)	$	-	$	(23,675.32)
	200	$	(8,406.10)	$	-	$	(8,406.10)
	300	$	-	$	-	$	-
FUNCTOTAL 7300		$	**(32,081.42)**	$	-	$	**(32,081.42)**
7400	600	$	1,935.00	$	-	$	1,935.00
FUNCTOTAL 7400		$	**1,935.00**	$	-	$	**1,935.00**
7600	300	$	-	$	-	$	-
FUNCTOTAL		$	**-**	$	-	$	**-**
7700	100	$	22,458.88	$	-	$	22,458.88
	200	$	9,511.19	$	-	$	9,511.19
	300	$	15,550.00	$	-	$	15,550.00
	500	$	-	$	-	$	-
	600	$	615.00	$	-	$	615.00
	700	$	-	$	-	$	-
FUNCTOTAL		$	**48,135.07**	$	-	$	**48,135.07**
7800	100	$	123,850.65	$	-	$	123,850.65
	200	$	35,674.15	$	-	$	35,674.15
	300	$	500,352.82	$	-	$	500,352.82
	400	$	22,900.00	$	-	$	22,900.00
	500	$	1,500.00	$	-	$	1,500.00
	600	$	-	$	-	$	-
FUNCTOTAL		$	**684,277.62**	$	-	$	**684,277.62**

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

7900	100	$	57,807.56	$ -	$	57,807.56
	200	$	16,546.44	$ -	$	16,546.44
	300	$	144,138.20	$ -	$	144,138.20
	400	$	4,748.04	$ -	$	4,748.04
	500	$	343.67	$ -	$	343.67
	600	$	-	$ -	$	-
	700	$	-	$ -	$	-
FUNCTOTAL		$	**223,583.91**	$ -	$	**223,583.91**
8100	100	$	-	$ -	$	-
	200	$	-	$ -	$	-
	300	$	-	$ -	$	-
	500	$	1,500.00	$ -	$	1,500.00
	600	$	-	$ -	$	-
FUNCTOTAL		$	**1,500.00**	$ -	$	**1,500.00**
8200	100	$	(2,458.39)	$ -	$	(2,458.39)
	200	$	(450.31)	$ -	$	(450.31)
	600	$	5,544.00	$ -	$	5,544.00
FUNCTOTAL		$	**2,635.30**	$ -	$	**2,635.30**
9100	100	$	62,927.09	$ -	$	62,927.09
	200	$	15,137.46		$	15,137.46
	300	$	-	$ -	$	-
	400	$	-	$ -	$	-
	500	$	-	$ -	$	-
FUNCTOTAL		$	**78,064.55**	$ -	$	**78,064.55**
GRANDTOTAL		$	**15,794,485.37**	$ -	$	**15,794,485.37**

Florida Department of Education
Project Award Notification

1	**PROJECT RECIPIENT** Gadsden County School District	**2**	**PROJECT NUMBER** 200-2262A-2CS01
3	**PROJECT/PROGRAM TITLE** Title I School Improvement Initiative 1003(a) **TAPS 12A006**	**4**	**AUTHORITY** **84.010A School Improvement - Title I, Part A**
5	**AMENDMENT INFORMATION** Amendment Number: 1 Type of Amendment: Program/Budget Effective Date: 03/06/2012	**6**	**PROJECT PERIODS** Budget Period: 09/28/2011 - 09/30/2012 Program Period: 09/28/2011 - 09/30/2012
7	**AUTHORIZED FUNDING** Current Approved Budget: $ 244,994.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: $ 244,994.00	**8**	**REIMBURSEMENT OPTION** Federal Cash Advance

9	**TIMELINES**

- Last date for incurring expenditures and issuing purchase orders: <u>09/30/2012</u>
- Date that all obligations are to be liquidated and final disbursement reports submitted: <u>11/20/2012</u>
- Last date for receipt of proposed budget and program amendments: <u>08/31/2012</u>
- Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400:
- Date(s) for program reports:

10	**DOE CONTACTS** **Program:** LaTrell Edwards Phone: (850) 245 - 0828 Email: LaTrell.Edwards@fldoe.org **Grants Management:** Unit A (850) 245-0496	**Comptroller's Office** (850) 245-0401	**11** **DOE FISCAL DATA** DBS: 40 90 30 EO: BL Object: 720035

12	**TERMS AND SPECIAL CONDITIONS**

- This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs.

- For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20th of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System.

13 APPROVED:

[signature] A. Edwards

Authorized Official on behalf of Gerard Robinson
Commissioner of Education

_4/5/12_

Date of Signing

DOE-200
Revised 02/05

A) _____Gadsden_____   B) ____200-2662A-~~1CS01~~ 2CS01_____ / ____12A006_____
    District/Agency Name   **Project Number**   **TAPS Number**

C) _____1_____
    Amendment Number

FLORIDA DEPARTMENT OF EDUCATION
BUDGET AMENDMENT NARRATIVE FORM

D) Total Project Amount Currently Approved	E) Total Project Amount resulting from this Budget Amendment
$_____244,994_____	$____244,994____

F) Line Item Description

FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE	AMOUNT INCREASE	AMOUNT DECREASE
6400	121	Teacher professional development – other compensation			$15,000
6400	510	Supplies – teacher professional development			$3,000
6400	162	Instructional Coach professional development other compensation			$2,500
5100	126	Teacher after school compensation			$10,000
5100	510	Supplies to support after school programs			$10,000
5100	120	Intensive Reading Teacher – JASMS (1); WGHS (2) and EGHS (1)		$38,000	
5100	140	Substitutes for intensive reading teachers – as needed		$2,500	
		Amount Decrease			
		Increase		40,500.00	40,500.00
				Total	**Total**

DOE 151
Revised 12/07

Dr. Eric J. Smith, Commissioner

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. _____8a_____

DATE OF SCHOOL BOARD MEETING: April 24, 2012

TITLE OF AGENDA ITEMS: Write-Off of Uncollectable Receivables for Federal Awards

DIVISION: Finance Department

PURPOSE AND SUMMARY OF ITEMS:

Board approval is requested for writing off uncollectable receivables for the following grants:

Description of Award	School	Purpose	Amount
WIRED Grant 2009-2010	GTI	Technology Instruction	$24,636.35
Congressional Earmark	EGHS	Law Enforcement Acad.	$15,760.84

The District has received notification that no further disbursements would be made from these special federal funds.

FUND SOURCE: General Fund

AMOUNT: $40,397.19

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business and Finance

JOURNAL ENTRY

Transaction Date: 3/30/2012

Journal No: 900206

CDE	DESCRIPTION	FND	GL	FUN	R/O	CTR	PRJ	PGM	DEBIT	CREDIT	OFFSET
JE	Uncollectable Receivable - WIRED Grant '09-10	110	2520		190		1105420		24,636.35		1220
JE	Uncollectable Receivable - Congress. Earmark '09-10	110	2520		190		1105460		15,760.84		1220
								TOTAL	40,397.19	0.00	

Prepared by: Bonnie Wood

Posted: _____

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. _____8b_____

DATE OF SCHOOL BOARD MEETING: April 24, 2012

TITLE OF AGENDA ITEMS: Purchases from General Fund

DIVISION: Finance Department

PURPOSE AND SUMMARY OF ITEMS:

Board approval is requested for the following purchase orders to be paid from the General Fund. Board approval is requested for the listed vendors due to previous purchases this fiscal year that cause the total payments to these vendors to be on or near the threshold amount established by Board policy.

Vendor	PO #	Amount
Brooks Air System Inc.	182565	$ 3,693.00
Johnstone Supply	182563	$ 2,839.24
Lab First, Inc.	182581	$ 1,500.00
Fleet Pride, Inc.	182606	$ 5,000.00
B & H Photo-Video	182560	$ 986.00

FUND SOURCE: General Fund

AMOUNT $14,018.24

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE
04/10/12

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

PURCHASE ORDER NO.
182565

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR   VB10990000

BROOKS AIR SYSTEM INC
11196 ST JOHNS IND.PKY,S
JACKSONVILLE   FL 32246

SHIP TO THIS ADDRESS

MAINTENANCE DEPARTMENT
805 SOUTH STEWART STREET
QUINCY   FL 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
		AS PER PROPOSAL. PROVIDE AND INSTALL AT EAST GADSDEN HIGH.		
(1)		3K-MR TEMP SENSOR		
(3)		2HP CONDENSOR FAN MOTORS		
(2)		3 POLE 25AMP CONTACTORS		
(2)		28X32 FAN PROP		
(3)		15AMP 500 VOLT FUSES		
(3)		065499 INSULATOR CONNECTORS		
(1)		1HP CONDENSOR FAN MOTOR		
(1)		FAN CAPACITOR		
		PROPOSAL STATES MAKE,MODEL AND		
1		S/N OF EA OF 3 DIFFERENT UNITS	3693.00	3693.00
			TOTAL	3,693.00

PAY TERMS: NET 30

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

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL PROGRAM	3,693.00 AMOUNT	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT			
110	8100	350	0071	1109990		3693.00	

VENDOR

DIST: 20 FY: 12   12. REQUEST/PURCH ORDER SCAN   TIME: 17:40

TYPE	CNTR	FND	---VENDOR--	E S I	FR--ISSUE--TO	START#
P	____	___	V B10990000	_ _ _	_____ _____	_____

NUM-PO	REQ-NUM-	DATE	CNTR-	VENDOR--	ESI	ORIGINAL	LIQ/PAID	CURRENT
180903	90203302	070111	9020	VB10990000	YBY	38,220.00	28,665.00	9,555.00
180904	90203303	070111	9020	VB10990000	YBY	38,270.00	34,443.00	3,827.00
181744	90203445	101411	9020	VB10990000	YBY	1,500.00	697.65	802.35
182565	90203550	041012	9020	VB10990000	YBN	3,693.00	.00	3,693.00

                                    TOTAL 81,683.00 63,805.65 17,877.35

ALL RECORDS DISPLAYED. NEXT?   PF3 FOR ACCOUNT NUM SCAN TERML: 8BDF

4-©   1   Sess-1   199.44.72.2   TW1H0407   4/9

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE
04/10/12

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

PURCHASE ORDER NO.
182563

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR   VJ05670000

JOHNSTONE SUPPLY
ACC# 18117
566 S APPLEYARD DRIVE
TALLAHASSEE   FL 32304

SHIP TO THIS ADDRESS

MAINTENANCE DEPARTMENT
805 SOUTH STEWART STREET
QUINCY   FL 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
		TO BE INSTALLED ON HVAC UNIT AT ST. JOHN ELEMENTARY.		
	130072	B90-427 ZP103KCE-TF5-950 8-3/4 T 200/230 410A		
2		COMPRESSOR	1357.12	2714.24
1		FREIGHT	125.00	125.00

PAY TERMS: NET 30

TOTAL   2,839.24

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

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL PROGRAM	2,839.24 AMOUNT	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT			
110	8100	510	0191	1109990		2839.24	

VENDOR

DIST: 20 FY: 12   12. REQUEST/PURCH ORDER SCAN   TIME: 17:38

        TYPE   CNTR   FND   ---VENDOR--   E S I   FR--ISSUE--TO   START#
        P   ____   ___   V J05670000   _ _ _   _____ _____   _____

NUM-PO REQ-NUM- DATE CNTR- VENDOR-- ESI   ORIGINAL   LIQ/PAID   CURRENT
180926 90203325 070111 9020 VJ05670000 YBY   20,000.00   12,098.14   7,901.86
181796 90203451 102411 9020 VJ05670000 BY   1,662.48   1,662.48   .00
182473 90264700 033012 9026 VJ05670000 YBN   5,161.18   .00   5,161.18
182488 90203546 040312 9020 VJ05670000 YBN   2,839.24   .00   2,839.24
182563 90203548 041012 9020 VJ05670000 YBN   2,839.24   .00   2,839.24

                              TOTAL   32,502.14   13,760.62   18,741.52

ALL RECORDS DISPLAYED. NEXT?   PF3 FOR ACCOUNT NUM SCAN   TERML: 8BDF
4-©   1   Sess-1   199.44.72.2   TW1H0407   4/9

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE
04/12/12

PURCHASE ORDER NO.
182581

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR VL00040000

LAB FIRST, INC.
215 WEST JEFFERSON ST
QUINCY   FL 32351

SHIP TO THIS ADDRESS

PERSONNEL-SCHOOL BOARD GADSDEN
35 MARTIN LUTHER KING JR BLVD
QUINCY   FL 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
1	DRUGTST 1	PRE-EMPLOYMENT DRUG TESTING FOR MAY-JUNE 2012 NOTICE: PRUCHASE ORDER NUMBER MUST APPEAR ON ALL INVOICES	1500.00	1500.00

PAY TERMS: NET 30

TOTAL   1,500.00

1. All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
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3. Notice to Vendor/Contractor: By acceptance of the contract/order in excess of $10,000 and involving Federal Funds, the Vendor/Contractor agrees to comply with Title 34 Section 80.36 Code of Federal Regulations. Termination for cause and for convenience by the grantee or sub-grantee including the manner by which it will be affected and the basis for settlement will be decided by the School Board of Gadsden County. In addition, the Vendor/Contractor agrees to comply with Florida Statute 257.36 regarding retention of records for 5 years.

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL PROGRAM	1,500.00 AMOUNT	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT			
110	7700	390	9001	1104410		1500.00	

VENDOR

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE
04/18/12

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

PURCHASE ORDER NO.
182606

FL SALES TAX EXEMPTION # 85-8012621915C-2   FEDERAL ID # 59-6000615

VENDOR VF03990000	SHIP TO THIS ADDRESS
FLEET PRIDE, INC. 2308 N RANGE STREET DOTHAN AL 36303	TRANS.DEPT-SCHOOL BD GADSDEN 720 SOUTH STEWART ST QUINCY FL 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
		ATTEN: BOB WIMMER		
1	ADDT'NL LOCAL:	BLANKET ORDER APRIL-JUNE 30,12 REPAIR PARTS FOR BUSS FLEET & DISTRICT OWNED VEHICLES. SPECIALITY PARTS VENDOR	5000.00	5000.00

PAY TERMS: NET 30   **TOTAL   5,000.00**

1. All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
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DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL	5,000.00	FINANCE DEPT USE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	EXPENDITURE
110	7800	550	9001	1109990		5000.00	

VENDOR

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE

04/10/12

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

PURCHASE ORDER NO.

182560

FL SALES TAX EXEMPTION # 85-8012621915C-2 | FEDERAL ID # 59-6000615

VENDOR	VB00270000	SHIP TO THIS ADDRESS
B & H PHOTO-VIDEO 440 NINTH AVE NEW YORK NY 100012404		MEDIA/TECH GADSDEN CO SCHL BRD 35 MARTIN LUTHER KING JR BLVD QUINCY FL 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
1		PANASONIC HDC - HS900 HD CC	735.47	735.47
1		PEARSTONE ONYX CC SHLD BAG	19.95	19.95
1		PANASONIC VW-VBN130 BATTERY PK	54.94	54.94
1		PEARSTONE VT-2100 TRIPOD	69.95	69.95
1		PEARSTONE ONYX DC BAG	17.95	17.95
1		PEARSTON OLM-10 MICROPHONE	22.95	22.95
1		PANASONIC 8GB SDHC MC CLASS 10	29.84	29.84
1		VIDPRO LED-36 VIDEO LIGHT KIT	34.95	34.95

PAY TERMS: NET 30

TOTAL   986.00

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

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL	986.00	FINANCE DEPT USE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	EXPENDITURE
110	6200	510	0141	1104480		250.53 986.00	
110	6200	642	0141	1104480		735.47	

VENDOR

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. _____8c_____

DATE OF SCHOOL BOARD MEETING: April 24, 2012

TITLE OF AGENDA ITEMS: Purchases from Title X Homeless

DIVISION: Federal Programs

PURPOSE AND SUMMARY OF ITEMS:

Board approval is requested for the following purchase order to be paid from Title X Homeless federal award. Board approval is requested due to previous purchases this fiscal year that cause the total payments to be on or near the threshold amount established by Board policy.

Vendor	PO #	Amount
Backpack Gear, Inc.	182540	$ 3,995.25

FUND SOURCE: Title X Homeless – Federal Fund

AMOUNT $3,995.25

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE 04/10/12

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

PURCHASE ORDER NO.
182540

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR VB01000000	SHIP TO THIS ADDRESS
BACKPACK GEAR, INC. 4572 S ORANGE BLOSSOM TR PMB #30 ORLANDO FL 32839	FED PRGMS-SCHOOL BOARD GADSDEN 35 MARTIN LUTHER KING JR BLVD QUINCY FL 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
		ATTN: ROSE RAYNAK/DM		
1		UNIFORMS FOR HOMELESS STUDENTS IN GADSDEN COUNTY SCHOOLS	3995.25	3995.25
	QUOTE#	2038 - ATTACHED		

PO#180503
Rebuy from Sole Source — preferred Vendor since 2006

✗ each item is bagged & sealed for sanitary shelf life

TOTAL   3,995.25

PAY TERMS: NET 30

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

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL PROGRAM	3,995.25 AMOUNT*	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT			
420	5100	510	0151	4212720	101	344.28	
420	5100	510	0101	4212720	101	261.40	
420	5100	510	0041	4212720	101	393.48	
420	5100	510	0141	4212720	101	514.34	
420	5100	510	0171	4212720	101	436.74	
420	5100	510	0091	4212720	101	220.27	
420	5100	510	0061	4212720	102	394.01	
420	5100	510	0211	4212720	102	451.09	
420	5100	510	0191	4212720	101	456.28	
420	5100	510	0201	4212720	101	245.02	
420	5100	510	0051	4212720	100	278.34	
							VENDOR

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. _____8d_____

DATE OF SCHOOL BOARD MEETING: April 24, 2012

TITLE OF AGENDA ITEMS: Purchases from Title I School Improvement Project for East
Gadsden and West Gadsden High Schools

DIVISION: Federal Programs

PURPOSE AND SUMMARY OF ITEMS:

Board approval is requested for the following purchase orders to be paid from Title I School
Improvement award. Board approval is requested for these vendors due to previous
purchases this fiscal year that cause the total payments to these vendors to be over the
threshold amount established by Board policy.

Vendor	PO #	Amount
Barnes & Noble	182628	$ 14,248.00
Books Unlimited	182620	$ 14,911.49

FUND SOURCE: Title I School Improvement – Federal Fund

AMOUNT $29,159.49

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE

04/18/12

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

PURCHASE ORDER NO.

182628

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR	VB03060000	SHIP TO THIS ADDRESS
BARNES & NOBLE #6185482 C#9110006192 P O BOX 951610 DALLAS TX 753951610		FED PRGMS-SCHOOL BOARD GADSDEN 35 MARTIN LUTHER KING JR BLVD QUINCY FL 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
		ATTN: ROSE RAYNAK/DM		
		READING BOOKS FOR EGH & WGH		
1		*EAST GADSDEN HIGH	7124.00	7124.00
1		*WEST GADSDEN HIGH	7124.00	7124.00
		SEE ATTACHED SPREADSHEETS FOR BOOK ORDERS		
	SOFL#	715-001-07-1		

PAY TERMS: NET 30

TOTAL   14,248.00

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

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL PROGRAM	14,248.00 AMOUNT	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT			
420	5100	610	0071	4212610	100	7124.00	
420	5100	610	0051	4212610	100	7124.00	
				4212693 RR			
							VENDOR

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE
04/18/12

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

PURCHASE ORDER NO.
182620

FL SALES TAX EXEMPTION # 85-8012621915C-2   FEDERAL ID # 59-6000615

VENDOR VB09170000	SHIP TO THIS ADDRESS
Books Unlimited (handwritten) ~~Books Unlimited~~ (struck through) ELISE GOLD 6503 GRASSY POINT ROAD PANAMA CITY FL 32409	FED PRGMS-SCHOOL BOARD GADSDEN 35 MARTIN LUTHER KING JR BLVD QUINCY FL 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
		ATTN: ROSE RAYNAK/DM		
		READING BOOKS FOR EGH & WGH		
1		EAST GADSDEN HIGH	8559.45	8559.45
1		WEST GADSDEN HIGH	6352.04	6352.04
		*SEE ATTACHED SPREADSHEETS FOR BOOK ORDER		

PAY TERMS: NET 30   **TOTAL   14,911.49**

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

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR						TOTAL 14,911.49 AMOUNT	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM		
420	5100	610	0071	4212610	100	8559.45	
420	5100	610	0051	4212610	100	6352.04	
				4212693			
							VENDOR

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. _____8e_____

DATE OF SCHOOL BOARD MEETING: April 24, 2012

TITLE OF AGENDA ITEMS: Purchases from Progressive Communications

DIVISION: Federal Programs

PURPOSE AND SUMMARY OF ITEMS:

Board approval is requested for the following purchase orders to be paid from Title I and General Fund.

Vendor	PO #	Amount
Progressive Communications	182614	$ 59,847.34
Progressive Communications	182610	$ 19,577.81
Progressive Communications	182615	$ 12,956.53
Progressive Communications	182611	$ 4,238.46

FUND SOURCE: Title I and General Fund

AMOUNT Title I = $94,599.08 General Fund = $2,021.06

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE 04/18/12

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

PURCHASE ORDER NO.
182614

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR VP14400000	SHIP TO THIS ADDRESS
PROGRESSIVE COMMUNICATIONS 100 INDUSTRIAL PARK RD MILLEDGEVILLE GA 31001	FED PRGMS-SCHOOL BOARD GADSDEN 35 MARTIN LUTHER KING JR BLVD QUINCY FL 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
		ATTN: ROSE RAYNAK/DM		
		VIDEO ON DEMAND MEDIA MANAGE		
		SAFARI MONTAGE *Hardware*		
1		SSE-15.74% = 9,420.76	9420.76	9420.76
1		GRE-7.26% = 4,342.24	4342.24	4342.24
1		SJE-8.55% = 5,116.29	5116.29	5116.29
1		JASM-16.66% = 9,968.26	9968.26	9968.26
1		HES-13.91% = 8,325.77	8325.77	8325.77
1		HMS-5.62% = 3,360.51	3360.51	3360.51
1		CPA-4.86% = 2,907.41	2907.41	2907.41
1		WGH-10.16% = 6,079.13	6079.13	6079.13
1		EGH-14.48% = 8,665.59	8665.59	8665.59
1		GEMS-2.78% = 1,661.38	1661.38	1661.38

PAY TERMS: NET 30   TOTAL   59,847.34

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

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL 59,847.34		FINANCE DEPT USE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	EXPENDITURE
420	5100	643	0201	4221220	101	9420.76	
420	5100	643	0171	4221220	101	4342.24	
420	5100	643	0191	4221220	101	5116.29	
420	5100	643	0211	4221220	102	9968.26	
420	5100	643	0091	4221220	101	8325.77	
420	5100	643	0061	4221220	102	3360.51	
420	5100	643	0231	4221220	100	2907.41	
420	5100	643	0051	4221220	100	6079.13	
420	5100	643	0071	4221220	100	8665.59	
110	5100	643	0101	1104430	101	1661.38	

VENDOR

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE

04/18/12

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

PURCHASE ORDER NO.

182610

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR   VP14400000

PROGRESSIVE COMMUNICATIONS
100 INDUSTRIAL PARK RD
MILLEDGEVILLE   GA 31001

SHIP TO THIS ADDRESS

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

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
		ATTN: ROSE RAYNAK/DM		
		VIDEO ON-DEMAND MEDIA MANAGE		
		SAFARI MONTAGE *Hardware*		
1		CES-28.87% = 5,651.33	5651.33	5651.33
1		GWM-71.13% = 13,926.48	13926.48	13926.48
	QUOTE#	30612GADFL-REV1		

PAY TERMS: NET 30   TOTAL   19,577.81

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

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL PROGRAM	19,577.81 AMOUNT	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT			
420	5100	643	0151	4212610	101	5651.33	
420	5100	643	0041	4212610	101	13926.48	

VENDOR

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE
04/18/12

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

PURCHASE ORDER NO.
182615

FL SALES TAX EXEMPTION # 85-8012621915C-2   FEDERAL ID # 59-6000615

VENDOR VP14400000	**SHIP TO THIS ADDRESS**
PROGRESSIVE COMMUNICATIONS 100 INDUSTRIAL PARK RD MILLEDGEVILLE GA 31001	FED PRGMS-SCHOOL BOARD GADSDEN 35 MARTIN LUTHER KING JR BLVD QUINCY FL 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
		ATTN: ROSE RAYNAK		
		VIDEO ON DEMAND MEDIA MANAGE		
		SAFARI MONTAGE *Software*		
		Streaming Content		
1	SSE	15.74% = 2039.53	2039.53	2039.53
1	GRE	7.26% = 940.06	940.06	940.06
1	SJE	8.55% = 1107.64	1107.64	1107.64
1	JASM	16.66% = 2158.06	2158.06	2158.06
1	HES	13.91% = 1802.47	1802.47	1802.47
1	HMS	5.62% = 727.53	727.53	727.53
1	CPA	4.86% = 629.43	629.43	629.43
1	WGH	10.16% = 1316.09	1316.09	1316.09
1	EGH	14.48% = 1876.04	1876.04	1876.04
1	GEMS	2.78% - 359.68	359.68	359.68

PAY TERMS: NET 30   TOTAL   12,956.53

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

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL		FINANCE DEPT USE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	EXPENDITURE
420	5100	360	0201	4221220	101	2039.53	
420	5100	360	0171	4221220	101	940.06	
420	5100	360	0191	4221220	101	1107.64	
420	5100	360	0211	4221220	102	2158.06	
420	5100	360	0091	4221220	101	1802.47	
420	5100	360	0061	4221220	102	727.53	
420	5100	360	0231	4221220	100	629.43	
420	5100	360	0051	4221220	100	1316.09	
420	5100	360	0071	4221220	100	1876.04	
110	5100	360	0101	1104430	101	359.68	

Total for DISTRIBUTION: 12,956.53

VENDOR

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE
04/18/12

PURCHASE ORDER NO.
182611

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR   VP14400000

PROGRESSIVE COMMUNICATIONS
100 INDUSTRIAL PARK RD
MILLEDGEVILLE   GA 31001

SHIP TO THIS ADDRESS

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

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
		ATTN: ROSE RAYNAK/DM		
		VIDEO ON DEMAND MEDIA MANAGE		
		SAFARI MONTAGE Software -		
1		CES-28.87% = 1,223.47 Streaming Cont.	1223.47	1223.47
1		GWM-71.13% = 3,014.99	3014.99	3014.99
	QUOTE#	30612GADFL-REV1		

PAY TERMS: NET 30   TOTAL   4,238.46

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

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL PROGRAM	4,238.46 AMOUNT	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	/CENTER	PROJECT			
420	5100	360 ✓	0151	4212610	101	1223.47	
420	5100	360	0041	4212610	101	3014.99	

VENDOR

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. _____8f_____

DATE OF SCHOOL BOARD MEETING: April 24, 2012

TITLE OF AGENDA ITEMS: Purchase Order for CAPE Projects

DIVISION: Career Education

PURPOSE AND SUMMARY OF ITEMS:

Board approval is requested for the following purchase order to be paid from the CAPE projects. Board approval is requested due to previous purchases this fiscal year that cause the total payments to be on or near the threshold amount established by Board policy.

Vendor	PO #	Amount
Library Store Inc.	182573	$ 9,180.83

FUND SOURCE: Federal CAPE

AMOUNT $9,180.83

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE
04/12/12

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

PURCHASE ORDER NO.
182573

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR VL03800000	SHIP TO THIS ADDRESS
LIBRARY STORE INC 112 E SOUTH STREET P O BOX 964 TREMONT IL 615680964	GADSDEN TECHNICAL INSTITUTE 201 MARTIN LUTHER KING JR BLV QUINCY FL 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
1		SEE ATTACHED LIST OF MATERIALS AND SUPPLIES (POWER STRIPS, SURGE PROCTORS, COPY HOLDERS, BINDING SYSTEM, MESSAGE CENTER, BATTERIES, HEADPHONES, ETC.)	9180.83	9180.83

PAY TERMS: NET 30   TOTAL   9,180.83

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

| DISTRIBUTION TO BE COMPLETED BY ORIGINATOR | | | | | TOTAL | 9,180.83 | FINANCE DEPT USE |
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	EXPENDITURE
434	5300	510	0071	434RS61	300	4590.42	
434	5300	510	0051	434RS62	300	4590.41	

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. _____8g_____

DATE OF SCHOOL BOARD MEETING: April 24, 2012

TITLE OF AGENDA ITEMS: Purchase Order from Title I and Title I School Improvement
Awards

DIVISION: Federal Programs

PURPOSE AND SUMMARY OF ITEMS:

Board approval is requested for the following purchase order to be paid from Title I and Title I
School Improvement projects. Board approval is requested due to previous purchases this
fiscal year that cause the total payments to be on or near the threshold amount established by
Board policy.

Vendor	PO #	Amount
Peter O Bengisson/Sound System	182587	$5,818.08

FUND SOURCE: Title I and Title I School Improvement

AMOUNT $5,818.08

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE
04/12/12

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

PURCHASE ORDER NO.
182587

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR   VC05550000

PETER O BENGISSON
CENTRUM SOUND SYSTEM
572 LA CONNER DRIVE
SYNNYVALE   CA 94087

SHIP TO THIS ADDRESS

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

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
		R. RAYNAK		
4		TGS PRO 737 (1) T36 TRANSMITTER (1) MIC 100 REAR-WEAR HEADSET MICROPHONE (10) PPA R 37 RECEIVERS (10) HED 021 HEADPHONES (22) BAT 001 AA BATTERIES (1) CCS 030 S CARRY CASE	1564.00	6256.00
1		EDU/VOLUME DISCOUNT 7%	437.92-	437.92-

PAY TERMS: NET 30

TOTAL   5,818.08

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

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL PROGRAM	5,818.08 AMOUNT	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT			
420	6150	641	0071	4221220		1454.52	
420	6150	641	0051	4221220		1454.52	
420	6150	641	0211	4221220		1454.52	
420	6150	641	0041	4212610		1454.52	

VENDOR

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. _____8h_____

DATE OF SCHOOL BOARD MEETING: April 24, 2012

TITLE OF AGENDA ITEMS: Purchases from Capital Improvements Fund

DIVISION: Media and Technology

PURPOSE AND SUMMARY OF ITEMS:

Board approval is requested for the following purchase orders to be paid from the Capital Improvements Fund. These purchases are needed to operate servers purchased on PO #182265 for $71,356.89.

Vendor	PO #	Amount
Network Cabling Services, Inc.	182631	$25,235.00
Network Cabling Services, Inc.	182632	$14,528.00

FUND SOURCE: Capital Improvements Fund

AMOUNT $39,763.00

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE
04/18/12

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

PURCHASE ORDER NO.
182631

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR VN06360000	**SHIP TO THIS ADDRESS**
NETWORK CABLING SERVICES INC 365 COLLEGE DRIVE SUITE MIDDLEBURG FL 32068	MEDIA/TECH GADSDEN CO SCHL BRD 35 MARTIN LUTHER KING JR BLVD QUINCY FL 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
		ATTN: DR. SONJA BRIDEGES		
1		INFRASTRUCTURE UPGRADE - GBES SEE ATTACHED FOR ITEMIZATION	25235.00	25235.00

PAY TERMS: NET 30

TOTAL   25,235.00

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

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL PROGRAM	25,235.00 AMOUNT	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT			
379	7400	643	9001	0999		25235.00	

VENDOR

Network Cabling Services, Inc.

3944 Northwest Passage Suite 203
Tallahassee, Florida 32303
Phone: (850) 309-1003
Fax:(850) 309-1005

START DATE: TBD **JOB NUMBER:**
NCS REP.: Tim Oliver **P.O. NUMBER:**

TO: Gadsden County Schools **ATTN:** Dr. Sonja Bridges
PHN: 850-627-9651 **FAX:**

AT: Greensboro Elementary

JOB DESCRIPTION

Provide materials and labor to install (7) 6 Strand 50 Micron Fiber cables from MDF to the IDF's. Run (1) 6 Strand 50 Micron Fiber Cable from Portable IDF to (6) portable locations. If pathways are obstructed or need to be repaired, there would be additional material and labor as needed. Work is to be completed in regular working hours when possible, and after hours when needed.

MATERIALS REQUIRED

QTY	ITEM DESCRIPTION
4300	6 Strand 50 Mic Fiber
2	3U Fiber Cabinet(12) panels
14	1U Fiber Cabinets
16	Blank Inserts for Fiber cabinets
204	ST 50 Mic Fiber Connectors
30	6 pk inserts ST 50 Micron
400	24 strand 50 mic
6	Wallmount Rack 24"

MATERIALS REQUIRED- CONT.

QTY   ITEM DESCRIPTION

ote for Completion of Above Listed Services and/or Materials*

$25,235.00

Warranty: All material and/or workmanship will carry a 365 day warranty
against defects from the date of installation. All warranted repairs will be
completed within a 48 hour period from the date of notification.

IF YOU HAVE ANY QUESTIONS REGARDING THIS PROPOSAL PLEASE CALL
Tim Oliver

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE

04/18/12

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

PURCHASE ORDER NO.

182632

FL SALES TAX EXEMPTION # 85-8012621915C-2   FEDERAL ID # 59-6000615

VENDOR	VN06360000	SHIP TO THIS ADDRESS
NETWORK CABLING SERVICES INC 365 COLLEGE DRIVE SUITE MIDDLEBURG FL 32068		MEDIA/TECH GADSDEN CO SCHL BRD 35 MARTIN LUTHER KING JR BLVD QUINCY FL 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
		ATTN: DR. SONJA BRIDGES		
1		INFRASTRUCTURE UPGRADE - HVMS SEE ATTACHED FOR ITEMIZATION	14528.00	14528.00

PAY TERMS: NET 30   TOTAL   14,528.00

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DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL PROGRAM	14,528.00 AMOUNT	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT			
379	7400	643	9001	0999		14528.00	
							VENDOR

Network Cabling Services, Inc.

3944 Northwest Passage Suite 203
Tallahassee, Florida 32303
Phone: (850) 309-1003
Fax:(850) 309-1005

START DATE: **JOB NUMBER:**
NCS REP.:   Tim Oliver   P.O. NUMBER:

TO: Gadsden County Schools   **ATTN:** Dr. Sonja Bridges
PHN: 850-627-9651   **FAX:**

AT: Havana Middle

JOB DESCRIPTION

Provide materials and labor to install (8) 6 Strand 50 Micron Fiber cables from MDF to the IDF's. If pathways are obstructed, there would be additional labor and or materials needed to repair. Work is to be completed in regular working hours.

MATERIALS REQUIRED

QTY	ITEM DESCRIPTION
4000	6 Strand 50 Mic Fiber(3 spools at 600ft and 1 spolll at 2200 ft)
1	3U Fiber Cabinet Leviton
8	1U Fiber Cabinets leviton
16	ST 6pk Inserts for Fiber cabinets
110	ST 50 Mic Fiber Connectors
20	Blank Paenel Inserts

MATERIALS REQUIRED- CONT.

QTY   ITEM DESCRIPTION

ote for Completion of Above Listed Services and/or Materials*

$14,528.00

Warranty: All material and/or workmanship will carry a 365 day warranty against defects from the date of installation. All warranted repairs will be completed within a 48 hour period from the date of notification.

IF YOU HAVE ANY QUESTIONS REGARDING THIS PROPOSAL PLEASE CALL
Tim Oliver

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. _____8i_____

DATE OF SCHOOL BOARD MEETING: April 24, 2012

TITLE OF AGENDA ITEMS: Purchases from Title I School Improvement Project for George W. Munroe and Chattahoochee Elementary Schools

DIVISION: Federal Programs

PURPOSE AND SUMMARY OF ITEMS:

Board approval is requested for the following purchase orders to be paid from Title I School Improvement award specifically designated for George Munroe and Chattahoochee Elementary Schools. Board approval is requested for some of the listed vendors due to previous purchases this fiscal year that cause the total payments to these vendors to be on or near the threshold amount established by Board policy.

Vendor	PO #	Amount
Apple Computer Inc.	182532	$141,213.10
Scholastic Inc.	182600	$ 67,080.35
Hayes E-Government Resources	182556	$ 53,807.11
Schoolwide, Inc.	182619	$ 48,842.95
Schoolwide, Inc.	182618	$ 33,639.36
Best Buy – Business Solutions	182534	$ 14,999.25
Challenger Learning Center	182607	$ 13,200.00
Edu Dev Assoc-Acaletics	182548	$ 1,287.85
NASCO	182546	$ 4,899.15

FUND SOURCE: Title I School Improvement – Federal Fund

AMOUNT $378,969.12

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE
04/10/12

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

PURCHASE ORDER NO.
182532

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR VA10350000	SHIP TO THIS ADDRESS
APPLE COMPUTER INC 12545 RIATA VISTA CIR MS 198-3ED AUSTIN TX 78727	FED PRGMS-SCHOOL BOARD GADSDEN 35 MARTIN LUTHER KING JR BLVD QUINCY FL 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
Tech Plan – '13 Pref. Vendor		R. RAYNAK		
2		LOMEGA 2TB MAC COMPANION HD	289.95	579.90
8		BRETFORD MOBILITY CART 30	1799.95	14399.60
95		PERSONALIZED IPAD 2 16GB WITH WI-FI BLACK	399.00	37905.00
275		IPAD SMART COVERPOLY- DARK GY	39.00	10725.00
180		PERSONALIZED IPAD 2 16GB WITH WI-FI BLACK	399.00	71820.00
2		13 INCH MACBOOK PRO	2029.00	4058.00
2		APPLECARE PROTECTION PLAN FOR MACBOOK AIR 13" MACBOOK	183.00	366.00
8		EPSON ARTISAN COLOR INK ALL IN ONE PRINTER	169.95	1359.60

PAY TERMS: NET 30

TOTAL   141,213.10

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DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL PROGRAM	141,213.10 AMOUNT	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT			
420	6200	644	0041	4212610		89162.45	
420	6200	644	0151	4212610		47992.65	
420	6200	643	0041	4212610		2029.00	
420	6200	643	0151	4212610		2029.00	
							VENDOR

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE
04/13/12

PURCHASE ORDER NO.
182600

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR VS02800000

SCHOLASTIC INC
P O BOX 3720
JEFFERSON CITY   MO 651023720

SHIP TO THIS ADDRESS

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

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
		ATTN: ROSE RAYNAK/DM		
1		BOOKS FOR GWM & CES SEE ATTACHED SPREADSHEETS FOR BOOK ORDERS	67080.35	67080.35

PAY TERMS: NET 30

TOTAL   67,080.35

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| DISTRIBUTION TO BE COMPLETED BY ORIGINATOR | | | | | | TOTAL | FINANCE DEPT USE |
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	EXPENDITURE
						67,080.35	
420	5100	610	0041	4212610	101	48842.95	
420	5100	610	0151	4212610	101	18237.40	

VENDOR

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE
04/10/12

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

PURCHASE ORDER NO.
182556

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR   VH06760000

HAYES E-GOVERNMENT RESOURCES
2473 CARE DRIVE, SUITE 2
TALLAHASSEE   FL 32308

SHIP TO THIS ADDRESS

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

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
		ATTN: ROSE RAYNAK/DM		
		SOF Contract # 250-600-09-1		
1		WIRELESS CONNECTIONS FOR GWM AND CES	53807.11	53807.11
	QUOTE#	HCSQ15403		

PAY TERMS: NET 30

TOTAL   53,807.11 ✓

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DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL PROGRAM	53,807.11 AMOUNT	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT			
420	6200	681	0041	4212610		26903.56	
420	6200	681	0151	4212610		26903.55	

VENDOR

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE
04/18/12

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

PURCHASE ORDER NO.
182619

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR VS04400000

SCHOOLWIDE, INC.
4250 VETERANS MEM. HWY
SUITE 2000W
HOLBROOK   NY 11741

SHIP TO THIS ADDRESS

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

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
		ATTN: ROSE RAYNAK/DM - GWM		
1		GUIDED READING BOOKS FOR GEORGE MUNROE ELEMENTARY *SEE ATTACHED SPREADSHEET FOR BOOK ORDER	48842.95	48842.95

PAY TERMS: NET 30   TOTAL   48,842.95

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DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL PROGRAM	48,842.95 AMOUNT	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT			
420	5100	610	0041	4212610	101	48842.95	

VENDOR

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE
04/18/12

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

PURCHASE ORDER NO.
182618

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR VS04400000	SHIP TO THIS ADDRESS
SCHOOLWIDE, INC. 4250 VETERANS MEM. HWY SUITE 2000W HOLBROOK NY 11741	FED PRGMS-SCHOOL BOARD GADSDEN 35 MARTIN LUTHER KING JR BLVD QUINCY FL 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
		ATTN: ROSE RAYNAK/DM - CES		
2	ITEM#	EG-CCSCLBK01-11 CC STNDRDS CLASSROOM LIBRY KG	2258.68	4517.36
2	ITEM#	EG-CCSCLB101-11 CC STNDRDS CLASSROOM LIBRY 1ST	2807.33	5614.66
2	ITEM#	EG-CCSCLB201-11 CC STNDRDS CLASSROOM LIBRY 2ND	2637.17	5274.34
2	ITEM#	EG-CCSCLB301-11 CC STNDRDS CLASSROOM LIBRY 3RD	2694.01	5388.02
2	ITEM#	EG-CCSCLB401-11 CC STNDRDS CLASSROOM LIBRY 4TH	3371.64	6743.28
2	ITEM#	EG-CCSCLB501-11 CC STNDRDS CLASSROOM LIBRY 5TH	3050.85	6101.70
			TOTAL	33,639.36

PAY TERMS: NET 30

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DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL PROGRAM	33,639.36 AMOUNT	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT			
420	5100	610	0051	4212610	101	33639.36	
							VENDOR

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE

4/10/12

PURCHASE ORDER NO.

182534

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR VB05840000	SHIP TO THIS ADDRESS
HSBC BUSINESS SOLUTIONS DBA-Best Buy GOV/ED LLC 7601 PENN AVENUE SOUTH RICHFIELD, MN 55423	FED-PRGMS - SCHOOL BOARD GADSDEN 35 MARTIN LUTHER KING JR BLVD QUINCY, FL 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
		ATTN: ROSE RAYNAK/JGK		
50 (GWM)		LENOVO IDEAPAD A1 TABLET 16GB MEMORY BLACK	199.99	$ 9,999.50
25 (CES)		LENOVO IDEA PAD A1 TABLET 16 GB MEMORY BLACK	199.99	4,999.75

TOTAL   **$ 14,999.25**

PAY TERMS: NET 30

All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.

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DISTRIBUTION TO BE COMPLETED BY ORIGINATOR							FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	
420	6200	644	0151	4212610		$ 4,999.75	
420	6200	644	0041	4212610		9,999.50	

VENDOR

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE
04/18/12

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

PURCHASE ORDER NO.
182607

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR	VC06200000	SHIP TO THIS ADDRESS
CHALLENGER LEARNING CENTER 200 S. DUVAL ST. TALLAHASSEE FL 32310		FED PRGMS-SCHOOL BOARD GADSDEN 35 MARTIN LUTHER KING JR BLVD QUINCY FL 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
		ATTN: ROSE RAYNAK/DM - GWM		
16		SCHL BD APPRVD / / CONTRACTUAL SERVICES TO PROVIDE A PROGRAM AT GWM FOR SUMMER ENRICHMENT OF STANDARD BASED CURRICULUM. WILL PROVIDE INSTRUCTION/OVERSIGHT. STUDENT WILL PARTICIPATE IN HANDS-ON ACTIVITIES FOUR WEEKS-FOUR DAYS/WEEK 16 DAYS - 825.00/DAY	825.00	13200.00

PAY TERMS: NET 30   **TOTAL   13,200.00**

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DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL	13,200.00	FINANCE DEPT USE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	EXPENDITURE
420	5100	310	0041	4212610	101	13200.00	

VENDOR

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE
04/10/12

PURCHASE ORDER NO.
182548

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

FL SALES TAX EXEMPTION # 85-8012621915C-2   FEDERAL ID # 59-6000615

VENDOR	VE03450000	SHIP TO THIS ADDRESS
EDU DEV ASSOC-ACALETICS DBA ACALETICS 14052 NW 82ND AVE MIAMI LAKES FL 330161547		FED PRGMS-SCHOOL BOARD GADSDEN 35 MARTIN LUTHER KING JR BLVD QUINCY FL 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
		ATTN: ROSE RAYNAK/DM - GWM		
100	NMB03HC	NGS3 MATH BUILDUP PREP BOOK 3	5.99	599.00
115	NMB04HC	NGS3 MATH BUILDUP PREP BOOK 4	5.99	688.85
90	NMB05HC	NGS3 MATH BUILDUP PREP BOOK 5		

TOTAL   1,287.85

PAY TERMS: NET 30

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DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL PROGRAM	1,287.85 AMOUNT*	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT			
420	5100	510	0041	4212610	101	1287.85	
		(nue be)					

VENDOR

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE
04/10/12

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

PURCHASE ORDER NO.
182546

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR	VN00650000	SHIP TO THIS ADDRESS
NASCO 901 JANEVILLE AVE FORT ATKINSON WI 535380901		FED PRGMS-SCHOOL BOARD GADSDEN 35 MARTIN LUTHER KING JR BLVD QUINCY FL 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
		ATTN: ROSE RAYNAK/DM - GWM		
1		SEE ATTACHED ORDER LEARNING MATERIALS - D.NELLOMS	4899.15	4899.15

PAY TERMS: NET 30

TOTAL   4,899.15

1. All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
2. [✓ If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked. This PO is void after one year.
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| DISTRIBUTION TO BE COMPLETED BY ORIGINATOR | | | | | TOTAL | 4,899.15 | FINANCE DEPT USE |
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	EXPENDITURE
420	5100	510	0041	4212610	101	4899.15	

VENDOR

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. _____8j_____

DATE OF SCHOOL BOARD MEETING: April 24, 2012

TITLE OF AGENDA ITEMS: Purchases from Title I Projects

DIVISION: Federal Programs

PURPOSE AND SUMMARY OF ITEMS:

Board approval is requested for the following purchase orders to be paid from Title I Projects.
Board approval is requested for some of the listed vendors due to previous purchases this
fiscal year that cause the total payments to these vendors to be on or near the threshold
amount established by Board policy.

Vendor	PO #	Amount
TCC	182630	$160,193.00
Write Score, LLC	182531	$ 62,348.00
Dell Marketing	182555	$ 36,371.92
AVI-SPL	182537	$ 17,670.00
Thomaskelly Software Asso.	182384	$ 6,000.00
Haights Cross Communications	182585	$ 6,021.80
Curriculum Associates	182609	$ 4,526.50
Curriculum Associates	182549	$ 3,194.73
Curriculum Associates	182553	$ 2,531.43
Curriculum Associates	182586	$ 6,316.20
Scholastic Inc.	182568	$ 2,148.01
C.H.A.S.E. Consultants	182443	$ 4,800.00
B & H Photo-Video	182552	$ 1,975.28

FUND SOURCE: Title I – Federal Fund

AMOUNT $314,096.87

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE

04/18/12

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

PURCHASE ORDER NO.

182630

FL SALES TAX EXEMPTION # 85-8012621915C-2	FEDERAL ID # 59-6000615

VENDOR VT00641000	SHIP TO THIS ADDRESS
TALL COMM COLL-CONTRACTS/GRNTS T C C-CONTRACTS & GRANTS 444 APPLEYARD DRIVE TALLAHASSEE FL 323042895	FED PRGMS-SCHOOL BOARD GADSDEN 35 MARTIN LUTHER KING JR BLVD QUINCY FL 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
		ATTN: ROSE RAYNAK/DM		
		DIVERSE SUMMER PROGRAMS FOR		
1		EAST GADSDEN HIGH	73192.00	73192.00
1		WEST GADSDEN HIGH	69635.00	69635.00
1		JAMES A SHANKS MIDDLE	8683.00	8683.00
1		HAVANA MIDDLE	8683.00	8683.00
		CONTRACTOR WILL PROVIDE ACDMC ENRICHMENT TALENT SEARCH STDNT SUCCESS INTIATIVE AND CROP. PROGRAM WILL PROVIDE ACADMCLLY WORKSHOPS IN SCIENCE & TECNLGY		

PAY TERMS: NET 30

TOTAL   160,193.00

1. All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
2. [ ] If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked. This PO is void after one year.
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DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL PROGRAM	160,193.00 AMOUNT	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT			
420	6400	310	0071	4221226		73192.00	
420	6400	310	0051	4221226		69635.00	
420	6400	310	0211	4221226		8683.00	
420	6400	310	0061	4221226		8683.00	

VENDOR

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE
04/10/12

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

PURCHASE ORDER NO
182531

FL SALES TAX EXEMPTION # 85-8012621915C-2   FEDERAL ID # 59-6000615

VENDOR VW13250000	**SHIP TO THIS ADDRESS**
WRITE SCORE, LLC. 350 ENGLENOOK DR, DEBARY FL 32713	FED PRGMS-SCHOOL BOARD GADSDEN 35 MARTIN LUTHER KING JR BLVD QUINCY FL 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT

Sole Source Copy Write holder/pub. letter attached.

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
		ATTN: ROSE RAYNAK/DM		
1		TRACKING OF STUDENT ASSESSMENT DATA AND SCANNED ESSAYS. THIS WILL ALLOW TEACHERS THE ABILITY TO TRACK A STUDENT'S PERFORMANCE FROM YEAR TO YEAR AS WELL AS REVIEW PAST WRITTEN ESSAYS. ADJUSTS TO STATE SCORING GUIDELINES TO THE COMMON CORE STANDARDS	57200.00	57200.00
1		SHIPPING & HANDLING	5148.00	5148.00

PAY TERMS: NET 30   **TOTAL   62,348.00**

1. All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
2. [ ] If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked. This PO is void after one year.
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DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL PROGRAM	62,348.00 AMOUNT	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT			
420	6400	390	0231	4221225		5195.66	
420	6400	390	0151	4221225		5195.66	
420	6400	390	0071	4221225		5195.67	
420	6400	390	0041	4221225		5195.67	
420	6400	390	0141	4221225		5195.67	
420	6400	390	0171	4221225		5195.66	
420	6400	390	0091	4221225		5195.67	
420	6400	390	0061	4221225		5195.67	
420	6400	390	0211	4221225		5195.67	
420	6400	390	0191	4221225		5195.66	
420	6400	390	0201	4221225		5195.67	
420	6400	390	0051	4221225		5195.67	

VENDOR

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE
04/10/12
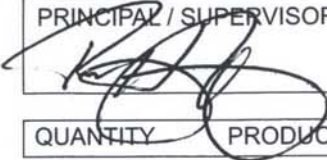
35 MARTIN LUTHER KING, JR., BLVD. QUINCY, FLORIDA 32351
PHONE (850) 627-9651   FAX (850) 627-2760
www.gcps.k12.fl.us

PURCHASE ORDER NO.
182555

FL SALES TAX EXEMPTION # 85-8012621915C-2   FEDERAL ID # 59-6000615

VENDOR VD04220000	SHIP TO THIS ADDRESS
DELL MARKETING LP ONE DELL WAY ROUNDROCK TX 76884	FED PRGMS-SCHOOL BOARD GADSDEN 35 MARTIN LUTHER KING JR BLVD QUINCY FL 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
Tech Plan – '13 pref. Vendor		ATTN: ROSE RAYNAK/DM - SSE		
52		OPTIPLEX 390 DESKTOP STANDARD CONTRACT# 25AAQ QUOTE# 617772339	699.46	36371.92

PAY TERMS: NET 30   TOTAL   36,371.92

1. All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
2. [ ] If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked. This PO is void after one year.
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| DISTRIBUTION TO BE COMPLETED BY ORIGINATOR | | | | | TOTAL | 36,371.92 | FINANCE DEPT USE |
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	EXPENDITURE
420	5100	644	0201	4221220	101	36371.92	

VENDOR

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE
04/10/12

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

PURCHASE ORDER NO.
182537

FL SALES TAX EXEMPTION # 85-8012621915C-2	FEDERAL ID # 59-6000615

VENDOR VA13150000	**SHIP TO THIS ADDRESS**
AVI-SPL 6301 BENJAMIN RD,ST 101 TAMPA FL 33634	FED PRGMS-SCHOOL BOARD GADSDEN 35 MARTIN LUTHER KING JR BLVD QUINCY FL 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
		RAYNAK		
		STATE OF FLORIDA CONTRACT# 800-000-09-1 edu discounts applied		
10		INTERACTIVE WHITEBOARD 77" SMARTBOARD	1399.00	13990.00
10		RAIL & BRACKET KIT W/20" RAILS FOR 56"	368.00	3680.00

TOTAL   17,670.00

PAY TERMS: NET 30

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DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL PROGRAM	17,670.00 AMOUNT	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	
420	5100	643	0171	4221220	100	6995.00	
420	5100	510	0171	4221220	100	1840.00	
420	5100	643	0091	4221220	100	6995.00	
420	5100	510	0091	4221220	100	1840.00	

VENDOR

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE
03/09/12

PURCHASE ORDER NO.
182384

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

FL SALES TAX EXEMPTION # 85-8012621915C-2 | FEDERAL ID # 59-6000615

VENDOR VT06450000	SHIP TO THIS ADDRESS
THOMASKELLY SOFTWARE ASSO.LP 1 SUGAR CREEK CIR BLVD SUITE #410 SUGARLAND TX 77478	FED PRGMS-SCHOOL BOARD GADSDEN 35 MARTIN LUTHER KING JR BLVD QUINCY FL 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
Notice → Contractor · to Board: ⌐⌐ 1 *SUMMER SCHOOL*		R. RAYNAK EZSES WEB BASED SOFTWARE STATE SCHOOL DISTRICT & SES PROVIDERS USE TO MANAGE SUPPLEMENTAL EDUCATIONAL SERVICES FOR UP TO 400 STUDENTS FOR SCHOOL YEAR *Summer School* 2011-2012 SOLE SOURCE *vendor* *Contine Software lease* *decided upon 5/17/2011 PO 180602*	6000.00	6000.00

PAY TERMS: NET 30   TOTAL   6,000.00

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DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL 6,000.00		FINANCE DEPT USE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	EXPENDITURE
420	7700	360	9001	4221220		6000.00	
						VENDOR

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE
04/12/12

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

PURCHASE ORDER NO.
182585

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR   VT09850000

HAIGHTS CROSS COMMUNICATIONS
DBA-TRIUMPH LEARNING
P O BOX 1270
LITTLETON   MA 014604270

SHIP TO THIS ADDRESS

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

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
		ATTN: ROSE RAYNAK/DM - SSE		
90	285FL	COACH JUMPSTART 2.0	3.99	359.10
90	287FL	COACH JUMPSTART 2.0	3.99	359.10
90	322FL	COACH JUMPSTART 2.0	3.99	359.10
95	182FLPC	COACH STANDARD BASED INSTRUCT	8.99	854.05
90	183FLPC	COACH STANDARD BASED INSTRUCT	8.99	809.10
90	181FLPC	COACH STANDARD BASED INSTRUCT	8.99	809.10
95	274FL	COACH STDRD BASED 2.0	8.99	854.05
90	275FL	COACH STDRD BASED 2.0	8.99	809.10
90	195FLPE	COACH STANDARD BASED INSTRUCT	8.99	809.10

PAY TERMS: NET 30   TOTAL   6,021.80

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| DISTRIBUTION TO BE COMPLETED BY ORIGINATOR | | | | | TOTAL | 6,021.80 | FINANCE DEPT USE EXPENDITURE |
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	
420	5100	510	0201	4221220	101	6021.80	

VENDOR

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE
04/18/12

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

PURCHASE ORDER NO.
182609

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR VC20600000	SHIP TO THIS ADDRESS
CURRICULUM ASSOCIATES 153 RANGEWAY ROAD P O BOX 2001 NORTH BILLERICA MA 01862	FED PRGMS-SCHOOL BOARD GADSDEN 35 MARTIN LUTHER KING JR BLVD QUINCY FL 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
		ATTN: ROSE RAYNAK/DM - GRETNA		
1		FLORIDA READY BOOKLETS FOR 3RD-6TH GRADE	4115.00	4115.00
1		SHIPPING & HANDLING *SEE ATTACHED ORDER SUMMARY	411.50	411.50

PAY TERMS: NET 30   **TOTAL   4,526.50**

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DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL	4,526.50	FINANCE DEPT USE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	EXPENDITURE
420	5100	510	0171	4221220	101	4526.50	

VENDOR

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE

04/10/12

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

PURCHASE ORDER NO.

182549

FL SALES TAX EXEMPTION # 85-8012621915C-2   FEDERAL ID # 59-6000615

VENDOR VC20600000	**SHIP TO THIS ADDRESS**
CURRICULUM ASSOCIATES 153 RANGEWAY ROAD P O BOX 2001 NORTH BILLERICA MA 01862	FED PRGMS-SCHOOL BOARD GADSDEN 35 MARTIN LUTHER KING JR BLVD QUINCY FL 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
3ole Source publisher letter Attached.		ATTN: ROSE RAYNAK/DM - ST JOHN		
1		FLORIDA READY READING AND MATH GRADES 3-5	2904.30	2904.30
1		SHIPPING & HANDLING SEE ATTACHED ORDER SUMMARY	290.43	290.43

PAY TERMS: NET 30   **TOTAL**   3,194.73

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DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL PROGRAM	3,194.73 AMOUNT	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT			
420	5100	510	0191	4221220	101	3194.73	
						VENDOR	

Curriculum Associates

January 5, 2012

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Should you require additional information, please feel free to contact me.

Thank you for your interest and support of our materials.

Sincerely,

Helen A. MacShane

Helen A. MacShane
Executive Administrator

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE
04/10/12

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

PURCHASE ORDER NO.
182553

FL SALES TAX EXEMPTION # 85-8012621915C-2   FEDERAL ID # 59-6000615

VENDOR VC20600000	**SHIP TO THIS ADDRESS**
CURRICULUM ASSOCIATES 153 RANGEWAY ROAD P O BOX 2001 NORTH BILLERICA MA 01862	FED PRGMS-SCHOOL BOARD GADSDEN 35 MARTIN LUTHER KING JR BLVD QUINCY FL 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
		ATTN: ROSE RAYNAK/DM - HMS		
75	WS12605	FLORIDA READY READING GRADE 6	9.99	749.25
3	WS12605	.9 TEACHER GUIDE GRADE 6	5.95	17.85
75	WS12606	FLORIDA READY READING GRADE 7	9.99	749.25
3	WS12606	.9 TEACHER GUIDE GRADE 7	5.95	17.85
75	WS12607	FLORIDA READY READING GRADE 8	9.99	749.25
3	WS12607	.9 TEACHER GUIDE GRADE 8	5.95	17.85
1		SHIPPING & HANDLING	230.13	230.13

Sole Source publisher letter on file. (handwritten)

PAY TERMS: NET 30   **TOTAL   2,531.43**

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

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR						TOTAL AMOUNT	2,531.43	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM			
420	5100	510	0061	4221220	102		2531.43	

VENDOR

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE
04/12/12

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

PURCHASE ORDER NO.
182586

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR   VC20600000

CURRICULUM ASSOCIATES
153 RANGEWAY ROAD
P O BOX 2001
NORTH BILLERICA   MA 01862

SHIP TO THIS ADDRESS

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

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
		ATTN: ROSE RAYNAK/DM - SSE		
90	WS12602	FLORIDA READY READING GRADE 3	9.99	899.10
95	WS12603	FLORIDA READY READING GRADE 4	9.99	949.05
90	WS12604	FLORIDA READY READING GRADE 5	9.99	899.10
90	WS12608	FLORIDA READY MATH GRADE 3	9.99	899.10
95	WS12609	FLORIDA READY MATH GRADE 4	9.99	949.05
90	WS12610	FLORIDA READY MATH GRADE 5	9.99	899.10
90	WS9667	TEST READY READING/VOCABULARY	2.75	247.50
1		SHIPPING & HANDLING	574.20	574.20

PAY TERMS: NET 30

TOTAL   6,316.20

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

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL	6,316.20	FINANCE DEPT USE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	EXPENDITURE
420	5100	510	0201	4221220	101	6316.20	

VENDOR

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE
04/10/12

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

PURCHASE ORDER NO.
182568

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR VS02800000	**SHIP TO THIS ADDRESS**
SCHOLASTIC INC P O BOX 3720 JEFFERSON CITY MO 651023720	ESOL-SCHL BD OF GADSDEN CO 500 W KING ST (PK BLDG) QUINCY FL 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
		ATTN ESOL KATHRYN POUNCEY		
1		SEE ATTACHED LIST MISCELLANEOUS READING SUPPLIES FOR SUMMER SCHOOL	1970.65	1970.65
1		SHIPPING	177.36	177.36

PAY TERMS: NET 30

TOTAL   2,148.01

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

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL PROGRAM	2,148.01 AMOUNT	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT			
420	5100	510	9001	4210220	130	2148.01	

VENDOR

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE

03/30/12

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

PURCHASE ORDER NO.

182443

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR VC00255000	SHIP TO THIS ADDRESS
C.H.A.S.E. CONSULTANTS, LLC. P O BOX 906 HINESVILLE GA 31313	PERSONNEL-SCHOOL BOARD GADSDEN 35 MARTIN LUTHER KING JR BLVD QUINCY FL 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
1		PROVIDE BULLYING TRAINING FOR GEORGE W. MUNROE, GADSDEN CENTRAL ACADEMY, EAST GADSDEN AND WEST GADSDEN SCHOOLS. TRAINING DATE MAY 9, 2012 CONSULTANT FEE	4800.00	4800.00

PAY TERMS: NET 30

TOTAL   4,800.00

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

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL PROGRAM	4,800.00 AMOUNT	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT			
420	6400	310	9001	4221225		4800.00	
/	/	/	/	/			

VENDOR

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE
04/10/12

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

PURCHASE ORDER NO.
182552

FL SALES TAX EXEMPTION # 85-8012621915C-2   FEDERAL ID # 59-6000615

VENDOR VB00270000	**SHIP TO THIS ADDRESS**
B & H PHOTO-VIDEO 440 NINTH AVE NEW YORK NY 100012404	FED PRGMS-SCHOOL BOARD GADSDEN 35 MARTIN LUTHER KING JR BLVD QUINCY FL 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
		ATTN: ROSE RAYNAK/DM		
2	ITEM#	PAHDCHS900-PANASONIC HDC-S900	737.00	1474.00
2	ITEM#	PEOSC1040B-PEARSTONE 1040 CAM	19.95	39.90
2	ITEM#	PAVWVBN130-VW-VBN130 BATTERY	54.94	109.88
2	ITEM#	PEVT2100-VT2100 VIDEO TRIPOD	69.95	139.90
2	ITEM#	PEOSC1030B-ONYX 1030 CAM BAG	17.95	35.90
2	ITEM#	PEOLM10-OLM-10 MICROPHONE	22.95	45.90
2	ITEM#	PASD8GBU1-8GB SDHC MEM CARD	29.95	59.90
2	ITEM#	VILED36-LED-36 VIDEO LIGHT KIT	34.95	69.90
		CAMERA EQUIPMENT FOR CAMERA EQUIPMENT FOR: HES & GRETNA		

PAY TERMS: NET 30   **TOTAL   1,975.28**

1. All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
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DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL	1,975.28	FINANCE DEPT USE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	EXPENDITURE
420	5100	510	0171	4221220	101	987.64	
420	5100	510	0091	4221220	101	987.64	

VENDOR

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. _____8k_____

DATE OF SCHOOL BOARD MEETING: April 24, 2012

TITLE OF AGENDA ITEMS: Contracted Services for IDEA

DIVISION: ESE Department

PURPOSE AND SUMMARY OF ITEMS:

Board approval is requested for the following purchase order to be paid from the Federal IDEA award. This Purchase Order combined with the previous two POs exceed the threshold established by Board policy

Vendor	PO #	Amount
Charlotte Davis	182299	$ 8,000.00

FUND SOURCE: Federal IDEA

AMOUNT $8,000.00

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE

02/23/12

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

PURCHASE ORDER NO.

182299

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR VD03213000

DAVIS, CHARLOTTE
205 WINN CAY DRIVE
TALLAHASSEE, FLORIDA 32312

SHIP TO THIS ADDRESS

ESE-SCHOOL BOARD GADSDEN COUNTY
35 MARTIN LUTHER KING JR BLVD
QUINCY, FLORIDA 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT
Sharon B. Thomas		

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
		ATTN: SHARON THOMAS		
Cont.Svcs list when:		MARCH 2012 to MAY 2012		
1	$50.HRLY	PROVIDE SUPPORT TO THE SCHOOL PSYCHOLOGISTS IN TRAINING TEACHERS AND IN CREATING TEMPLATES FOR COLLECTING RTI DATA FORM TEACHERS. *COLLECT AND ORGANIZE DATA *CREATE RTI GRAPHS AND FORMS *PROVIDE TEACHERS WITH MODEL AND GUIDELINES FOR DATA INPUT *ASSIST ASSIGNED SCHOOL PSYCHOLOGIST IN SUPERVISING AND MONITORING INTERNS.		$8,000.00

PAY TERMS: NET 30

1. All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
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DISTRIBUTION TO BE COMPLETED BY ORIGINATOR							FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	
420	6400	310	9001	4226320		8,000.00	
							VENDOR

INVOICE

Charlotte Johnson-Davis
205 Winn Cay Drive
Tallahassee, FL 32312
Phone: (850) 383-0644

Sharon B. Thomas
4/11/12

To: **Sharon Thomas**
Gadsden District Schools
35 Martin Luther King Jr. Blvd.
Quincy, FL 32351
850 627-9651

DESCRIPTION	Amount
March 1 - 30, 2012 Provide support to the psychologist at Havana Elementary School to provide psychological support to teachers seeking interventions and testing of students in need of educational support. 69 Hrs. (see attached)	$ 3450.00
TOTAL	$3450.00

Make all checks payable to: Charlotte Johnson-Davis
Payment is due upon receipt

If you have any questions concerning this invoice, contact Charlotte Johnson-Davis at (850) 383-0644

Thank you for your business!

DIST: 20 FY: 12   12. REQUEST/PURCH ORDER SCAN   TIME: 14:24

      TYPE CNTR   FND   ---VENDOR--   E S I   FR--ISSUE--TO   START#
      P   ____   ___   V D03213000   _ _ _   _____ _____   _____

NUM-PO REQ-NUM- DATE CNTR- VENDOR-- ESI   ORIGINAL   LIQ/PAID   CURRENT
181495 90084999 092311 9008 VD03213000 XN   5,000.00   5,000.00   .00
182021 90011999 010612 9008 VD03213000 BY   5,000.00   5,000.00   .00
182299   022312 9008 VD03213000 YB   8,000.00   .00   8,000.00

inv. attached
for Mar
$ 3450.00

14 999.00 !
> 15,000.00

              TOTAL   18,000.00   10,000.00   8,000.00

ALL RECORDS DISPLAYED.   NEXT?   PF3 FOR ACCOUNT NUM SCAN TERML: 8A5Z
4-©   1   Sess-1   199.44.72.2   TW1H0136   4/9

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. _____81_____

DATE OF SCHOOL BOARD MEETING: April 24, 2012

TITLE OF AGENDA ITEMS: Contract for Unemployment Compensation Cost Control Services

DIVISION: Finance Department

PURPOSE AND SUMMARY OF ITEMS:

Board approval is requested for a contract with UCAC, INC. to review unemployment charges to reduce costs in the General Fund.

In its second year of contracting with the school district, UCAC, INC. reviewed reports issued by the State of Florida and corrected payments for the following results:

- $82,988.70 in potential unemployment liability was avoided from being assigned against the District's account
- $12,638.56 in state agency overcharges were uncovered while performing its audits that are credited to the District's account

The complete annual report from UCAC, INC. is available in the Finance Department.

FUND SOURCE: General Fund

AMOUNT: $3,100.00 annually ($775.00 per quarter)

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business and Finance

AGREEMENT

FOR

UNEMPLOYMENT COMPENSATION COST CONTROL SERVICES

UCAC, INC.
CORPORATE HEADQUARTERS
5737 CORPORATE WAY
WEST PALM BEACH, FLORIDA 33407-2097

PHONE: (561) 689-8222   FAX: (561) 689-5692
E-Mail: corporate@ucac.com   http://www.ucac.com

AGREEMENT

FOR

UNEMPLOYMENT COMPENSATION COST CONTROL SERVICES

UCAC, INC., hereinafter referred to as UCAC, will perform the following services under this agreement with respect to the unemployment account(s) designated on behalf of

Client Name and Address	Account Number	Number of Locations
Gadsen County School System☐ 35 Martin Luther King Jr. Blvd.☐ Quicy, FL 32351-4411	9975144	

See Attached Addendum

It is understood that the services to be provided by UCAC are dependent upon the timely transmittal by the client of all pertinent unemployment compensation forms and information to the UCAC office. Nothing in this description of UCAC services is to be construed as the offering or the providing of legal services.

SECTION I. CONTROLLING COSTS THROUGH ACCOUNTING AND AUDITING

A. **Unemployment Claims**

1. Process all unemployment compensation claims transmitted by the client to the UCAC office at the time of filing, and present reasons for claimant terminations to the appropriate state agency office.

2. Follow through on all protested and unprotested claims and provide services for all matters relating to the same, dealing directly with the state agency on behalf of the client.

3. Re-examine claims of extended duration and request appropriate action by the state agency, as existing statutory provisions allow, regarding the continued availability and capability of the claimant for full-time employment to determine if the claimant is entitled to further benefits.

4. Discuss claims of an unusual or problematical nature with the client to ascertain the client's wishes regarding the further processing of the claim.

B. **Unemployment Benefit Payments and Tax Documents**

1. Place all claims under individual audit for the full duration of the benefit year to control the accuracy of the benefit payments and the proper application of the governing regulatory provisions.

2. Review individual claimant's wage reports and record such data as may be required for the future audit of benefit charges.

3. Audit all statements of benefit charges or reimbursement invoices.

4. Seek corrections and adjustments in the client's unemployment account(s) for all illegal, erroneous, and excessive charge entries.

5. Review each quarterly contribution report or reimbursement invoice, when a copy is submitted to the UCAC office by the client.

6. Maintain an accounting of all benefit charges, tax credits and adjustments to the client's unemployment account(s).

7. Verify the client's annual tax rate assignment, protest errors in the rate calculation, and obtain justifiable adjustments from the state agency.

8. Inform the client as to the advisability of making a voluntary contribution, if warranted and applicable.

Page 1 of 2

SECTION II. CONTROLLING COSTS THROUGH IMPROVED PROCEDURES

A. **Guidance for Client Procedures**

1. Consult with the client whenever requested to provide information on personnel and administrative procedures pertinent to the control and reduction of unemployment compensation costs. Such guidance and information will be provided to the best of UCAC's ability, on data available to UCAC, while the client has the sole discretion and responsibility as to the final action taken; and the state agency is recognized as having final jurisdiction.

2. Inform the client of significant alterations of the applicable unemployment compensation statutes, regulations and interpretations thereof, which may require procedural and/or policy changes relative to the client's personnel or accounting practices.

3. Assist the client in developing personnel policies as the need arises and as requested which are in keeping with sound practice, within statutory limitations, and evaluate the need for utilizing such policies in the reduction of unemployment compensation costs.

4. Present a written report annually to the client within a reasonable time of the anniversary date of this agreement. This report shall describe the unemployment experience of the client's account, indicate the results of UCAC's activities on behalf of the client, and provide a basis for evaluating the services provided under this agreement.

B. **Training for Client Personnel (at the client's request but without additional cost)**

1. Present educational seminars for foremen, supervisors and other personnel as designated by the client.

2. These seminars shall be of appropriate duration, conducted at times of mutual convenience to the parties, and presented to groups of reasonable size.

3. The content of these seminars shall include an explanation of the applicable unemployment compensation program, including the basis for eligibility for benefits, the significance of unemployment compensation costs to the client, and the responsibility of the client's personnel in following the policies and procedures of the client relating to the administration and control of unemployment compensation matters.

This agreement shall be effective from .... January 1, 2012 .... to .... December 31, 2012 .... and during this period the client named herein shall make .... quarterly .... payments at the beginning of each such ...... quarter ..... to UCAC in the amount of .... Seven Hundred Seventy Five Dollars ($775.00) .... It is understood that this amount does not cover UCAC's involuntary participation in litigation on behalf of the client; and the client agrees to reimburse UCAC for all reasonable expenses so incurred.

Acceptance of this contract is subject to approval of UCAC, Inc. Corporate Headquarters. The undersigned parties to this agreement hereby acknowledge and agree that the provisions outlined in this agreement, and any attached addenda executed by both parties, represent the sole contractual obligations between the parties.

Gadsen County School System   UCAC, Inc.

Jerrold M Hoffman   3/21/12

....

Authorized Signature   (Date)   Authorized Signature   (Date)

Executive Summary Report

Prepared Especially For

GADSDEN COUNTY SCHOOL SYSTEM

January, 2012

UCAC, INC. ~ 5737 Corporate Way ~ West Palm Beach, Florida 33407-2097 ~ (561) 689-8222

HISTORICAL OVERVIEW

Unemployment Compensation Cost Management Historical Overview
Prepared By: UCAC, Inc. 5737 Corporate Way, West Palm Beach, FL 33407
November, 2011

GADSDEN COUNTY SCHOOL SYSTEM

FIRST-FILED CLAIMS
TOTAL 179
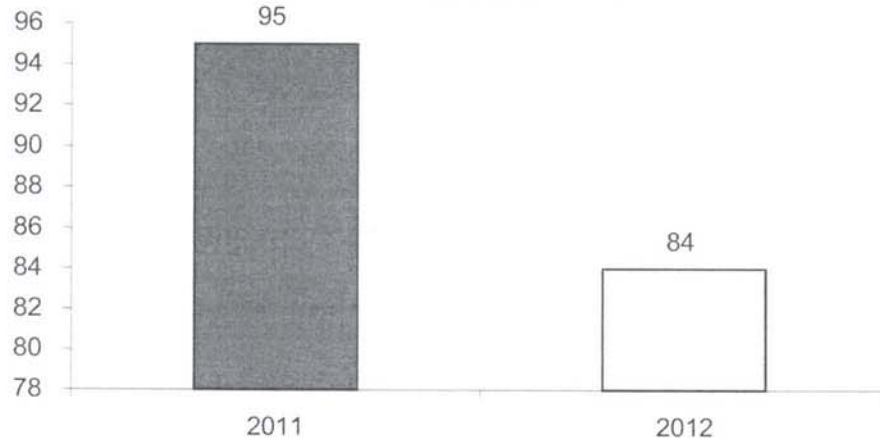
FIRST-FILED CLAIMS DEFERRED
TOTAL 39
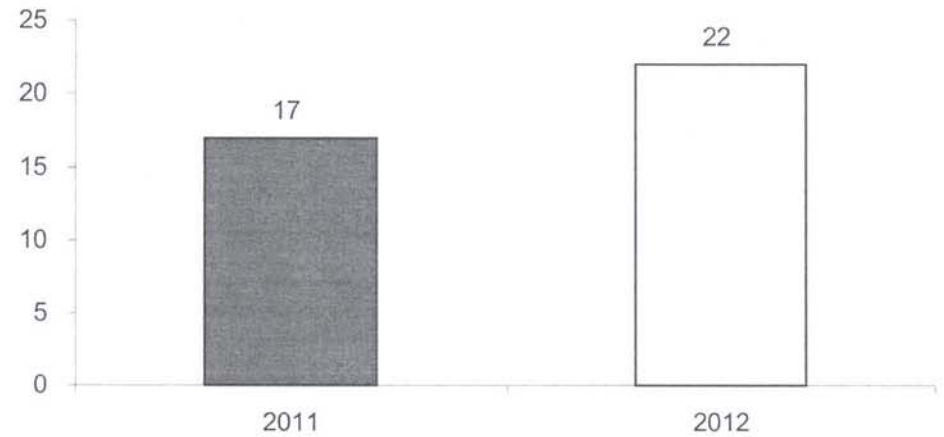
CONTINUING CLAIMS UNDER AUDIT
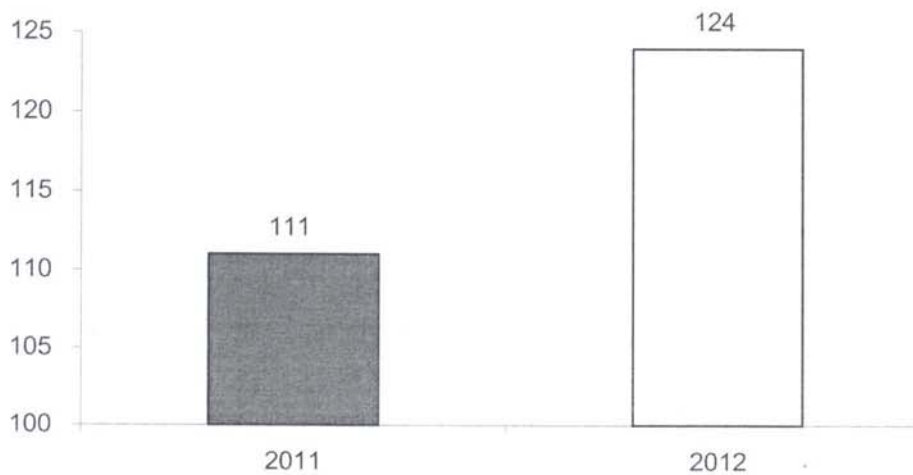
TOTAL CLAIMS UNDER AUDIT
(FIRST-FILED CLAIMS + CONTINUING CLAIMS)
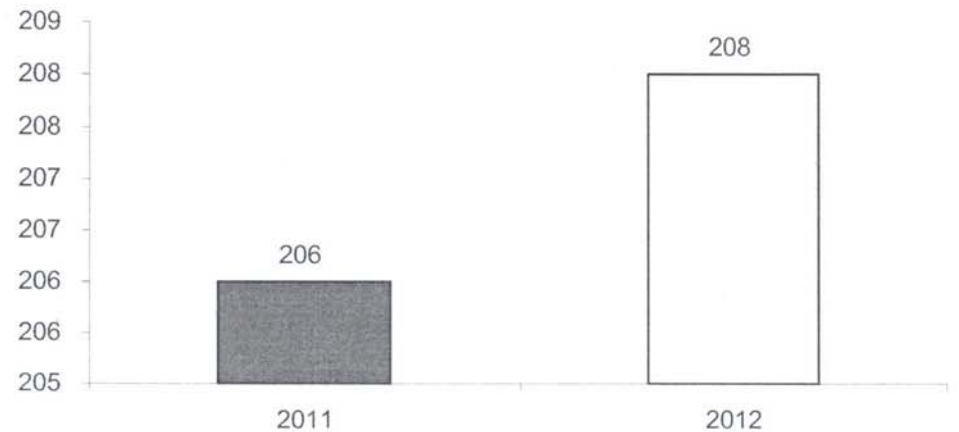
HISTORICAL OVERVIEW

Unemployment Compensation Cost Management Historical Overview
Prepared By: UCAC, Inc. 5737 Corporate Way, West Palm Beach, FL 33407
November, 2011

GADSDEN COUNTY SCHOOL SYSTEM

FIRST-FILED CLAIM VALUE
DEFERRED TOTAL $142,392
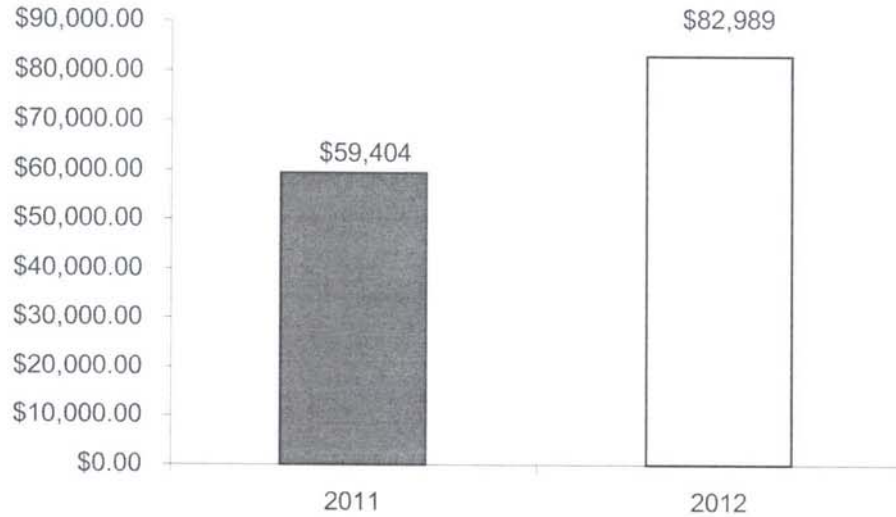
TOTAL CLAIM VALUE DEFERRED
(FIRST-FILED CLAIMS + CONTINUING CLAIMS)
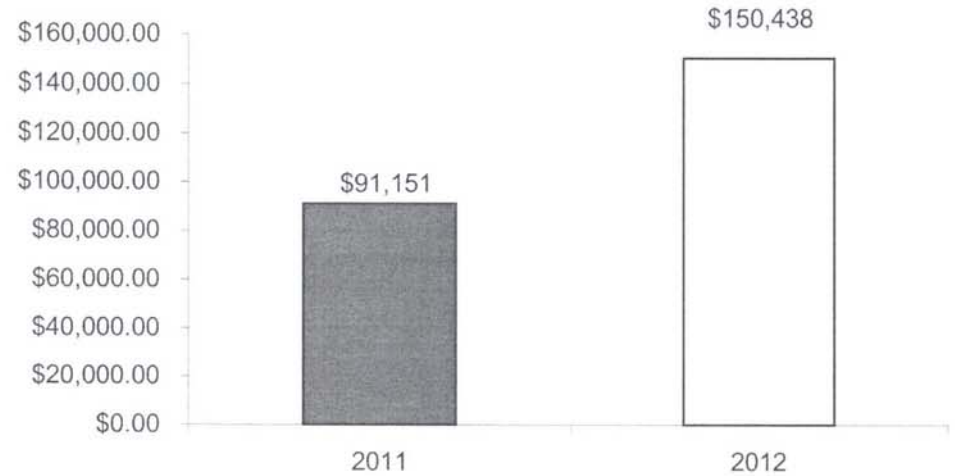
STATE AGENCY ERRORS CORRECTED
TOTAL $28,682
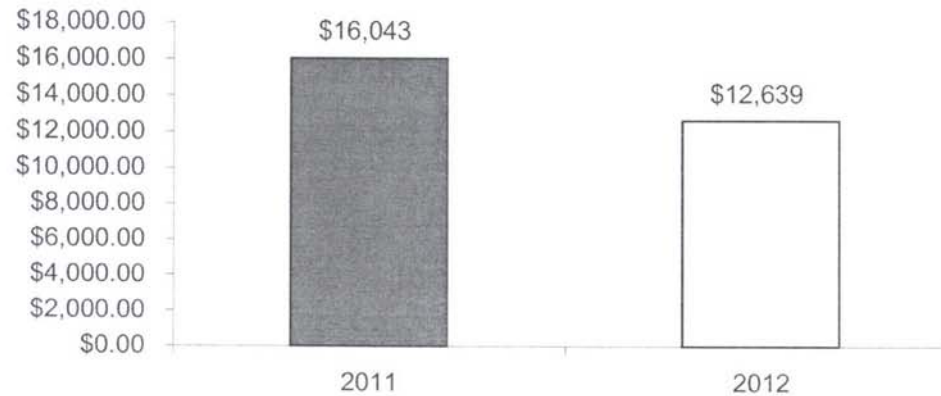
HISTORICAL SUMMATION

GADSDEN COUNTY SCHOOL SYSTEM

	2011	2012	TOTAL
TOTAL CLAIMS UNDER AUDIT	206	208	N / A
FIRST FILED CLAIMS	95	84	**179**
CONTINUING CLAIMS	111	124	N / A
TOTAL CLAIM VALUE DEFERRED	$91,151.10	$150,437.68	N / A
FIRST FILED CLAIM VALUE DEFERRED	$59,403.65	$82,988.70	**$142,392.35**
FIRST-FILED CLAIMS DEFERRED	17	22	**39**
STATE AGENCY ERRORS CORRECTED	$16,043.45	$12,638.56	**$28,682.01**
HEARINGS COACHED	6	3	**9**

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. _____8m_____

DATE OF SCHOOL BOARD MEETING: April 24, 2012

TITLE OF AGENDA ITEMS: Contracted Services for TSA Consulting Group, Inc.

DIVISION: Finance Department

PURPOSE AND SUMMARY OF ITEMS:

Board approval is requested for the 403(b) and 457 Plan Administration Services Contract for the 2012-2013 fiscal year.

FUND SOURCE: General Fund

AMOUNT: $5,448.60 (estimated based on eligible employees)

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business and Finance

Subject: Gadsden County Schools, FL Extension Letter
From: "Mishelle Hidle - TSA Consulting Group, Inc." <mhidle@tsacg.com>
Date: 4/5/2012 10:07 AM
To: "'woodb@mail.gcps.k12.fl.us'" <woodb@mail.gcps.k12.fl.us>
CC: "Sherry Marcolongo - TSA Consulting Group, Inc." <smarcolongo@tsacg.com>

Ms. Wood,

Attached is your contract extension letter for the 2012-2013 contract year per the terms of the original contract. Your assistance facilitating a signature for the extension is greatly appreciated. Once the letter is signed, please send a copy via email to programservices@tsacg.com or mail the signed document to the following address:

TSA Consulting Group, Inc.
Attn: Contracts
15 Yacht Club Dr NE
Fort Walton Beach, FL 32548

We appreciate our relationship with you and your staff, and look forward to continued success for the benefit of all employees of the District.

Our toll-free phone number is listed below. Should you have any questions, please contact Sherry Marcolongo, Program Services Manager, at smarcolongo@tsacg.com or at ext. 120, or contact Janet Williamson, Chief Operations Officer, at jwilliamson@tsacg.com (ext. 122).

Regards,

Mishelle Hidle

Program Services and Implementation
TSA Consulting Group, Inc.
15 Yacht Club Drive, NE
Fort Walton Beach, FL 32548-4469
(850) 244-7306 ext. 111   Toll free (888) 777-5827
(850) 244-7208 Fax   Toll free (800)889-9736
mhidle@tsacg.com
www.tsacg.com

Attachments:

Gadsden County Schools, FL Extension Letter through 6-30-13 mish.pdf   66.9 KB

TSA
CONSULTING GROUP

April 5, 2012

Gadsden County Schools
Attn: Bonnie Wood
35 Martin Luther King Jr. Blvd.
Quincy, FL. 32351

RE: 403(b) Plan Administration Services Contract

Dear Ms. Wood,

Please be advised that this notice serves to officially extend your contract for another year per the mutual agreement provisions of the contract. This automatic renewal will continue through June 30, 2013. Please indicate your acceptance by signing below and returning to us promptly to the following address:

TSA Consulting Group, Inc.
Attn: Sherry Marcolongo
15 Yacht Club Dr NE
Fort Walton Beach, FL 32548

If additional information is desired or if you have any questions regarding the extension, please contact Sherry Marcolongo, Program Services Manager, via email at smarcolongo@tsacg.com or via phone at ext. 120, or Janet Williamson, Chief Operations Officer, via email at jwilliamson@tsacg.com or via phone at ext. 122.

Sincerely,

Janet Williamson

Janet Williamson
VP, Chief Operations Officer

_____

Signature: _____

Typed Name: _____

Title: _____

Date: _____

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. _____8n_____

DATE OF SCHOOL BOARD MEETING: __April 24, 2012__

TITLE OF AGENDA ITEM: 2011-2012 Contractual Agreement between School Board of Gadsden County, Florida and Tallahassee Community College.

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM:

Approval of the 2011-2012 Contractual Agreement between School Board of Gadsden County, Florida and Tallahassee Community College is requested. The Contractor will provide a diverse summer program for EGHS, WGHS, JASMS and HMS students.

FUND SOURCE:	Federal Programs
AMOUNT:	$160,193.00
PREPARED BY:	Rose Raynak
POSITION:	Director of Federal Programs

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

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

REVIEWED BY: _Raynak_

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DIST: 20  FY: 12          13. REQUEST FOR PURCHASE ORDER          TIME: 15:49

AC  CNTR-REQ#   -DATE-  ----AMOUNT---       --------------VENDOR/CENTERS-----------
I   9016 3014   041812    160,193.00    V T00641000 TALL COMM COLL-CONTRACTS/G
                                        REQ: 9016 FED PRGMS-SCHOOL BOARD GAD
    STAT: B                             SHP: ____

FND-FUNC-OBJ-CNTR-PROJECT-PGM        ORIG AMT      DB--GL-CR     CURRENT COMMT
420 6400 310 0071 4221226 ___        73,192.00     1520 2720       73,192.00
420 6400 310 0051 4221226 ___        69,635.00     1520 2720       69,635.00
420 6400 310 0211 4221226 ___         8,683.00     1520 2720        8,683.00
420 6400 310 0061 4221226 ___         8,683.00     1520 2720        8,683.00
___ ____ ___ ____ _____ ___       __,___,___.__  ____ ____
___ ____ ___ ____ _____ ___       __,___,___.__  ____ ____
___ ____ ___ ____ _____ ___       __,___,___.__  ____ ____
___ ____ ___ ____ _____ ___       __,___,___.__  ____ ____
___ ____ ___ ____ _____ ___       __,___,___.__  ____ ____
___ ____ ___ ____ _____ ___       __,___,___.__  ____ ____
___ ____ ___ ____ _____ ___       __,___,___.__  ____ ____
___ ____ ___ ____ _____ ___       __,___,___.__  ____ ____
___ ____ ___ ____ _____ ___       __,___,___.__             TOTAL      160,193.00

REQUEST FOR PO DISPLAYED.   NEXT?                             TERML: 8A6H
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DIST: 20  FY: 12          13A-REQUEST FOR PO ITEMS              TIME: 15:47

TP -NUMBER- -DATE-      AMOUNT    REQ NUMB ------------VENDOR/CENTERS-----------
R 90163014 041812      160,193.00          V T00641000 TALL COMM COLL-CONTRACTS/
                                                       T C C-CONTRACTS & GRANTS
                                           REQ: 9016 FED PRGMS-SCHOOL BOARD GA
     STAT: B INV:                          SHP:
     INSTRS: ATTN: ROSE RAYNAK/DM

     STK NUM ----------DESCRIPTION---------  QTY    UNIT PRICE      COST
     _____ DIVERSE SUMMER PROGRAMS FOR     ___  _____,____.__
     _____ EAST GADSDEN HIGH                1    73,192.00      73,192.00
     _____ WEST GADSDEN HIGH                1    69,635.00      69,635.00
     _____ JAMES A SHANKS MIDDLE            1     8,683.00       8,683.00
     _____ HAVANA MIDDLE                    1     8,683.00       8,683.00
     _____ CONTRACTOR WILL PROVIDE ACDMC   ___  _____,____.__
     _____ ENRICHMENT TALENT SEARCH STDNT  ___  _____,____.__
     _____ SUCCESS INTIATIVE AND CROP.     ___  _____,____.__
     _____ PROGRAM WILL PROVIDE ACADMCLLY  ___  _____,____.__
     _____ WORKSHOPS IN SCIENCE & TECNLGY  ___  _____,____.__
     _____ _____   ___  _____,____.__
     _____ _____   ___  _____,____.__
                                                       TOTAL    160,193.00
UPDATE PROCESSED.  NEXT?                                       TERML: 8A6H
```

School Board of Gadsden County, Florida
CONTRACTUAL AGREEMENT
Fiscal Years: 2011-2012

This contractual AGREEMENT is made between the <u>School Board of Gadsden County, Florida</u>, a school district, referred to as the "RECIPIENT", organized and existing under the laws of the State of Florida, with its principal place of business at 35 Martin Luther King., Jr. Blvd, City of Quincy, County of Gadsden, State of Florida, herein referred to as the Board, (also referred to as the District) and **Tallahassee Community College** a not-for-profit agency organized and existing with their principal place of operations at <u>444 Appleyard Dr., Tallahassee, FL 32304</u> herein referred to as "CONTRACTOR". The contractual AGREEMENT will establish uniform administrative requirements for the CONTRACTOR and Gadsden County Public Schools.

NOW, THEREFORE, the parties agree as follows:

ARTICLE 1. <u>ENGAGEMENT OF THE CONTRACTOR</u>

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

The RECIPIENT and CONTRACTOR understand and agree that this AGREEMENT is valid only if approved and funds awarded for the same by the Florida Department of Education for Title I School Improvement 1003g.

ARTICLE 2. <u>SCOPE OF SERVICES</u>

CONTRACTOR has agreed to provide the RECIPIENT a diverse summer program for East Gadsden High School (EGHS), West Gadsden High School (WGHS), James A. Shanks Middle School (JASMS) and Havana Middle School (HMS) students through Tallahassee Community College (TCC). CONTRACTOR'S staff will provide instruction and oversight for the program. The goal of the program is to provide academic enrichment and career counseling to high school and middle school students in the Educational Talent Search Student Success Initiative (ETS) and College Reach Out Program (CROP) that will consist of several academic and enrichment activities. The program is designed to prepare students to graduate from high school and succeed in postsecondary education. The program will provide academically rigorous workshops in science and technology, visits to institutions of higher learning, and other educational experiences that will prepare students for academic success through hands-on, inquiry-based learning experiences. Students will be provided academic support, career exploration, counseling, mentoring, and information on career opportunities and postsecondary education. Enrichment activities will address a critical need for meaningful learning experiences that have been identified during the first two years of the Gadsden ETS/CROP Programs. All workshop coordinators have extensive experience in instructing, counseling and mentoring students. CONTRACTOR shall provide the scope of services outlined in the deliverables below.

Workshop deliverables to be provided by the CONTRACTOR include:

- Biotechnology Science Workshop
    a. 45 students in grades 9-12 at EGHS

b. 45 students in grades 9-12 at WGHS
c. Workshop will be composed of intensive two (2) day programs held at TCC for three different cohorts of 15 students each for each school. Each workshop will focus on biological sciences with the goal of recruiting students into 2-year and 4-year institutions of higher learning leading to postsecondary degrees in science-based disciplines
d. Each workshop will focus on genetically modified foods and will be held on successive Fridays and Saturdays at TCC science laboratories. The workshop program will begin on May 11-12 and end on June 22-23.

- Computer Workshop
  a. 30 students in grades 6-12 from EGHS and its feeder middle schools
  b. 30 students in grades 6-12 from WGHS
  c. Workshop will provide computer training to students to enhance their computer skills. The workshop will be conducted at the TCC Gadsden Service Center in Quincy, which includes state-of-the-art instructional classrooms with computers. A total of 4 workshops will be provided to serve 4 cohorts of 15 students each. Each workshop will be four (4) days in length with each session lasting one half day. Workshops will be held in June.

- Graphic Design Camp
  a. 60 Talent Search or CROP students in grades 6-12 from EGHS, WGHS, and/or Gadsden feeder middle schools
  b. Workshop will be composed of a four (4) day program held at the Gadsden Arts Center on the civic square in Quincy. A total of three (3) workshops will be held to serve 20 students each for a total of 60 students. With an emphasis on studio design skills, color theory and composition with exposure to computers and careers, each session will be a half-day in length. The workshop will train students how to design graphic web sites, take photographs, and prepare other web content. At the end of each workshop, each student will have designed a web site and published a product using the photos, text and designs they prepared. Instruction will be provided by a computer technology teacher with graphic design expertise and an arts teacher who will work together to help students integrate technology and design through hands-on learning activities. This program will be conducted in June.

- Simulated Space Mission Workshop
  a. 500 students (25 per session) from EGHS, WGHS, and/or Gadsden feeder middle schools
  b. Workshop will provide a simulated space mission experience at the Challenger Learning Center in Tallahassee. The workshop will include a simulated space mission using a state-of-the-art Space Mission Simulator, aerospace activities using hands-on inquiry-based learning experiences, an IMAX film, a Comet Special, a domed high-definition planetarium show, and Flight Director Activity. The workshop is an intense one-day program preceded by preparation activities and followed by follow-up activities involving online resources and networking. The Challenger Learning Center is the K-12 outreach facility of the FAMU and FSU Colleges of Engineering. It uses aerospace as a theme to foster long-term interest in math, science and technology; create positive learning experiences; and motivate students to pursue careers in those fields.

- College Tours
  a. 300 students from EGHS – six separate tours of six cohorts of 50 students with 3 staff and 5 chaperones for each college tour

i. FAMU
ii. FSU
iii. TCC
1. Tour local postsecondary centers to expose students to college admission requirements, financial aid, scholarships, organizations and more.

b. 50 students 3 staff and 5 chaperones to University of North Florida in Jacksonville
i. Students will also visit Jacksonville Zoo and Gardens as an educational/cultural experience after the college tour
ii. Students will prepare for the experience by studying biological sciences including horticulture and zoology.

c. 50 students, 3 staff and 3 chaperones to University of Central Florida in Orlando

d. 180 students for tour of Florida Public Safety Institute and Ghazvini Center for Healthcare Education
i. Visits will be designed for exposure to career opportunities in health care, law enforcement and public safety

- College Tours
  a. 100 students from WGHS – two separate tours of two cohorts of 50 students with 3 staff and 5 chaperones for each college tour
     i. FAMU
     ii. FSU
     iii. TCC
        1. Tour local postsecondary centers to expose students to college admission requirements, financial aid, scholarships, organizations and more.

  b. 50 students 3 staff and 5 chaperones to University of North Florida in Jacksonville
     i. Students will also visit Jacksonville Zoo and Gardens as an educational/cultural experience after the college tour
     ii. Students will prepare for the experience by studying biological sciences including horticulture and zoology.

  c. 50 students, 3 staff and 3 chaperones to University of Central Florida in Orlando

  d. 180 students for tour of Florida Public Safety Institute and Ghazvini Center for Healthcare Education
     i. Visits will be designed for exposure to career opportunities in health care, law enforcement and public safety

- Residential Summer Program
  a. 30 students from EGHS Talent Search Program (10 per session) and 30 students from WGHS CROP Program (10 per session)

  b. Intensive two-week residential summer program in June 2012 for 30 Talent Search/CROP participants from EGHS. Students will reside in Southern Scholarship Foundation House near the FSU and TCC campuses. During the day students will be transported to TCC for academic classes. During the evening chaperoned groups of students will have access to FSU's academic and recreational facilities including the library, computers, fitness center, swimming pool and gym. Four undergraduate or graduate student advisors will reside with, supervise, teach and mentor the students. Students will go home each Friday and return Sunday. The residential program components include:
     i. Orientation for students and their parents on day one to explain expectations, guidelines and rules. Parents will be invited to special

events and are encouraged to be in frequent contact with students and staff

ii. College preparatory academic classes in Math (Algebra I, Algebra II, Geometry, Trigonometry/Pre-Calculus; laboratory sciences (Biological and Physical Sciences); composition; literature; foreign language (Beginning Spanish); leadership development; and electives/supplemental courses (sign language, yearbook, etiquette, fitness, performing arts, student success, STEM, career exploration/skill building); evening activities, and special events.

iii. Academic and Elective classes will be 50 minutes in length and will be offered Monday through Friday

iv. Supplemental courses in STEM will meet two afternoons each week to work with STEM faculty to learn how to prepare to purse degrees that lead to STEM careers. The course will include guest speakers, faculty presentations, workshops, and hands-on activities

v. Supplemental courses in Career Exploration/Skill Building will be held for 90 minutes one afternoon each week with a skill building component (3 sessions of 20 students each)

vi. The program ends with an overnight trip to a STEM location such as a science center or museum. At the end of the summer program an awards banquet will be held for student recognition.

The CONTRACTOR will also provide:
1. Qualified and certified instructors
2. Educational supplies for each workshop
3. Any relative activity fees and/or admission fees
4. Lunches and afternoon snacks for workshop attendees, made possible in part by the U.S. Department of Agriculture Free and Reduced Price Lunch Program.
5. Transportation through contractual services with Gadsden County Schools Transportation
   a. All costs with GCPS for transportation costs are based on the following rates:
      i. $9 per hour for driver
      ii. $18 per hour for bus usage
      iii. Mileage rates of $2.50 per mile
         1. Actual costs may vary depending on location of residences

The RECIPIENT will provide:
1. Sack lunches for college tours to FAMU, FSU, and TCC

CONTRACTOR agrees that all data relating to RECIPIENT'S business affairs and other information identified as confidential by RECIPIENT remain confidential information of the RECIPIENT. Confidential information will be disclosed only for the purposes of this contract and shall not be disclosed to any third party without the other party's prior written consent.

ARTICLE 3. DURATION OF AGREEMENT
(a). This AGREEMENT shall begin on May 1, 2012 and end on June 30, 2012 contingent upon the approval and funding by the Florida Department of Education.

ARTICLE 4. DEFINITIONS

Term   **Definition**

Term	Definition
Advance	means a payment made by Treasury check or other appropriate payment mechanism to a CONTRACTOR or CONTRACTOR upon its request either before outlays are made by the CONTRACTOR or through the use of predetermined payment schedules.
Award	means financial assistance that provides support or stimulation to accomplish a public purpose.
Contract	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. .
Date of Completion	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.
Project costs	means all 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.
Project period	means the period established in the award document during which Federal sponsorship begins and ends.
RECIPIENT	means an organization receiving financial assistance directly from the Department of Education to carry out a project or program. The term includes public and private institutions of higher education, public and private hospitals and other quasi-public and private non-profit organizations such as, but not limited to, community action agencies, research institutes, educational associations, and health centers.
CONTRACTOR	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.
Sub-award	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 or by a CONTRACTOR to a lower tier 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".
Termination	means the cancellation of award, in whole or in part, under an agreement at any time prior to the date of completion.
Working Capital Advance	means a procedure whereby funds are advanced to the RECIPIENT to cover its estimated disbursement needs for a given initial period.

ARTICLE 5. PAYMENT

(a).   Payment for instructional services will be based on a one-time reimbursement of $160,193.00 (one hundred sixty thousand one hundred and ninety three dollars) for services as described under the Scope of Services. In consideration for the work performed by CONTRACTOR, the RECIPIENT shall pay the CONTRACTOR upon the receipt of an invoice from the CONTRACTOR that includes documentation describing the services that were rendered and deliverables met by the CONTRACTOR in support of the project for the period that the invoice covers. The invoice will include all relative data relating to each deliverable, any

pre and post assessments administered, any needs assessments administered, and any other support materials and/or reports necessary to provide the agreed upon services. The invoice will require a minimum of fourteen (14) days to be processed for payment after it has been approved for payment by the Office of Federal Programs and the district Finance Office. In full and complete compensation for all services provided by CONTRACTOR under this AGREEMENT, Gadsden County shall pay to Tallahassee Community no more than a total amount of $160,193.00 for services rendered as described under the Scope of Services. Tallahassee Community College will invoice the district at the end of the project and before the end of July 2012 for payment based on services rendered. The invoices shall be prepared and addressed to: Ms. Rose Raynak, Director of Federal Programs. Checks will be made payable to Tallahassee Community College and mailed to the agency office.

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

(c).   The maximum cost of the AGREEMENT is $160,193.00.

ARTICLE 6. PUBLIC RECORDS

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

ARTICLE 7. ACCESS AND RETENTION OF RECORDS

The CONTRACTOR, when applicable, shall retain all required records for five (5) years after the RECIPIENT makes the final payment and all other pending matters are closed. The CONTRACTOR shall maintain accurate, current, and complete disclosure of all financial and/or activity results/records of the project in accordance with established Federal and District requirements

ARTICLE 8. TERMINATION OF AGREEMENT

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

ARTICLE 9. AMENDMENTS

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

ARTICLE 10. PERSONNEL and LEVEL 2 CLEARANCE

Pursuant to Florida Statutes (F.S.) Section 1012.465 Background screening requirement for certain non-instructional school district employees and contractors – non-instructional school

district employees or contractual personnel who are permitted access on school grounds when students are present, who have direct contact with students or who have access to or control of school funds must meet level 2 screening requirements as described in Section 1012.32, F.S. Contractual personnel shall include any vendor, individual or entity under contract with the school board. CONTRACTOR agrees to comply with all requirements of the Jessica Lunsford Act as described in this article. CONTRACTOR will work cooperatively with all district employees.

ARTICLE 11. INDEPENDENT CONTRACTOR

The CONTRACTOR is an independent agency and not an employee or agent of the RECIPIENT. CONTRACTOR shall be acting as independent agency 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 contracted services for which they may be held liable under applicable law. Each party shall maintain at its sole expense adequate insurance or self-insurance coverage to satisfy its obligations under this AGREEMENT.

ARTICLE 12. NONDISCRIMINATION AND COMPLIANCE

During the performance of this contract, CONTRACTOR agrees to work in an environment free from all forms of discrimination. 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, marital status, sexual orientation, veteran status, or age in the performance of work.

ARTICLE 13. ADMINISTRATION OF AGREEMENT

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

ARTICLE 14. AGREEMENT AS INCLUDING ENTIRE AGREEMENT

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

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

ARTICLE 15. DISPUTES, CONFLICTS, and ENFORCEMENT

It is mutually agreed and understood that this contract shall be governed by the laws of the State of Florida, both as to interpretation and to performance, and that any action at law, suit in

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

IN WITNESS WHEREOF, the School Board of Gadsden County, Tallahassee Community College have executed this AGREEMENT.

_____   _____
Dr. Charles P. Wood   Date
Director Grants and Special Projects

_____   _____
Mr. Reginald C. James   Date
Superintendent of Schools

_____   _____
Mr. Judge Helms   Date
Chairperson, Gadsden County School Board

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. ____80____

DATE OF SCHOOL BOARD MEETING: __April 24, 2012__

TITLE OF AGENDA ITEM: 2011-2012 Contractual Agreement --   between School Board of

Gadsden County, Florida and Challenger Learning Center of Tallahassee.

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM:

Approval of the 2011-2012 Contractual Agreement between School Board of Gadsden County, Florida

and Challenger Learning Center of Tallahassee is requested. The Contractor will provide a program at

George W. Munroe Elementary for Summer Enrichment as specified in the attached contract.

FUND SOURCE: Federal Programs (SIG)

AMOUNT: $13,200.00

PREPARED BY: Rose Raynak

POSITION: Director of Federal Programs

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

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

REVIEWED BY:

```
DIST: 20  FY: 12           13. REQUEST FOR PURCHASE ORDER              TIME: 14:22

AC  CNTR-REQ#   -DATE-  ----AMOUNT---          -------------VENDOR/CENTERS-----------
I   9016 1001   041612    13,200.00      V C06200000 CHALLENGER LEARNING CENTER
                                           REQ: 9016 FED PRGMS-SCHOOL BOARD GAD
    STAT: B                                SHP: ____

    FND-FUNC-OBJ-CNTR-PROJECT-PGM          ORIG AMT      DB--GL-CR   CURRENT COMMT
    420 5100     0041 4212610 101         13,200.00      1520 2720      13,200.00
    ___ ____ ___ ____ _____ ___        __,___,__.__    ____ ____
    ___ ____ ___ ____ _____ ___        __,___,__.__    ____ ____
    ___ ____ ___ ____ _____ ___        __,___,__.__    ____ ____
    ___ ____ ___ ____ _____ ___        __,___,__.__    ____ ____
    ___ ____ ___ ____ _____ ___        __,___,__.__    ____ ____
    ___ ____ ___ ____ _____ ___        __,___,__.__    ____ ____
    ___ ____ ___ ____ _____ ___        __,___,__.__    ____ ____
    ___ ____ ___ ____ _____ ___        __,___,__.__    ____ ____
    ___ ____ ___ ____ _____ ___        __,___,__.__    ____ ____
    ___ ____ ___ ____ _____ ___        __,___,__.__    ____ ____
    ___ ____ ___ ____ _____ ___        __,___,__.__    ____ ____
    ___ ____ ___ ____ _____ ___        __,___,__.__    TOTAL         13,200.00

REQUEST FOR PO DISPLAYED.  NEXT?                             TERML: 8A7C
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TP -NUMBER- -DATE-   AMOUNT   REQ NUMB -------------VENDOR/CENTERS-----------
R 90161001 041612   13,200.00   V C06200000 CHALLENGER LEARNING CENTE
                                                     200 S. DUVAL ST.
                                         REQ: 9016 FED PRGMS-SCHOOL BOARD GA
      STAT: B INV: SHP:
      INSTRS: ATTN: ROSE RAYNAK/DM - GWM____

      STK NUM ----------DESCRIPTION--------   QTY   UNIT PRICE   COST
      _____ SCHL BD APPRVD   / /   16   825.00   13,200.00
      _____ CONTRACTUAL SERVICES TO   ____ __,___,__.__
      _____ PROVIDE A PROGRAM AT GWM FOR   ____ __,___,__.__
      _____ SUMMER ENRICHMENT OF STANDARD   ____ __,___,__.__
      _____ BASED CURRICULUM. WILL PROVIDE ____ __,___,__.__
      _____ INSTRUCTION/OVERSIGHT. STUDENT ____ __,___,__.__
      _____ WILL PARTICIPATE IN HANDS-ON   ____ __,___,__.__
      _____ ACTIVITIES   ____ __,___,__.__
      _____ FOUR WEEKS-FOUR DAYS/WEEK   ____ __,___,__.__
      _____ 16 DAYS - 825.00/DAY   ____ __,___,__.__
      _____ _____   ____ __,___,__.__
      _____ _____   ____ __,___,__.__
                                                      TOTAL   13,200.00
UPDATE PROCESSED. NEXT?   TERML: 8A7C

School Board of Gadsden County, Florida
CONTRACTUAL AGREEMENT
Fiscal Years: 2011-2012

This contractual AGREEMENT is made between the School Board of Gadsden County, Florida, a school district, referred to as the "RECIPIENT", organized and existing under the laws of the State of Florida, with its principal place of business at 35 Martin Luther King., Jr. Blvd, City of Quincy, County of Gadsden, State of Florida, herein referred to as the Board, (also referred to as the District) and **Challenger Learning Center of Tallahassee** a not-for-profit agency organized and existing with their principal place of operations at 200 S. Duval Street, Tallahassee, FL 32304 herein referred to as "CONTRACTOR". The contractual AGREEMENT will establish uniform administrative requirements for the CONTRACTOR and Gadsden County Public Schools.

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 the Scope of Services below. The CONTRACTOR understands and agrees that all services are to be secured and implemented solely by the CONTRACTOR and no subcontractor will be assigned as a CONTRACTOR without the prior written consent of the RECIPIENT.

The RECIPIENT and CONTRACTOR understand and agree that this AGREEMENT is valid only if approved and funds awarded for the same by the Florida Department of Education for Title I School Improvement 1003g.

ARTICLE 2. SCOPE OF SERVICES

CONTRACTOR has agreed to provide the RECIPIENT a program at George W. Munroe Elementary for Summer Enrichment that consists of four weeks of four-day standards-based curriculum. CONTRACTOR staff will provide instruction and oversight for the program that will consist of certified teachers and senior level education students attending both FAMU and FSU. Throughout the program, up to 30 (thirty) George W. Munroe Elementary students will participate in hands-on activities during all of the four-day programs that will run from 9 a.m. to 4 p.m. with an additional hour of supervised activities until 5 p.m. The curriculum is designed to be engaging and exciting while reinforcing standards taught during the school year to keep academic skills proficient. Instruction will be 4 full days of instruction per week. CONTRACTOR will provide Challenger Learning Center educators' transportation to the school in the district, computer tablets, LEGO WEDO kits, rockets, and other consumable supplies for use during the program. There will be at least one certified teacher with each group and a ratio of one adult for every 8 students. CONTRACTOR shall provide the scope of services outlined in the deliverables below.

Deliverables to be provided by the CONTRACTOR include:

- Week 1
    - a. Robots/LEGOs/Simple Machines – students will use LEGO WEDO Robotics and Simple Machines where they will do the builds and also learn about simple machines and do the math after doing science experiments with the robotic

builds. These WEDO robots are actually attached to the computer where the students can program them to do specific tasks

- Week 2
  - a. Aviation/Rocket Week – students will do activities on everything from kites to rockets and learn the principles and physical science concepts. Students will explore Newton's Laws of Motion by building all types of flying machines from kites to many types of rockets culminating in a launch of a rocket that will go over 200 feet in the air.
- Week 3
  - a. Space Week – students will learn about the Sun and the Solar System while doing activities that will engage and excite them. Students will explore the laws of gravity and many physical and chemical components of matter in the Solar System
- Week 4
  - a. Animal Antics – Animals are the focus this week. Students will explore the diversity of living things and how changes in our environment can affect their survival. They will learn to better understand the natural world through careful observations and hands-on activities.

The RECIPIENT will provide:
1. On-site supervision and instructional support by math and science staff
2. Transportation to and from the site for students each day
3. Summer feeding program

CONTRACTOR agrees that all data relating to RECIPIENT'S business affairs and other information identified as confidential by RECIPIENT remain confidential information of the RECIPIENT. Confidential information will be disclosed only for the purposes of this contract and shall not be disclosed to any third party without the other party's prior written consent.

ARTICLE 3. DURATION OF AGREEMENT
(a). This AGREEMENT shall begin on June 4, 2012 and end on June 30, 2012 contingent upon the approval and funding by the Florida Department of Education.

ARTICLE 4. DEFINITIONS

Term	Definition
Advance	means a payment made by Treasury check or other appropriate payment mechanism to a CONTRACTOR or CONTRACTOR upon its request either before outlays are made by the CONTRACTOR or through the use of predetermined payment schedules.
Award	means financial assistance that provides support or stimulation to accomplish a public purpose.
Contract	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. .
Date of Completion	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.
Project costs	means all allowable costs, as established in the applicable Federal cost

Term	Definition
	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.
Project period	means the period established in the award document during which Federal sponsorship begins and ends.
RECIPIENT	means an organization receiving financial assistance directly from the Department of Education to carry out a project or program. The term includes public and private institutions of higher education, public and private hospitals and other quasi-public and private non-profit organizations such as, but not limited to, community action agencies, research institutes, educational associations, and health centers.
CONTRACTOR	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.
Sub-award	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 or by a CONTRACTOR to a lower tier 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".
Termination	means the cancellation of award, in whole or in part, under an agreement at any time prior to the date of completion.
Working Capital Advance	means a procedure whereby funds are advanced to the RECIPIENT to cover its estimated disbursement needs for a given initial period.

ARTICLE 5. PAYMENT

(a).   Payment for instructional services will be based on a one-time payment of $13,200 (thirteen thousand two hundred dollars) for up to 30 students. In consideration for the work performed by CONTRACTOR, the RECIPIENT shall pay the CONTRACTOR upon the receipt of an invoice from the CONTRACTOR that includes documentation describing the services that were rendered and deliverables met by the CONTRACTOR in support of the project for the period that the invoice covers. The invoice will include all relative data relating to each deliverable, any pre and post assessments administered, any needs assessments administered, and any other support materials and/or reports necessary to provide the agreed upon services. The invoice will require a minimum of fourteen (14) days to be processed for payment after it has been approved for payment by the Office of Federal Programs and the district Finance Office. In full and complete compensation for all services provided by CONTRACTOR under this AGREEMENT, Gadsden County shall pay to Challenger Learning Center of Tallahassee no more than a total amount of $13,200.00 for services rendered as described under the Scope of Services. Challenger Learning Center of Tallahassee will invoice the district at the end of the project and before the end of July 2012 for payment based on services rendered. The invoices shall be prepared and addressed to: Ms. Rose Raynak, Director of Federal Programs. Checks will be made payable to Challenger Learning Center of Tallahassee and mailed to the agency office.

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

(c).   The maximum cost of the AGREEMENT is $13,200.

ARTICLE 6. PUBLIC RECORDS

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

ARTICLE 7. ACCESS AND RETENTION OF RECORDS

The CONTRACTOR, when applicable, shall retain all required records for five (5) years after the RECIPIENT makes the final payment and all other pending matters are closed. The CONTRACTOR shall maintain accurate, current, and complete disclosure of all financial and/or activity results/records of the project in accordance with established Federal and District requirements

ARTICLE 8. TERMINATION OF AGREEMENT

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

ARTICLE 9. AMENDMENTS

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

ARTICLE 10. PERSONNEL and LEVEL 2 CLEARANCE

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

ARTICLE 11. INDEPENDENT CONTRACTOR

The CONTRACTOR is an independent agency and not an employee or agent of the RECIPIENT. CONTRACTOR shall be acting as independent agency 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 contracted services for which

they may be held liable under applicable law. Each party shall maintain at its sole expense adequate insurance or self-insurance coverage to satisfy its obligations under this AGREEMENT.

ARTICLE 12. NONDISCRIMINATION AND COMPLIANCE

During the performance of this contract, CONTRACTOR agrees to work in an environment free from all forms of discrimination. 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, marital status, sexual orientation, veteran status, or age in the performance of work.

ARTICLE 13. ADMINISTRATION OF AGREEMENT

(a)   The CONTRACTOR'S contract administrator and contact is Dr. Larry Robinson and/or his/her designee.

(b)   The RECIPIENT'S contract administrator and contact is Ms. Rose Raynak, Director of Federal Programs and/or her designee.

(c)   All written and verbal approvals must be obtained from the parties' contract administrator or their designees.

(d)   This contract shall be governed by and construed under the laws of the State of Florida.

ARTICLE 14. AGREEMENT AS INCLUDING ENTIRE AGREEMENT

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

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

ARTICLE 15. DISPUTES, CONFLICTS, and ENFORCEMENT

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

IN WITNESS WHEREOF, the School Board of Gadsden County, Florida and Florida A&M University/ Challenger Learning Center have executed this AGREEMENT.

_____   _____
Dr. Larry Robinson, Provost   Date
Florida A&M University

_____   _____
Mr. Reginald C. James   Date
Superintendent of Schools

_____   _____
Mr. Judge Helms   Date
Chairperson, Gadsden County School Board

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. _____8p_____

DATE OF SCHOOL BOARD MEETING: April 24, 2012

TITLE OF AGENDA ITEMS: PAEC Migrant Education Summer School

DIVISION: Finance Department

PURPOSE AND SUMMARY OF ITEMS:

Board approval is requested for the contract with the PAEC Migrant Program to conduct a summer school program pursuant to the project award funded by the Florida Department of Education.

FUND SOURCE: General Fund

REVENUE AMOUNT: +$36,000.00

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services

Panhandle Area Educational Consortium
Contract Agreement

THIS CONTRACT is entered into by and between the Panhandle Area Educational Consortium, through its District of Record, the Washington County School Board, 753 West Boulevard Chipley Florida 32428 hereinafter called "contractee", and Gadsden County School, 35 Martin Luther King, Jr. Boulevard Quincy Florida 32351 hereinafter called "contractor," under prime project award # 670-2172A-2CF01, PAEC project # 7224101, entitled Migrant, funded by the Florida Department of Education.

The contract will commence June 11, 2012 and will continue until July 12, 2012. Maria I. Pouncey will direct the activities of the contract.

The Contractee agrees to compensate contractor for the amount of $36,000.00. The payment schedule will be The Contractee agrees to compensate contractor for services, pending approval of additional summer funding, as follows: Upon receipt of services and submission of an invoice for $18,000.00 on July 1, 2011, and the submission of a second invoice for $18,000.00 on July 13, 2011.. The invoice should be signed by the contractor, reference the PAEC contract number, as shown above, include appropriate supporting documentation, and should be forwarded to the Finance Office, PAEC, 753 West Boulevard, Chipley, FL 32428. Maria I. Pouncey shall approve submitted material and invoices before payment is made.

PAEC will not be responsible for payment of any Worker's Compensation claims to the contractor or any employee of the contractor. The contractor understands that he/she is an independent contractor.

If applicable, verification of Level 2 screening, as stated in F.S. 1012.465, must be submitted to the PAEC Risk Management Department and approved before contract can be presented to the Washington County School Board, District of Record, for approval.

The services provided through this contract are stipulated as follows:

The contractor, Gadsden County School will:

1. Allow use of school for 2012 PAEC Migrant Summer School.
2. Provide three (3) buses and transportation services for the 2012 PAEC Migrant Summer School.

The contractee, Panhandle Area Educational Consortium, through its District of Record, the Washington County School Board will:

Pay contractor in a timely manner.

This contract is subject to the requirements of EDGAR Subpart 80 C Financial Administration – Sec. 80.35 Subawards to debarred and suspended parties.

a. No award will be made to parties that have been suspended or debarred from participation in federal assistance programs. A review of the official site for debarred and suspended parties or otherwise ineligible parties will be made prior to approval of this contract. Evidence of parties of this contract being included in such listings will deem the contractor ineligible making this contract null and void. By Executive Order 12549 and 12689, "Debarment and Suspension."

The contractor, as defined by the Attorney General Opinion No. 062-120, will perform all services and furnish all labor at the Payee/Grantee's risk assuming full responsibility for completion of services stipulated. The contractor is the party providing the services; the contractee is the party receiving the services and providing the payment for the services.

This Agreement is subject to the Laws of the State of Florida, in particular, the below listed provisions found in Florida Statutes 287.058, 287.0582, 216.347 and 215.422:

287.058 -

(1)   a.   A provision that bills for fees or other compensation for services or expenses be submitted in detail sufficient for a proper preaudit and postaudit thereof.

              c.   A provision allowing unilateral cancellation by the agency for refusal by the contractor to allow public access to all documents, papers, letters, or other material made or received by the contractor in conjunction with the contract, unless the records are exempt from s. 24(a) of Art. I of the State Constitution and s. 119.07(1).

(2)   The agency head and the contractor prior to the rendering of any contractual service shall sign the written agreement.

287.0582 -

The State of Florida's performance and obligation to pay under this contract is contingent upon an annual appropriation by the Legislature.

216.347 -

The terms of this agreement prohibit the expenditure of funds for the purpose of lobbying the Legislature or a state agency.

215.422 -

Agencies have 5 working days to inspect and approve goods and services, unless bid specifications or the P.O. specifies otherwise. With the exception of payments to health care providers for hospital, medical, or other health care services, if payment is not available within 40 days, measured from the latter of the date the invoice is received or the goods or services are received, inspected and approved, a separate interest penalty set by the Comptroller pursuant to Section 55.03, F.S., will be due and payable in addition to the invoice amount. To obtain the applicable interest rate, please contact the Agency's Fiscal Section at the agency's main office. Payments to health care providers for hospitals, medical or other health care services, shall be made not more than 35 days from the date of eligibility for payment is determined, and the daily interest rate is .03333%. Invoices returned to a vendor due to preparation errors will result in a payment delay. Invoice payment requirements do not start until a properly completed invoice is provided to the agency. A Vendor Ombudsman, whose duties include acting as an advocate for vendors who may be experiencing problems in obtaining timely payment(s) from a State Agency, may be contacted at the agency's main office.

1012.465-

(1) Non-instructional school district employees or contractual personnel who are permitted access on school grounds when students are present, who have direct contact with students or who have access to or control of school funds must meet Level 2 screening requirements as described in s. 1012.32, F.S. Contractual personnel shall include any vendor, individual, or entity under contract with the school board.

This Contract is also subject to the Laws of the United States of America, in particular those provisions for procurement - Contract Administration described in Title 34, Section 80.36(i), Code of Federal Regulations not previously covered in the above references to Florida Statutes. These provisions are:

a.   All records supporting project activities and the expenditure of funds must be maintained for a minimum of three years after the final payments and all other pending matters are closed.

b.   Access will be allowed by the grantee, the subgrantee, the Federal Grantor Agency, the Comptroller General of the United States or any of their duly authorized representatives to any books, documents, papers, and records of the contractor which are directly pertinent to that specific contract for the purpose of making audit, examination, excerpts, and transcriptions.

c.   The contractor understands that grantee will give the contractor thirty (30) days to take corrective action should it be determined that there is a violation of the contract. If corrective action is not taken by the contractor, funding will be withheld or revoked.

d.   For a contract in excess of $10,000, the contractor understands that modifications and/or revisions to the financial and/or program aspects of this contract may be required as a result of changes in the grantee

funding allocations. The contractor understands and agrees that if either party desires to change, modify, or terminate this Agreement, the proposed changes shall be negotiated and shall be written documents executed by both parties.

Audit Requirements

A. If the contractor is a non-Federal entity that, during the effective period of this contract, expends $500,000 or more in a year in Federal awards, the contractor shall have an audit conducted for that year in accordance with OMB Circular A-133 or in accordance with other applicable Federal regulations if excluded from coverage under OMB Circular A-133.

B. A contractor who is required to have an audit conducted in accordance with the provisions of OMB Circular A-133, shall submit to PAEC a copy of the Reporting Package (as defined in the circular) when the schedule of findings and questioned costs disclose audit findings relating to this contract or when the summary schedule of prior audit findings reports the status of any audit findings relating to this contract.

C. When the contractor is not required to submit the Reporting Package pursuant to Paragraph B above, the contractor shall submit to PAEC written notification that:

1. An audit of the contractor was conducted in accordance with OMB Circular A-133, including timely filing;
2. The schedule of findings and questioned costs disclosed no audit findings relating to any Federal award that PAEC provided;
3. The summary schedule of prior audit findings did not report on the status of any audit findings relating to any Federal award that PAEC provided;
4. No material issues of non-compliance were reported; and
5. No reportable conditions related to internal controls were reported.

D. A contractor excluded from coverage under OMB Circular A-133 and audited in accordance with other applicable Federal regulations, shall submit to PAEC a copy of all audit reports disclosing findings or questioned costs related to this contract or any Federal award that PAEC provided.

The contractor must identify the period covered by the audit and the name, amount, and CFDA number of the Federal award provided by PAEC. The contractor shall submit the documentation described above to PAEC within 30 days after receipt of the auditor's report but no later than nine months after the end of the audit period, unless a longer period is agreed to by the contractor's cognizant audit agency.

The address to which the foregoing shall be submitted is

> PAEC
> ATTN: Lele Brock
> 753 West Blvd.
> Chipley, FL 32428

Non-discrimination

The contractor agrees that no person will, on the basis of race, color, national origin, creed or religion be excluded from participation in, be refused the benefits of, or be otherwise subjected to discrimination pursuant to the Act governing these funds or any project, program, activity or sub-grant supported by the requirements of (a)

Title VI of the Civil Rights Act of 1964 which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended which prohibits discrimination in

employment or any program or activity that receives or benefits from federal financial assistance on the basis of handicaps; (d) Age Discrimination Act 1975, as amended which prohibits discrimination on the basis of age, (e) Equal Employment Opportunity Program (EEOP) must meet the requirements of 28 CFR 42.301.

Force Majeure

Neither party shall be in breach of this contract if there is a total or partial failure by it in its duties and obligations occasioned by any act of God, fire, act of foreign, federal, state or local government, or any other reason beyond its reasonable control. In the event of delay in performance due to any such cause, the date of the delivery or time for completion will be extended by a period of time reasonably necessary to overcome the effect of such delay.

   IN WITNESS WHEREFORE, the parties have executed this CONTRACT/MODIFICATION and signing, thereby validating this CONTRACT/MODIFICATION, the parties also certify that each possesses legal authority to contractually bind their respective organizations in their capacity as a signatory official.

Contractee

Contractor

_____

_____

Dr. Sandra M. Cook, Superintendent
Washington County School Board

Reginald C. James, Superintendent
Gadsden County School

4/16/12

_____

_____

Date

Date

_____

Patrick L. McDaniel, Executive Director
Panhandle Area Educational Consortium

_____

Date

59-6000898
Social Security # or Federal ID#

59-60000615
Social Security # or Federal ID #

WCSB Date: April 17, 2012

12-239

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. _____8q_____

DATE OF SCHOOL BOARD MEETING: April 24, 2012

TITLE OF AGENDA ITEMS: PAEC Contract for Bilingual Paraprofessional & ESL Teacher

DIVISION: Personnel/Finance Departments

PURPOSE AND SUMMARY OF ITEMS:

Board approval is requested for the contract with PAEC to provide 50% of a highly-qualified bilingual paraprofessional to work with migrant parents and 50% of a highly-qualified bilingual ESL teacher.

FUND SOURCE: General Fund and Title III

AMOUNT: $29,621.78

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business and Finance

12-130

Panhandle Area Educational Consortium
Contract Agreement

THIS CONTRACT is entered into by and between the Panhandle Area Educational Consortium, through its District of Record, the Washington County School Board, 753 West Boulevard Chipley Florida 32428 hereinafter called "contractee", and Gadsden County School Board, 35 Martin Luther King Jr. Blvd
Quincy Florida 32351 hereinafter called "contractor," PAEC project # 7224101, entitled Migrant, funded by the Florida Department of Education.

The contract will commence August 22, 2011 and will continue until June 30, 2012. Maria I. Pouncey will direct the activities of the contract.

The Contractee agrees to compensate contractor for the amount of 29,621.78. The payment schedule will be The payment schedule will be in two installments of $14,810.89 each upon submission of an invoice in December 2011 and June 2012.. The invoice should be signed by the contractor, reference the PAEC contract number, as shown above, include appropriate supporting documentation, and should be forwarded to the Finance Office, PAEC, 753 West Boulevard, Chipley, FL 32428. Maria Pouncey shall approve submitted material and invoices before payment is made.

PAEC will not be responsible for payment of any Worker's Compensation claims to the contractor or any employee of the contractor. The contractor understands that he/she is an independent contractor.

If applicable, verification of Level 2 screening, as stated in F.S. 1012.465, must be submitted to the PAEC Risk Management Department and approved before contract can be presented to the Washington County School Board, District of Record, for approval.

The services provided through this contract are stipulated as follows:

The contractor, Gadsden County School Board will:

Provide a highly qualified Bi-lingual Paraprofessional (Spanish) to work with migrant parents to support parental involvement and translation in heritage language for migrant students in Greensboro Elementary; a 50% shared position with the Gadsden County School District. Also, a Highly Qualified Bi-lingual (Spanish) ESL Teacher to work with migrant parents and students in a 50% shared position with Title III.

The contractee, Panhandle Area Educational Consortium, through its District of Record, the Washington County School Board will:

Provide 50% of the salary of a highly qualified Paraprofessional and Teacher to facilitate recruitment and identification, support parental involvement and translation in heritage language for migrant eligible students and parents.

This contract is subject to the requirements of EDGAR Subpart 80 C Financial Administration – Sec. 80.35 Subawards to debarred and suspended parties.

a. No award will be made to parties that have been suspended or debarred from participation in federal assistance programs. A review of the official site for debarred and suspended parties or otherwise ineligible parties will be made prior to approval of this contract. Evidence of parties of this contract being included in such listings will deem the contractor ineligible making this contract null and void. By Executive Order 12549 and 12689, "Debarment and Suspension."

The contractor, as defined by the Attorney General Opinion No. 062-120, will perform all services and furnish all labor at the Payee/Grantee's risk assuming full responsibility for completion of services stipulated. The contractor is the party providing the services; the contractee is the party receiving the services and providing the payment for the services.

This Agreement is subject to the Laws of the State of Florida, in particular, the below listed provisions found in Florida Statutes 287.058, 287.0582, 216.347 and 215.422:

287.058 -

(1) a. A provision that bills for fees or other compensation for services or expenses be submitted in detail sufficient for a proper preaudit and postaudit thereof.

   c. A provision allowing unilateral cancellation by the agency for refusal by the contractor to allow public access to all documents, papers, letters, or other material made or received by the contractor in conjunction with the contract, unless the records are exempt from s. 24(a) of Art. I of the State Constitution and s. 119.07(1).

(2) The agency head and the contractor prior to the rendering of any contractual service shall sign the written agreement.

287.0582 -

The State of Florida's performance and obligation to pay under this contract is contingent upon an annual appropriation by the Legislature.

216.347 -

The terms of this agreement prohibit the expenditure of funds for the purpose of lobbying the Legislature or a state agency.

215.422 -

Agencies have 5 working days to inspect and approve goods and services, unless bid specifications or the P.O. specifies otherwise. With the exception of payments to health care providers for hospital, medical, or other health care services, if payment is not available within 40 days, measured from the latter of the date the invoice is received or the goods or services are received, inspected and approved, a separate interest penalty set by the Comptroller pursuant to Section 55.03, F.S., will be due and payable in addition to the invoice amount. To obtain the applicable interest rate, please contact the Agency's Fiscal Section at the agency's main office. Payments to health care providers for hospitals, medical or other health care services, shall be made not more than 35 days from the date of eligibility for payment is determined, and the daily interest rate is .03333%. Invoices returned to a vendor due to preparation errors will result in a payment delay. Invoice payment requirements do not start until a properly completed invoice is provided to the agency. A Vendor Ombudsman, whose duties include acting as an advocate for vendors who may be experiencing problems in obtaining timely payment(s) from a State Agency, may be contacted at the agency's main office.

1012.465-

(1) Non-instructional school district employees or contractual personnel who are permitted access on school grounds when students are present, who have direct contact with students or who have access to or control of school funds must meet Level 2 screening requirements as described in s. 1012.32, F.S. Contractual personnel shall include any vendor, individual, or entity under contract with the school board.

   This Contract is also subject to the Laws of the United States of America, in particular those provisions for procurement - Contract Administration described in Title 34, Section 80.36(i), Code of Federal Regulations not previously covered in the above references to Florida Statutes. These provisions are:

a.   All records supporting project activities and the expenditure of funds must be maintained for a minimum of three years after the final payments and all other pending matters are closed.

b.   Access will be allowed by the grantee, the subgrantee, the Federal Grantor Agency, the Comptroller General of the United States or any of their duly authorized representatives to any books, documents, papers, and records of the contractor which are directly pertinent to that specific contract for the purpose of making audit, examination, excerpts, and transcriptions.

c.   The contractor understands that grantee will give the contractor thirty (30) days to take corrective action should it be determined that there is a violation of the contract. If corrective action is not taken by the contractor, funding will be withheld or revoked.

d.   For a contract in excess of $10,000, the contractor understands that modifications and/or revisions to the financial and/or program aspects of this contract may be required as a result of changes in the grantee funding allocations. The contractor understands and agrees that if either party desires to change, modify, or terminate this Agreement, the proposed changes shall be negotiated and shall be written documents executed by both parties.

Audit Requirements

A.   If the contractor is a non-Federal entity that, during the effective period of this contract, expends $500,000 or more in a year in Federal awards, the contractor shall have an audit conducted for that year in accordance with OMB Circular A-133 or in accordance with other applicable Federal regulations if excluded from coverage under OMB Circular A-133.

B.   A contractor who is required to have an audit conducted in accordance with the provisions of OMB Circular A-133, shall

submit to PAEC a copy of the Reporting Package (as defined in the circular) when the schedule of findings and questioned costs disclose audit findings relating to this contract or when the summary schedule of prior audit findings reports the status of any audit findings relating to this contract.

C. When the contractor is not required to submit the Reporting Package pursuant to Paragraph B above, the contractor shall submit to PAEC written notification that:

1. An audit of the contractor was conducted in accordance with OMB Circular A-133, including timely filing;
2. The schedule of findings and questioned costs disclosed no audit findings relating to any Federal award that PAEC provided;
3. The summary schedule of prior audit findings did not report on the status of any audit findings relating to any Federal award that PAEC provided;
4. No material issues of non-compliance were reported; and
5. No reportable conditions related to internal controls were reported.

D. A contractor excluded from coverage under OMB Circular A-133 and audited in accordance with other applicable Federal regulations, shall submit to PAEC a copy of all audit reports disclosing findings or questioned costs related to this contract or any Federal award that PAEC provided.

The contractor must identify the period covered by the audit and the name, amount, and CFDA number of the Federal award provided by PAEC. The contractor shall submit the documentation described above to PAEC within 30 days after receipt of the auditor's report but no later than nine months after the end of the audit period, unless a longer period is agreed to by the contractor's cognizant audit agency.

The address to which the foregoing shall be submitted is

> PAEC
> ATTN: Lele Brock
> 753 West Blvd.
> Chipley, FL 32428

Non-discrimination

The contractor agrees that no person will, on the basis of race, color, national origin, creed or religion be excluded from participation in, be refused the benefits of, or be otherwise subjected to discrimination pursuant to the Act governing these funds or any project, program, activity or sub-grant supported by the requirements of (a) Title VI of the Civil Rights Act of 1964 which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended which prohibits discrimination in employment or any program or activity that receives or benefits from federal financial assistance on the basis of handicaps; (d) Age Discrimination Act 1975, as amended which prohibits discrimination on the basis of age, (e) Equal Employment Opportunity Program (EEOP) must meet the requirements of 28 CFR 42.301.

Force Majeure

Neither party shall be in breach of this contract if there is a total or partial failure by it in its duties and obligations occasioned by any act of God, fire, act of foreign, federal, state or local government, or any other reason beyond its reasonable control. In the event of delay in performance due to any such cause, the date of the delivery or time for completion will be extended by a period of time reasonably necessary to overcome the effect of such delay.

IN WITNESS WHEREFORE, the parties have executed this CONTRACT/MODIFICATION and signing, thereby validating this CONTRACT/MODIFICATION, the parties also certify that each possesses legal authority to contractually bind their respective organizations in their capacity as a signatory official.

Contractee

                                      Contractor

Dr. Sandra M. Cook, Superintendent   Reginald C. James, Superintendent
Washington County School Board   Gadsden County School Board

                                        4/16/12

Date   Date

Patrick L. McDaniel, Executive Director
Panhandle Area Educational Consortium

Date

59-6000898   59-6000615
Social Security # or Federal ID#   Social Security # or Federal ID #

WCSB Date: April 9, 2012

                                                12-130

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. ____8r____

DATE OF SCHOOL BOARD MEETING: _4/24/12__

TITLE OF AGENDA ITEM: Head Start Supplemental Application

DIVISION: Head Start

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

PURPOSE AND SUMMARY OF ITEM: Request for Funds: Gadsden County School

Board Head Start 2012 Supplemental Cost of Living Adjustment (COLA) Funds. The

COLA funds will be used for staff benefits and increased transportation cost.

FUND SOURCE: Head Start

AMOUNT: $14,411.00

PREPARED BY: Carolyn Harden

POSITION: Head Start/Prekindergarten Program Director

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____
CHAIRMAN'S SIGNATURE: page(s) numbered __**1 and 12**_____

This form is to be duplicated on light blue paper.

REVIEWED BY: _Cathy L. Austin___

APPLICATION FOR FEDERAL ASSISTANCE

2. DATE SUBMITTED:		Applicant Identifier 04CH0241

1. TYPE OF SUBMISSION		3. DATE RECEIVED BY STATE:	State Application Identifier
Application	Preapplication		
☐ Construction	☐ Construction	**4. DATE RECEIVED BY FEDERAL AGENCY:**	Federal Identifier
☒ Non-Construction	☐ Non-Construction		04CH0241 - 000

5. APPLICANT INFORMATION

Legal Name: GADSDEN COUNTY SCHOOL DISTRICT	**Organizational Unit:**
	Department: HHS: Office of Head Start
Organizational DUNS: 152811279	**Division:** HHS: Office of Head Start
Address:	**Name and telephone number of the person to be contacted on matters involving this application (give area code)**
Street: 35 Martin Luther King Jr Blvd	
	Prefix: Mrs. Middle Name:
City: Quincy	First Name: Carolyn
County: N/A	Last Name: Harden
State: FL Zip Code: 32351	Suffix:
Country: N/A	Email: hardenc@mail.gcps.k12.fl.us

6. EMPLOYER IDENTIFICATION NUMBER (EIN) 596000615	Phone Number (give area code) (850)627-3861	Fax Number (give area code) (850)875-8790

8. TYPE OF APPLICATION	7. TYPE OF APPLICANT (enter appropriate letter in box) H
☒ New ☐ Continuation ☐ Revision	Other (specify)
If Revision, enter appropriate letter(s) in box(es): ☐ ☐	
Other (specify)	**9. NAME OF FEDERAL AGENCY:** HHS / ACF / OHS

10. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: 93.600	11. DESCRIPTION TITLE OF APPLICANT'S PROJECT: Fiscal Year (FY) 2012 Cost-Of-Living-Adjustment (COLA)
TITLE (Name of Program): Head Start / Early Head Start	

12. AREAS AFFECTED BY PROJECT (Cities, Counties, States etc.):

Gadsden County, Florida

13. PROPOSED PROJECT:	14. CONGRESSIONAL DISTRICTS OF:	
Start Date: 12/01/2011 Ending Date: 11/30/2012	a. Applicant: 2	b. Project: 2

15. ESTIMATED FUNDING		16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?
a. Federal	$14,411	a. YES THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON
b. Applicant	$3,603	
c. State	$0	Date:
d. Local	$0	b. NO ☒ PROGRAM IS NOT COVERED BY E.O. 12372
e. Other	$0	☐ OR PROGRAM HAS NOT BEEN SELECTED BY STATE FOR REVIEW
f. Program Income	$0	**17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?**
g. Total	$18,014	☐ Yes If "Yes," attach an explanation. ☒ No

18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION ARE TRUE AND CORRECT. THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED

a. Authorized Representative		
Prefix: Mr.	First Name: Judge	Middle Name:
Last Name: Helms		Suffix:
b. Title: Authorizing Official		c. Telephone number: (850)627-3861
d. Signature of Authorized Representative:		e. Date Signed:

Standard Form 424 (Rev.9-2003) Prescribed by OMB Circular A-102

Grant / Delegate No: 04CH0241 / 000   **Agency Name:** Gadsden County School Board
Program Type: Head Start   **Application Type:** Supplemental   **State:** FL **Fiscal Year:** 2012   **Budget Period:** 12/01/2011 to 11/30/2012

BUDGET INFORMATION - Non Construction Programs
OMB Approval No. 0348-0044

SECTION A - BUDGET SUMMARY

Grant Program, Function, or Activity (a)	Catalog of Federal Domestic Assistance Number (b)	Estimated Unoboligated Funds		New or Revised Budget		Total (g)
		Federal (c)	Non-Federal (d)	Federal (e)	Non-Federal (f)	
1 Program Operation	93.600	$0	$0	$14,411	$3,603	$18,014
2	93.600	$0	$0	$0	$0	$0
3		$0	$0	$0	$0	$0
4		$0	$0	$0	$0	$0
5 **Total (Sum of lines 1-4)**		**$0**	**$0**	**$14,411**	**$3,603**	**$18,014**

SECTION B - FEDERAL RESOURCES
GRANT PROGRAM, FUNCTION, OR ACTIVITY

6. Object Budget Categories	(1) Program Operation	(2)	(3)	(4)	Total
a. Personnel	$0	$0	$0	$0	$0
b. Fringe Benefits	$5,100	$0	$0	$0	$5,100
c. Travel	$0	$0	$0	$0	$0
d. Equipment	$0	$0	$0	$0	$0
e. Supplies	$0	$0	$0	$0	$0
f. Contractual	$8,871	$0	$0	$0	$8,871
g. Construction	$0	$0	$0	$0	$0
h. Other	$0	$0	$0	$0	$0
i. Total Direct Charges (sum of 6a - 6h)	$13,971	$0	$0	$0	$13,971
j. Indirect Costs	$440	$0	$0	$0	$440
k. Totals (sum of 6a - 6j)	$14,411	$0	$0	$0	$14,411
7. Program Income	$0	$0	$0	$0	$0

Authorized for Local Reproduction

Standard Form 424A (Rev. 7-97)
Prescribed by OMB Circular A-102

April 18, 2012

Grant / Delegate No: 04CH0241 / 000 **Agency Name:** Gadsden County School Board
Program Type: Head Start **Application Type:** Supplemental **State:** FL **Fiscal Year:** 2012 **Budget Period:** 12/01/2011 to 11/30/2012

BUDGET INFORMATION - Non Construction Programs
OMB Approval No. 0348-0044

SECTION C - NON-FEDERAL RESOURCES

	Grant Program (a)	Applicant (b)	State (c)	Other (d)	Total (e)
8	NFS	$3,603	$0	$0	$3,603
9		$0	$0	$0	$0
10		$0	$0	$0	$0
11		$0	$0	$0	$0
12	Total (Sum of lines 8-11)	$3,603	$0	$0	$3,603

SECTION D - FORECASTED CASH NEEDS

	Budget Category	Current Year Budget	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
13	Federal	$14,411	$3,603	$3,603	$3,603	$3,602
14	Non-Federal	$3,603	$901	$901	$901	$900
15	Total (Sum of lines 13-14)	$18,014	$4,504	$4,504	$4,504	$4,502

SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT

	Grant Program (a)	FUTURE FUNDING PERIODS (Years)			
		First (b)	Second (c)	Third (d)	Fourth (e)
16	Program Operation	$0	$0	$0	$0
17		$0	$0	$0	$0
18		$0	$0	$0	$0
19		$0	$0	$0	$0
20	Total (Sum of lines 16-19)	$0	$0	$0	$0

SECTION F - OTHER BUDGET INFORMATION

21. Direct Charges: $13,971	22. Indirect Charges: $440
23. Remarks:	

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Standard Form 424A (Rev. 7-97)
Prescribed by OMB Circular A-102

April 18, 2012

Narrative

2012 Cost-Of-Living-Adjustment Funds

The Gadsden County Head Start staff is paid according to the Gadsden County School District's salary schedule and is part of the Collective Bargaining unit. During the 2011-2012 school year, the school district's employees did not receive a salary increase, and a wage comparability study for the District's school employees and Head Start staff was completed. Due to the status of the economy across the state of Florida, the study revealed that Head Start salaries were comparable to other salaries in surrounding counties. To give Head Start staff a cost-of-living increase at this time, would put staff salaries out of line with similar positions in the school district, thereby undermining the collective bargaining process, and would not be in the best interest of the Head Start Program (salary schedule and wage comparability study attached).

In lieu of a salary increase for staff, at this time, the Gadsden County School District's Head Start Program would like to request authorization to use available cost-of-living funds for the following purposes: to increase funds for employee benefit coverage and increase funds in fuel cost for Head Start buses.

The Gadsden County Head Start Program will see an increase in employee benefits this program year. This includes health insurance and Workman's Compensation. In the past, Workman's Compensation was one of the in-kind benefits the Head Start Program received from the School District. Due to an increase in cost, the School District can no longer afford to provide this service to Head Start employees free of charge. The Head Start Program must now provide this coverage for its employees. The Head Start Program would like to thank the School District for the many years in which they were able to provide this service, but we realize we must now take over this responsibility.

The Gadsden County Head Start Program would like to use the additional funds to cover the increased cost of fuel for Head Start buses. The price of fuel has risen tremendously over the past year, therefore causing a great need for our program to increase the funds in our fuel budget.

The Gadsden County Head Start Program staff will continue to ensure that all Head Start children have a brighter future. Your prompt attention to, and approval of this request will be greatly appreciated.

BUDGET:

Increase funds in Workman's Compensation Budget:	$5,100.00
Increase funds in Fuel Budget:	$8,871.00
Indirect Cost:	$440.00
Total Cost:	$14,411.00

Cost-of-Living-Adjustment (COLA) Request
Fiscal Year 2012

Cost-Of Living-Adjustment:

BUDGET:

Increase funds in Workman's Compensation Budget:	$5,100.00
Increase funds in Fuel Budget:	$8,871.00
Indirect Cost:	$440.00
Total Cost:	$14,411.00

In-Kind Matching Funds:

In-Kind provided by the State of Florida Voluntary Prekindergarten Program.

Funding for 2 Head Start children	$3603.00

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
COMPENDIUM OF REQUIRED CERTIFICATIONS AND ASSURANCES

SF 424B
ASSURANCES - NON-CONSTRUCTION PROGRAMS

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. *Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project costs) to ensure proper planning, management and completion of the project described in this application.*

2. *Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.*

3. *Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.*

4. *Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.*

5. *Will comply with the intergovernmental Personnel Act of 1970 (42 U.S.C. 4278-4763) relating to prescribed standards for merit systems for programs funded under one of the nineteen statutes or regulations specified in Appendix A of OPM=s Standards for a Merit System of Personnel Administration (5 CFR 900, Subpart F).*

6. *Will comply with all Federal statutes relating to non-discrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the bases of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to non-discrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to non-discrimination on the bases of alcohol abuse or alcoholism; (g) 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290 dd-3 and 290 ee-3), as amended, relating to confidentiality of the alcohol and drug abuse patient records; (h) Title VII of the Civil Rights Act of 1968 (42 U.S.C. 3601 et seq.), as amended, relating to non-discrimination in the sale, rental or financing of housing; (I) any other non-discrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other non-discrimination statute(s) which may apply to the application.*

7. *Will comply, or has already complies, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or Federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.*

8. Will comply with the provisions of the Hatch Act (5 U.S.C. 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. 276a to 276a-7), the Copeland Act (40 U.S.C. 276c and 18 U.S.C. 874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-333), regarding labor standards for Federally assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. 1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205)

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. 1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. 469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. 4801 et seq.) which prohibits the use of lead based paint in the construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the single Audit Act of 1984.

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

DRUG-FREE WORKPLACE REQUIREMENTS
GRANTEES OTHER THAN INDIVIDUALS

By signing and/or submitting this application or grant agreement, the grantee is providing the certification set out below.

This certification is required by regulations implementing the Drug-Free Workplace Act of 1988, 45 CFR, Part 76, Subpart F. The regulations published in the January 31, 1989 Federal Register, require certification by grantees that they will maintain a drug-free workplace. The certification set out below is a material representation of fact upon which reliance will be placed when HHS determines to award the grant. False certification or violation of the certification shall be grounds for suspension of payments, suspension or termination of grants, or government-wide suspension or debarment.

Workplaces under grants, for grantees other than individuals, need not be identified on the certification. If known, they may be identified in the grant application. If the grantee does not identify the workplaces at the time of application, or upon award, if there is no application, the grantee must keep the identity of the workplace(s) on file in its office and make the information available for Federal inspection. Failure to identify all known workplaces constitutes a violation of the grantee's drug-free workplace requirements.

Workplace identifications must include the actual address of buildings (or parts of building) or other sites where work under the grant takes place. Categorical descriptions may be used (e.g. all vehicles of a mass transit authority of State highway department while in operation, State employees in each local unemployment office, performers in concert halls or radio studios).

If the workplace identified to HHS changes during the performance of the grant, the grantee shall inform the agency of the change(s), it previously identified the workplaces in question (see above).

Definitions of terms in the Nonprocurement Suspension and Debarment common rule and Drug-Free Workplace common rule apply to this certification. Grantees' attention is called, in particular, to the following definitions from these rules:

"Controlled substance" means a controlled substance in Schedules I through V of the Controlled Substances Act (21 USC 812) and as further defined by regulations (21 CFR, 1308.11 through 1308.15). "Conviction" means a finding of guilt (including a plea of nolo contendere) or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of the Federal of State criminal drug statutes; "Criminal drug statute" means a Federal or non-Federal criminal statute involving the manufacture, distribution, dispensing use, or possession of any controlled substance; "Employee" means the employee of a grantee directly engaged in the performance of work under a grant including: (i) All "direct charge" employees; (ii) all "indirect charge" employees unless their impact of involvement is insignificant to the performance of the grant; and (iii) temporary personnel and consultants who are directly engaged in the performance of work under the grant and who are on the grantee's payroll. This definition does not include workers not on the payroll of the grantee (e.g., volunteers, even if used to meet a matching requirement; consultants or independent contractors not on the grantee's payroll; or employees of subrecipients or subcontractors in covered workplaces).

The grantee certifies that it will provide a drug-free workplace by:

    a)   *Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;*

    b)   *Establishing a drug-free awareness program to inform employees about:*

        (1)   *The dangers of drug abuse in the workplace;*
        (2)   *The grantee's policy of maintaining a drug-free workplace;*
        (3)   *Any available drug counseling, rehabilitation, employee assistance programs; and*

(4)   *The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;*

c)   *Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of be statement required by paragraph (a);*

d)   *Notifying the employee in the statement required by paragraph (a) that as a condition of employment under the grant, the employee will:*

     (1)   *Abide by the terms of the statement; and*
     (2)   *Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction;*

e)   *Notifying the agency in writing within ten days after receiving notice under subparagraph (d)(2), from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee on whose grant the convicted employee was working, unless the Federal agency has designated a central point for the receipt of such notices. Notice shall include the identification number(s) of each affected grant;*

f)   *Taking one of the following actions within 30 days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:*

     (1)   *Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or*
     (2)   *Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency.*

g)   *Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a) through (f).*

CERTIFICATION REGARDING ENVIRONMENTAL TOBACCO SMOKE

Public Law 103-227, also known as the Pro-Children Act of 1994 (Act), requires that smoking not be permitted in any portion of any indoor facility owned or leased or contracted for by an entity and used routinely or regularly for the provision of health, day care, early childhood development services, education or library services to children under the age of 18, if the services are funded by Federal program either directly or through State or local governments, by Federal grant, contract, loan, or loan guarantee. The law also applies to children's services that are provided in indoor facilities that are constructed, operated, or maintained with such Federal funds. The law does not apply to children's services provided in private residences; portions of facilities used for inpatient drug or alcohol treatment; service providers whose sole source of applicable Federal funds in medicare of medicaid; or facilities where WIC coupons are redeemed. Failure to comply with the provisions of the law may result in the imposition of a civil monetary penalty of up to $1,000 for each violation and/or the imposition of an administrative compliance order on the responsible entity.

By signing this certification, the offeror/contractor (for acquisitions) or applicant/grantee (for grants) certifies that the submitting organization will comply with the requirements of the Act and will not allow smoking within any portion of any indoor facility used for the provision of services for children as defined by the Act.

The submitting organization agrees that it will require that the language of this certification be included in any subawards which subrecipients shall certify accordingly.

CERTIFICATION REGARDING DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS - PRIMARY COVERED TRANSACTIONS

By signing and submitting this proposal, the applicant, defined as the primary participant in accordance with 45 CFR Part 76 certifies to the best of his or her knowledge and believe that it and its principals:

(a)   are not presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from covered transaction by any Federal Department or agency;

(b)   have not within a 3-year period preceding this proposal been convicted or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State or local) transaction or contract under a public transaction: violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statement, or receiving stolen property;

(c)   are not presently indicted or otherwise criminally or civilly charged by a governmental entity (Federal, State or local) with commission of any of the offenses enumerated in paragraph (1) (b) of this certification; and

(d)   have not within a 3-year period preceding this application/proposal had one or more public transaction (Federal, State or local) terminated for cause or default.

The inability of a person to provide the certification required above will not necessarily result in denial of participation in this covered transaction. If necessary, the prospective participant shall submit an explanation of why it cannot provide the certification. The Department of Health and Human Services' (HHS) determination whether to enter into this transaction. However, failure of the prospective primary participant to furnish a certification or an explanation shall disqualify such person from participation in this transaction.

The prospective primary participant agrees that by submitting this proposal, it will include the clause entitled "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions," provided below without modification in all lower tier covered transactions.

CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION - LOWER TIER COVERED TRANSACTIONS (TO BE SUPPLIED TO LOWER TIER PARTICIPANTS)

By signing and submitting this lower tier proposal, the prospective lower tier participant, as defined in 45 CFR, Part 76, certifies to the best of its knowledge and belief that it and its principals:

(a)   are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

(b)   where the prospective lower tier participant is unable to certify to any of the above, such prospective participant shall attach an explanation to this proposal.

The prospective lower tier participant further agrees by submitting this proposal that it will include this clause entitled "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions," without modification in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

CERTIFICATION REGARDING LOBBYING
FOR CONTRACTS, GRANTS, LOANS
AND COOPERATIVE AGREEMENTS

The undersigned certifies to the best of his or her knowledge and belief, that:

(1) No Federal appropriate funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a member of congress, an officer or employee of congress, or an employee of a member of congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person influencing or attempting to influence an officer or employee or an agency, a member of congress, an officer or employee of congress, or an employee of a member of congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty or not less than $10,000 and not more than $100,000 for each such failure.

_____

I hereby agree to the above certifications and assurances.

_____   _____
Signature of Certifying Official   Date

_____School Board Chairman_____
Title

_____Gadsden County School Board Head Start_____
Applicant Organization
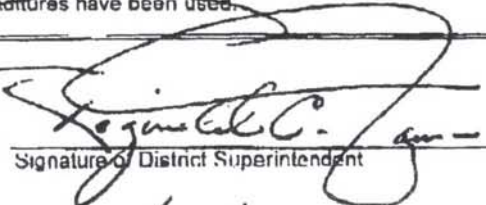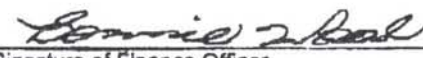
DISTRICT SCHOOL BOARD OF GADSDEN COUNTY

CERTIFICATION AND REQUEST FOR AUTHORIZED INDIRECT COST RATE

PLAN A

I certify that the information contained herein has been prepared in accordance with the instructions issued by the State of Florida Department of Education, conforms with the criteria in OMB Circular A-87, EDGAR, and CFR, Title 34, and is correct to the best of my knowledge and belief. No costs other than those incurred by this agency have been included in the indirect cost rate application. The same costs that have been treated as indirect costs have not been and will not be claimed as direct costs, and similar types of costs have been accorded consistent treatment. All expenditures detailed on the application form have been made, and records supporting them have been maintained and are available for audit.

We hereby apply for the following indirect cost rate:

Federal Programs - Restricted with Carry Forward	3.00%
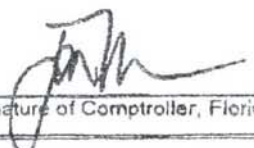
I further certify that all data on this form are referenced to the District Superintendent's Annual Financial Report to the Florida Commissioner of Education, ESE 145, and other pertinent financial records, for Fiscal Year 2009-2010, in conformance with the manual, Financial and Program Cost Accounting and Reporting for Florida Schools, and that all General Fund and Special Revenue Funds expenditures have been used.

_____
Signature of District Superintendent

_____
Signature of Finance Officer

4/25/11
Date Signed

4/25/11
Date Signed

Your proposal has been accepted and the following rate approved:

Federal Programs - Restricted with Carry Forward	3.05%

These rates become effective *July 1, 2011, and remain in effect until June 30, 2012* and will apply to all eligible federally assisted programs as appropriate.

_____
Signature of Comptroller, Florida Department of Education

6/28/11
Date Signed

ATTACHMENT

I

GADSDEN COUNTY SCHOOL BOARD SALARY SCHEDULE

2007 – 2008

Reginald C. James, Superintendent
35 Martin L. King, Jr. Boulevard . Quincy, Florida 32351
(850) 627-9651 . Fax: (850) 627-2760
http://www.gcps.k12.fl.us

Board Approved – December 18, 2007

2007 – 2008 ADMINISTRATIVE/ADMINISTRATIVE SUPPORT

	PAY GRADE	MIN. SALARY	MAX. SALARY
Electronics Technician, Instructional Media, Recruiter/Counselor, Single/Displaced Homemaker	1	28,947	34,235
AmeriCorps Program Coordinator, Coordinator of Custodial Services, Data Processing Coordinator, Homeless Liaison Coordinator, Human Resource Specialist, Inventory Control Specialist, Pre-K Resource Coordinator	2	35,182	48,823
AmeriCorps Program Director, Audiologist/Social Services Community Affairs/Public Relations, Coordinating Specialist, Coordinator, Occupational Therapist, Physical Therapist, Program Specialist, Psychologist, *Safety/Investigation Coordinator, Social Worker, Technology Specialist, Technology Training Specialist, Visiting Teacher	3	41,621	63,828
Assistant Principal	4	43,344	57,502
Assistant Comptroller	5	53,374	71,611
School Principal Elementary		59,200	72,200
Middle		62,200	75,200
High school	5	66,200	79,200
Supervisor	6	54,082	71,014
Director	7	59,542	72,521
Assistant Superintendent	8	64,831	77,579
Deputy Superintendent	9	70,118	82,989

*A basic salary incentive payment in the amount of $95.00 per month shall be paid in accordance with F.S. 943.22.

This salary schedule is based on 245 days of employment per year. Salaries for employees working less than 245 days per year will be pro-rated based on the number of days contracted.

Newly hired administrators in any of the listed positions shall be placed on the salary schedule by the Superintendent based on qualifications, previous experience, and/or job performance, with the maximum of twenty percent above the minimum salary for the pay grade allowable. All Assistant Principals will work 219 days (11 months) per year.

SPECIAL NOTE: A 5% performance pay supplement will be added to this base salary schedule for school based administrators who demonstrate outstanding performance as indicated in the Gadsden County Performance Pay Plan.

MISCELLANEOUS SALARY SCHEDULE
2007-2008

SUBSTITUTE TEACHERS

	PER DAY	PER HOUR
Masters Degree or Equivalent	$72.00	$9.8362
Bachelors Degree or Equivalent	$67.00	$9.1336
Associate Degree or Equivalent	$57.00	$7.7285
Less than Two Years of College	$52.00	$7.0258

WORKSHOPS: - All daily rates based on 6 hours participation

Instructional: Participants will be paid their normal hourly salary rate for workshops conducted after hours and on weekends.

Conducting Workshop/Consultant $52.00 per hour

*Workshops and Special Duty Funded by Special Grants:
Participants may be paid up to but not to exceed their normal hourly salary rate, as called for in the specific grant.

Non-Instructional:
School Food Service Managers	$62.00 per day
All Other Non-Instructional Employees	$52.00 per day
Conducting Workshop/Consultant	$52.00 per hour

SUBSTITUTE BUS DRIVERS: $38.00 per Day

NON-INSTRUCTIONAL SUBSTITUTES OTHER THAN BUS DRIVERS: Minimum Wage

HALF TIME EMPLOYEES: Half time employees will be expected to work one-half of the hours normally expected of a full time employee in the same work assignment. Salary will be one-half that of the full time position. Half time employees will earn retirement and social security benefits only. Half time employees are not eligible for annual leave or sick leave pursuant to School Board Policies 6.541, 6.543, and 6.549.

ADULT EDUCATION: All salaries paid at hourly rate according to applicable salary schedule for the current school term.

COMMUNITY EDUCATION/AFTER SCHOOL: Salary Range: Minimum Wage to $12.00 per hour

SUMMER SCHOOL: All salaries paid at hourly rate according to applicable salary schedule for the preceding school term.

Board Approved – December 18, 2007

NON-INSTRUCTIONAL SALARY SCHEDULE – CLASSIFIED EMPLOYEES
2007 – 2008

POSITION	NO. DAYS	YEARS						
		0	1-3	4-7	8-11	12-15	16-19	20 up
Food Service Manager (1-500 Average Daily Participation)	185	15655	16783	17906	19031	20156	21283	22408
Food Service Manager (551 Up Average Daily Participation)	185	16611	17736	18860	19985	21111	22236	23363
Secretary I Elementary School Secretary	245	22896	23621	24345	25072	25793	26518	27240
Secretary II Middle School Secretary Computer Operator I	245	23417	24143	24866	25591	26315	27039	27765
Secretary III Senor High School Secretary Certification Specialist	245	24339	25063	25787	26512	27234	27960	28682
Executive Secretary I Office Manager Computer Operator II	245	25486	26212	26933	27661	28385	29106	29833
Executive Secretary II Staff Assistant Personnel Specialist	245	26128	26852	27579	28300	29026	29749	30475
Account Clerk I Computer Operator III	245	27712	28434	29160	29884	30607	31333	32054
Account Clerk II Pre-K Program Assistant	245	28752	29479	30201	30926	31648	32373	33096
Account Clerk III Executive Secretary to Supt. & Board	245	30823	31547	32271	32994	33717	34443	35167
Administrative Assistant Computer Programmer Information Service Specialist Chief Account Clerk Warehouse Foreman	245	35499	36729	37961	39195	40430	41666	42897

Part-Time Employees: Salary Range = Minimum Wage to $12.00 per hour.

Salaries shown are annual amounts based on the number of days indicated. Positions requiring less work days than those shown will be paid based on the daily rate for the classification times the number of days employed during the regular employment period. All salaries are based on eight (8) hours per day of employment.

The Superintendent may recommend that a new employee be credited with a maximum of ten years of previous experience, based upon the individual's job training and/or knowledge of the position for which employed.

The Superintendent may recommend that an employee be placed in a lower step than to which he/she might normally be placed, or held at the salary paid for the previous year, based upon limited experience and/or failure to perform his/her duties in a satisfactory manner.

NOTE: Classified employees are those non-instructional employees who are not included in the non-instructional bargaining unit.

INSTRUCTIONAL SALARY SCHEDULE
2007 - 2008

STEP	BACHELORS/ VOCATIONAL	MASTERS	SPECIALIST IN EDUCATION	DOCTORAL
00	30910	32178	32729	33391
01	31145	32413	32964	33625
02	31380	32648	33199	33860
03	31615	32883	33434	34095
04	31853	33121	33672	34333
05	32092	33360	33911	34572
06	32335	33602	34153	34814
07	32576	33844	34395	35056
08	32946	34212	34764	35425
09	33312	34579	35130	35791
10	33751	35018	35569	36230
11	34186	35454	36005	36666
12	34623	35891	36442	37104
13	35189	36457	37008	37669
14	35817	37084	37635	38296
15	36447	37713	38265	38926
16	37078	38346	38897	39558
17	37713	38981	39532	40194
18	38349	39616	40167	40828
19	38987	40254	40806	41467
20	39627	40894	41445	42106
21	40260	41528	42079	42740
22	40916	42183	42734	43395
23	41686	42953	43504	44165
24	42464	43732	44283	44944
25	43547	44814	45365	46027
26	46208	47475	48026	48687

All salaries above are based on 196 days of teaching service. Any contract for less than 196 days will be pro-rated at a daily rate.

Board Approved – December 18, 2007

INSTRUCTIONAL SUPPLEMENTAL SALARY SCHEDULE
2007-2008

POSITION	ACTIVITY	
Athletic Director	Senior High	1546
	Middle	1236
Head Coach	Football-Sr. High	3091
	Football-Middle	2782
	Basketball-Sr. High	2782
	Basketball-Middle	1855
	Baseball-Sr. High	1855
	Baseball-Middle	1236
	Softball-Sr. High	1855
	Softball-Middle	1236
	Volleyball-Sr. High	1855
	Volleyball-Middle	1236
	Track & Field-Sr. High	1855
	Cross Country	1855
	Weightlifting-Sr. High	1236
	Wrestling-Sr. High	1236
	Track & Field-Middle	1236
	Golf	1236
	Tennis	1236
	Soccer	1855
Assistant Coach	Football-Sr. High	2164
	Football-Middle	1855
	Basketball-Sr. High	1855
	Volleyball-Sr. High	1236
	Baseball-Sr. High	1236
	Softball-Sr. High	1236
	Track-Sr. High	1236
Other Positions	Band Director-Sr. High	1855
	If Choral also, add	1236
	Choral Director-Sr. High	1546
	Band Director-Middle	1546
	If Choral also, add	927
	Choral Director-Middle	1236
	Band Director-Elementary	927
	Band Assistant	1236
	Majorette Sponsor – Sr. High	1236
	Varsity Cheerleader Sponsor-Sr. High	1546
	Jr. Varsity Cheerleader Sponsor-Sr.	1236
	Cheerleader Sponsor-Middle	1236
	Special Olympics Coordinator	1236
	Newspaper Sponsor-Sr. High/Middle	927
	Yearbook Sponsor-Sr. High/Middle	927
	Student Council Sponsor-Sr. High	927
	Student Council Sponsor-Middle	927

APPENDIX A
GUIDE TO POSITIONS FOR APPENDIX A:
NON-INSTRUCTIONAL SALARY SCHEDULE,
DISTRICT/SCHOOL LEVEL, 2006-2009

PAY GRADE 1: Educational Aide, Clerical Assistant, Media Assistant, Parent Liaison, ESE Self Help Assistant-No College

PAY GRADE 2: Educational Paraprofessional, Clerical Assistant, Media Assistant -AA Degree or Equiv.

PA Y GRADE 3: Educational Paraprofessional, Clerical Assistant, Media Assistant -Bachelors Degree

PAY GRADE 4: Custodial Assistant, Bus Attendant

PAY GRADE 5: Lead Custodian, Mechanic I, Warehouse Worker, Maintenance Assistant

PAY GRADE 6: Bus Driver

PAY GRADE 7: Cafeteria Worker

PAY GRADE 8: Assistant Cafeteria Manager

PAY GRADE 9: Receptionist-Xerox, Assistant Secretary

PAY GRADE 10: Secretary I

PAY GRADE 11: Secretary II

PAY GRADE 12 Routing, Parts & Inventory Specialist, Head Custodian, Maintenance Worker

PAY GRADE 13 Parts Manager, Mechanic II, Carpenter

PAY GRADE 14 Audio Visual Equip. Technician, Boiler Mechanic, Electrician, Plumber, AC/Refrig.- Mechanic, Fire & Safety Inspector, Lead Mechanic

PAY GRADE 15 Lead Plumbing/Gas Mechanic, Lead Electrician, Lead HVAC Refrigeration Mechanic, Lead Boiler Mechanic and Lead Carpenter

Salaries are annual amounts based on the number of days indicated. Positions requiring less work days than those shown will be paid based on the salary rate for the classification times the number of days employed during the regular employment period.

Salaries for food service employees are based on 7.5 hours per day. Rates for food service employees who are hired to work less than 7.5 hours per day shall be determined by dividing the applicable annual rate by 183 days and by 7.5 hours per day, then multiplying the hourly rate times the hours and days to be worked. Hours worked by school food service employees shall be at the discretion of the School Food Service Supervisor.

Cafeteria workers and assistant managers who were certified by the Florida School Food Service Association during the prior school year shall be paid $150.00 bonus in August of the new school year, provided they are reemployed and included on the current membership roster of the Florida School Food Service Association.

One lunch is provided for school food service employees for 180 school days. One breakfast is provided for school food service employees who work in the breakfast program.

The Superintendent may recommend that a new employee be credited with a maximum of five years of previous experience, based upon the individual's job training and/or knowledge of the position for which employed. The Superintendent may recommend that an employee be placed in a lower step than to which he/she might normally be placed, or held at the salary paid for the previous year, based upon limited experience and/or failure to perform his/her duties in a satisfactory manner.

NOTE: APPENDIX A 1 HAS BEEN MERGED INTO THE APPENDIX A SALARY SCHEDULE AT

VARIOUS PAY GRADES COMMENSURATE WITH THEIR FORMER SALARIES. ANY

EMPLOYEES WHO ARE BEING PAID BEYOND THE MAXIMUM STEP ON THE SALARY

SCHEDULE FOR THEIR PAYGRADE, WILL RECEIVE ONLY A 3% INCREASE TO THE SALARY

BEING PAID IN 2006-07 AND WILL REMAIN OFF THE SALARY SCHEDULE UNTIL SUCH TIME

THAT THEY RETIRE OR SEPARATE FROM SERVICE WITH THE DISTRICT.

NON-INSTRUCTIONAL SALARY SCHEDULE
DISTRICT/SCHOOL-LEVEL
2007-2008

PAYGRADE	TCHRAIDE 1	TCHRAIDE 2	TCHRAIDE 3	OTHTRANS 4	CSTODIAN 5	DRIVERS 6	FOODPREP 7	FOODSUPV 8	RECPTION 9	SCRETARY 10	SCRETARY 11	OTHRMAINT 12	MECHANIC 13	TECHNICN 14	OTHRMAINT 15
Step															
0	15,967	16,762	17,823	16,498	19,521	10,397	12,784	13,845	22,332	23,128	23,658	22,597	26,841	27,902	32,876
1	16,126	16,922	17,983	16,656	19,691	10,582	12,890	13,951	22,555	23,361	23,924	22,958	27,265	28,380	33,905
2	16,285	17,080	18,141	16,816	19,860	10,769	12,997	14,057	22,777	23,594	24,189	23,318	27,689	28,856	34,935
3	16,444	17,240	18,301	16,974	20,029	10,954	13,103	14,164	23,000	23,828	24,454	23,680	28,114	29,334	35,965
4	16,604	17,399	18,460	17,134	20,199	11,139	13,209	14,270	23,223	24,061	24,719	24,040	28,538	29,811	36,993
5	16,762	17,528	18,619	17,293	20,369	11,325	13,315	14,376	23,446	24,295	24,985	24,401	28,963	30,289	38,023
6	16,922	17,717	18,778	17,452	20,539	11,511	13,421	14,482	23,668	24,528	25,249	24,761	29,387	30,766	39,052
7	17,080	17,887	18,938	17,611	20,709	11,697	13,527	14,588	23,892	24,761	25,515	25,122	29,811	31,244	40,082
8	17,240	18,035	19,096	17,771	20,876	11,882	13,633	14,694	24,114	24,995	25,780	25,483	30,236	31,721	41,112
9	17,399	18,195	19,256	17,929	21,048	12,067	13,739	14,800	24,337	25,228	26,046	25,844	30,660	32,199	42,141
10	17,558	18,354	19,414	18,089	21,218	12,254	13,845	14,906	24,560	25,462	26,310	26,204	31,084	32,676	43,171
11	17,717	18,513	19,574	18,247	21,388	12,439	13,951	15,012	24,783	25,695	26,576	26,565	31,509	33,154	44,200
12	17,877	18,672	19,733	18,407	21,558	12,625	14,057	15,118	25,005	25,928	26,841	26,925	31,933	33,631	45,230
13	18,035	18,831	19,892	18,566	21,727	12,810	14,164	15,224	25,228	26,162	27,107	27,287	32,357	34,108	46,260
14	18,195	18,990	20,051	18,725	21,897	12,997	14,270	15,331	25,451	26,395	27,371	27,647	32,782	34,585	47,338
15	18,354	19,150	20,211	18,884	22,067	13,182	14,376	15,437	25,674	26,629	27,637	28,008	33,206	35,063	48,318
16	18,513	19,308	20,369	19,044	22,237	13,367	14,482	15,543	25,896	26,862	27,902	28,368	33,631	35,540	49,348
17	18,672	19,468	20,794	19,414	22,703	13,553	14,588	15,649	26,523	27,095	28,167	29,175	34,055	36,495	50,398

ATTACHMENT

II

Organizations included in our salary survey are: Central Florida Community Action Agency, Early Learning Coalition of Alachua County, Suwannee Valley Four C, School Board of Alachua County, Gadsden County Head Start, Jackson County School Board, Childhood Development Services, and Taylor County School Board.

Funded enrollment or population served by providers: Central Florida Community Action Agency, Early Learning Coalition of Alachua County 4,000+, Suwannee Valley Four C- 430, School Board of Alachua County- 640, Gadsden County Head Start- 366, Jackson County School Board -241, Childhood Development Services- 824, and Taylor County School Board - 153.

Program Budget: Central Florida Community Action Agency10 million, Early Learning Coalition of Alachua County 14.8 million, Suwannee Valley Four C- 4.5 million, School Board of Alachua County 5.8 million, Gadsden County Head Start- 2.1 million, Jackson County School Board – 2.7 million, Childhood Development Services- 11.5 million, and Taylor County School Board – 1.1 million.

The above organizations provider an array of services directed at low income or economically challenged citizens in their communities. Their primary goals include high quality education opportunities, personal development, and the achievement of self-sufficiency and independence.

Survey pool and organization includes 4 school districts, 3 community actions agencies, and a Coalition.

Local area major employers:

Organizations	Employers	Unemployment Rate
CFCAA/ELC/SBAC	Shands Hospital, University of Florida, Publix, SBAC, NFRMC, Nationwide	4.2%
SV4C	VA Medical Center, Sitel, PCS Phosphate, TIMCO, Anderson Columbia Co	5.4%
GCSB	Coastal Plywood Company, Talquin Electric Cooperative, T Formation	6.0%
JCSB	Family Dollar, Wal-mart, Anderson Columbia, Inc., Spanish Trail Lumber	5.1%
CDS	Munroe RMC, Ocala Health, Taylor, Bean & Whitaker, AT&T, E-One	7.7%
TCSB	Buckeye Technologies, Doctors Memorial Hospital, Martin Electronics	6.3%

Publix is rank number 10 in American's Largest Private Companies with Corporate Headquarters in Florida, according to Forbes 2008 sources, with revenues of 23.19 billion dollars and 145,000 employees. Other notable companies in Florida include JM Family Enterprises, Southern Wine & Spirits, and OSI Restaurants Partners that all ranked in the top 100 nationally with revenues ranging from 4.1 billion to 12.2 billion, and employees on staff that ranged from 4,700 to 109,000.

Data items analysis	SBAC CFCAA/ELC	SV4C	GCSB	CDS	JCSB	TCSB
Population	241,364	69,092	41,560	329,628	49,656	21,546
Net Migration	-952	444	140	3,539	-9	-50
Per Capita Person Income (2007) *	32,968	23,916	25,937	30,332	23,007	24,062
County ad Millage	17.5204	12.7348	5.9901	7.4564	11.8988	7.1249
Public Schools enrollment	28,378	10,133	6,516	42,283	7,363	3,389
Public School teacher	1,396	584	393	2260	413	184
Number of schools	50	36	16	13	42	4
Labor % of population	54.50%	46.30%	44.50%	42.20%	44.80%	42.20%

Table based on information from 2008 year
* Exception 2007

Data Items	SBAC	ELC	CFCAA	CDS	GCHS	JCHS	SV4C	TCHS
Health	Yes Basic plan	Yes	Yes	Yes	Yes Cont. 75%	Yes Cont. 73%	Yes Cont. 75%	Yes
Dental	No	Yes	No	Yes	Yes	No	No	Yes
Disability	No	Yes long, short	Yes short	Yes	No	No	No	No
Life	Yes 10,000-20,000	Yes 1 X Salary	Yes 30 to 50,000	Yes	Yes 1 X Salary	Yes 1 X Salary	Yes 1 X Salary	Yes 20,000
Vacation Days	15 days 12 month employees	N/A	10 days	10 days	15 days 12 month employees	15 days 12 month employees	After Probation Varies	15 days 12 month employees
Sick Days	1 day per month worked	N/A	6 days	12 days	1 day per month worked	1 day per month worked	After Probation 4 hrs PP	1 day per month worked
Retirement Options	Yes 403 (b)	Yes 457	Yes 403 (b)	40	Yes 403 (b)	Yes 403 (b)	Yes	Yes 403 (b)
Retirement Match Contribution	State required amount	6%	5%	5%	State required amount	State required amount	0%	State required amount
Paid Holidays	6 days	10 days	11 days	12 days	6 days	6 days	12 days 9 paid 10 month	6 days
PTO	N/A	160 hours	N/A	N/A	N/A	N/A	N/A	N/A

Salary Survey 2010-2011	SBAC Head Start	ELC	CFCAA	JCSD	GCHS	SV4C	Taylor	CDS	Average	Hourly
Director	68,227	74,390	70,000	65,150	59,542	70,135	50,000		65,349	44.46
	90,024	111,590	98,000	83,836	72,521	75,585	65,000		85,222	57.97
Content Area Mgrs. Fiscal/Officer	48,572	52950	36,971	40,614	N A	31,093			42,040	28.60
	64,090	79,430	51,759	65,674		57,748			63,740	43.36
Education Coord.	48,572	42,210		42,210	35,182	31,093	36,000		39,211	26.67
	64,090	63,320		63,220	48,823	57,748	41,000		56,367	38.34
C/R Teacher BS	32,450			31,853	30,910	30,633			31,462	21.40
	43,100			49,109	46,208	36,083			43,625	29.68
C/R Teacher AA	23,489	N/A	N/A		N/A	20,033	16,750		20,091	12.81
	31,125					25,483	21,300		25,969	16.56
C/R Assistant AA				13,743						9.85
C/R Assistant	15,852	N/A	N/A	12,611	15,967	16,262	13,200		14,778	9.43
	20,008			20,118	18,672	21,712	15,500		19,202	12.25

Salary Survey 2010-2011

	SBAC	ELC	CFCAA	JCSD	GCHS	SV4C	Taylor	CDS		
Adm. Assistant Clerical	24,131	26,820	N/A	25,000	25,000	18,829	35,000		25,797	12.80
	35,119	40240		48,000	42,897	36,309	45,800		41,394	20.53
Family Service Coord 4yr degree	34,413	33,650	25,382	31,853	35,499	32,525	35,000		32,617	18.20
	43,021	50,480	35,535	49,109	46,692	37,975	48,600		44,487	24.83
Family Service/Liaison	23,489	23,950	20,461		25,317	20,976	18,200		22,066	10.95
	34,339	35,930	28,653		27000	26,426	22,500		29,141	14.46
Social Worker 4yr degree					27,000					
					38,731					
Teacher Specialist	38,161				30,910					
	58,036				46,208					
Health/Disability Coord	34,413	37,690		31,853		24,489	30,000		31,689	15.72
	43,021	56,530		49,109		29,939	37,900		43,300	21.48
Bus Driver	18,079			7,762						
	22,579			9,115						
Custodian	22,136	14,560		20,152	19,860	20,741	16,000		16,482	8.18
	31,167	21,850		32,133	22,703	26,191	18,400		21,766	10.80

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10a

DATE OF SCHOOL BOARD MEETING: April 24, 2012

TITLE OF AGENDA ITEM: Office of Program Policy Analysis and Government Accountability (OPPAGA) School Safety and Security Best Practices Self-Assessment

DIVISION: K-12 Education

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

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

Section 1006.07(6), Florida Statutes, requires school districts to conduct an annual self-assessment of their safety and security program using the OPPAGA School Safety and Security Best Practices. As required, based on the self assessment findings, the superintendent shall provide recommendations to the school board that identify strategies and activities the school district should implement to improve school safety and security. The school board must receive the self assessment results at a publicly-noticed school board meeting to provide the public an opportunity to hear the school board members discuss and act on any findings.

FUND SOURCE: NA

AMOUNT: NA

PREPARED BY: Sylvia R. Jackson, Ed.D.

POSITION: K-12 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 _____

Efficiency and Effectiveness

1. **The district has established and implemented accountability mechanisms to ensure the performance, efficiency, and effectiveness of the safety and security program.**

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. The district has clearly stated goals and outcome-based, measurable, objectives for the program that reflect the intent (purpose) of the program and address the major aspects of the program's purpose and expenditures.	x	☐	☐	☐
b. The district uses appropriate performance and cost-efficiency measures and interpretive benchmarks to evaluate the school safety and security program and uses these in management decision making. [1,2]	x	☐	☐	☐
c. The district regularly conducts an assessment of performance and cost of the safety program and analyzes the potential cost savings of alternatives, such as outside contracting and privatization. [3]	x	☐	☐	☐

Related Statutes and Rules

Does the District Meet the Best Practice? **(Please provide explanation)**	Yes	No	In Progress	N/A
	x	☐	☐	☐

Strategies and Actions to Be Taken

These indicators are addressed via Board Policy, Administrative Procedures, local and state mandated reporting mechanisms and procedures, local inspections (e.g. Health Department), and partnerships with local agencies (e.g. health department, law enforcement).

Fiscal Impact and Timeline

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[1] This means that in budgeting and shifting resources the district considers several factors including goals, objectives, critical safety needs, and past performance of safety initiatives.

[2] Performance measures should include appropriate comparisons with peer districts in areas such as safety and discipline incidents, etc.

[3] This assessment would include examining whether the overall safety program and individual safety initiatives (such as DARE or Crime Watch) are achieving the outcomes they are expected to achieve.

Efficiency and Effectiveness

2. **The district ensures the accuracy of its discipline and safety and security related data and reports accurate data to the Department of Education.**

Indicators of Meeting the Best Practice		Yes	No	In Progress	N/A
a.	The district and its schools have a process in place to collect, revise, and update the appropriate data for the School Environmental Safety Incident Report (SESIR) system. [4]	x	☐	☐	☐
b.	The district and its schools have a process in place to collect, revise, update and ensure the accuracy of the discipline data.	x	☐	☐	☐
c.	The district has established and implemented strategies to ensure the reliability of SESIR, discipline, and other safety and security program data.	x	☐	☐	☐

Related Statutes and Rules

ss. 1006.09(8) and 1006.13(3), *F.S.*

Does the District Meet the Best Practice? **(Please provide explanation)**	Yes	No	In Progress	N/A
	x	☐	☐	☐

Strategies and Actions to Be Taken

These indicators are addressed via Board Policy, Administrative Procedures, local and state mandated reporting mechanisms and procedures, local inspections (e.g. Health Department), and partnerships with local agencies (e.g. health department, law enforcement).

Fiscal Impact and Timeline

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[4] The district uses the state-approved reporting form if available. If the state form is not available, the district develops its own form based on some standardized criteria such as the Uniform Crime Reports.

Efficiency and Effectiveness

3. **The district regularly reviews the organizational structure and staffing levels of the safety and security program and minimizes unnecessary administrative layers and processes.**

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. The district has a process in place to determine the staffing levels necessary to ensure that staff can respond to safety crises.	x	☐	☐	☐
b. On at least an annual basis, the district uses applicable comparisons and/or benchmarks and reviews the program's organizational structure and staffing levels to minimize administrative layers and processes.	x	☐	☐	☐
c. The program structure includes reasonable lines of authority and spans of control given the responsibilities of each organizational unit.	x	☐	☐	☐
d. In conducting its staffing review, the district obtains broad stakeholder input.	x	☐	☐	☐
e. The district reports organizational structure and administrative staffing review findings in writing and distributes these findings to school board members.	x	☐	☐	☐

Related Statutes and Rules

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
	x	☐	☐	☐

Strategies and Actions to Be Taken

These indicators are addressed via Board Policy, Administrative Procedures, local and state mandated reporting mechanisms and procedures, local inspections (e.g. Health Department), and partnerships with local agencies (e.g. health department, law enforcement).

Fiscal Impact and Timeline

Safety Planning

4. **The district has implemented a school safety plan that includes districtwide emergency and safety procedures and identifies those responsible for them.**

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. The district has a school safety plan that includes goals and procedures to ensure that students are in orderly, disciplined classrooms conducive to learning.	x	☐	☐	☐
b. The district has implemented a comprehensive school safety plan that establishes emergency and safety procedures for school and district employees and students to follow. At a minimum, the plan addresses	x	☐	☐	☐

- the evaluation of the principal's performance regarding school safety, monitoring and evaluating the implementation of the plan at the school level, and coordinating with local law enforcement and the Department of Juvenile Justice; [5]

- the roles and responsibilities of the school principal and other administrators, teachers, and other school personnel for restoring, if necessary, and maintaining a safe, secure, and orderly school environment;

- the roles and responsibilities of the transportation staff for restoring, if necessary, and maintaining a safe, secure, disciplined, and orderly bus environment;

- the goals and objectives of the school resource officers, if any;

- the mechanisms for identifying and serving the needs of students most at risk for engaging in disruptive and disorderly behavior;

- arrangements to work with local emergency officials; [6]

- safety issues and policies at school-sponsored events; [7] and

- processes by which the district will instruct parents and the local community as to how to respond to an emergency situation. [8]

Related Statutes and Rules

ss. 1006.10 and 1002.20(22), *F.S.*

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
	x	☐	☐	☐

Strategies and Actions to Be Taken

These indicators are addressed via Board Policy, Administrative Procedures, local and state mandated reporting mechanisms and procedures, local inspections (e.g. Health Department), and partnerships with local agencies (e.g. health department, law enforcement).

Fiscal Impact and Timeline

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[5] Principals may be evaluated on criteria such as the school climate report and school incident reports.

[6] Including, but not limited to, law enforcement, fire department, emergency management, hospital, mental health, health and social services agencies, court officials and the media.

[7] Such as when students are off campus at official school events.

[8] Parents and the community should be provided this information prior to an emergency through such mechanisms as newsletters and the district's website.

Safety Planning

5. **The district develops and maintains its school safety plan and emergency response procedures with stakeholder input.**

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. A broad cross-section of stakeholders including parents, community representatives, local emergency agencies, teachers, staff and students were involved in developing the comprehensive school safety plan and emergency procedures.	☐	☐	x	☐
b. The comprehensive school safety plan and emergency procedures have been shared with appropriate emergency response agencies. [9]	☐	☐	x	☐
c. The comprehensive school safety plan and emergency procedures have been distributed to designated administrators and staff. [10]	☐	☐	x	☐
d. The comprehensive school safety plan and emergency procedures are reviewed and revised annually or more often if events warrant.	☐	☐	x	☐
e. The district seeks input from local law enforcement on the level of local youth gang activity and incorporates relevant recommendations from the Florida Gang Reduction Strategy 2008 – 2012 into its safety plan.[11]	☐	☐	x	☐

Related Statutes and Rules

s. 119.071, *F.S.*

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
	☐	☐	x	☐

Strategies and Actions to Be Taken

The district is in the process of reviewing and revising district and school safety plans. There are Board Policies and Administrative procedures in place to address these indicators.

Fiscal Impact and Timeline

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[9] Emergency response agencies may include the fire department, police department, hospitals, social service, and health agencies.

[10] In accordance with s. 119.071, *F.S.*, the district should take steps to ensure the confidentiality of security-related information. The district should identify those administrators and staff directly responsible for emergency response procedures, such as principals and school resource officers, and ensure that they have received copies of the safety plans. Districts may chose to disclose descriptive information regarding the safety and security plans to teachers, advisory councils, and the public. However, the district must still protect sensitive security information so as not to compromise the district's safety efforts.

[11] Please see http://www.floridagangreduction.com/flgangs.nsf/pages/Strategy, pages 34-35.

Safety Planning

6.   The district conducts an annual review of all relevant health and safety issues for each educational facility. [12]

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. The district ensures that each educational facility conducts an assessment of the safety hazards faced at that facility by a qualified person.[13]	x	☐	☐	☐
b. A certified fire safety inspector conducts an annual fire safety inspection of all educational and ancillary plants to ensure compliance with Florida law.	x	☐	☐	☐
c. An annual casualty safety inspection of all educational and ancillary plants is conducted to ensure compliance with Florida law and State Requirements for Educational Facilities (SREF) and deficiencies are corrected within a reasonable period.[14]	x	☐	☐	☐
d. An annual inspection is conducted to determine whether educational facilities comply with the State Requirements for Educational Facilities (SREF) Chapter 5 and State Fire Marshal's Rule Chapter 69A-58, Florida Administrative Code.	x	☐	☐	☐
e. The board submits annual fire safety reports to the State Fire Marshal's Office by June 30 of each year.	x	☐	☐	☐

Related Statutes and Rules

ss. 1006.07(6), 1013.12(1)(b), 1013.12(2)(b), 1013.12(2)(c), *F.S.*, and Rule 69A-58.004(6), *F.A.C.*

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
	x	☐	☐	☐

Strategies and Actions to Be Taken

These indicators are addressed via Board Policy, Administrative Procedures, local and state mandated reporting mechanisms and procedures, local inspections (e.g. Health Department), and partnerships with local agencies (e.g. health department, law enforcement).

Fiscal Impact and Timeline

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[12] Conducting this self-assessment does not meet the requirements of this practice.

[13] The safety assessment should include a review of the unique safety considerations at a given school site. In reviewing potential hazards, the district should consider those listed in Best Practice 8 along with any others appropriate to that school.

[14] Please see http://www.fldoe.org/edfacil/sref.asp. Note that life-threatening deficiencies must be corrected immediately or the facility is withdrawn from use.

Safety Planning

7. **The district has developed emergency response procedures.**

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. The district has developed a districtwide plan for potential attacks against school sites or students and incorporates the appropriate school responses in the emergency procedures checklist.	x	☐	☐	☐
b. The district has procedures for contacting all schools simultaneously in the event of a districtwide emergency.	x	☐	☐	☐
c. The district has an emergency crisis team available to each school that provides counseling and other support to aid in dealing with people's reactions, making the adjustment after the emergency, and re-entering the school environment.	x	☐	☐	☐
d. The district has developed a media response plan and distributed it to each educational facility and each support service administrator. At a minimum, the plan addresses • communicating necessary information to the media and parents; [15] • identifying established separate staging areas (e.g., specified locations) for media and parents; and • providing guidelines on how to respond to media questions and interviews.	x	☐	☐	☐
e. The district ensures that all appropriate district personnel are familiar with the Statewide Policy for Strengthening Domestic Security in Florida Public Schools to ensure schools are NIMS compliant. The policy requirements include 6 major elements: • Access Control • Emergency Equipment • Training • Communication & Notification Procedures • Coordination with Partners • Vulnerability Assessment	x	☐	☐	☐

Related Statutes and Rules

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
	x	☐	☐	☐

Strategies and Actions to Be Taken

These indicators are addressed via Board Policy, Administrative Procedures, local and state mandated reporting mechanisms and procedures, local inspections (e.g. Health Department), and partnerships with local agencies (e.g. health department, law enforcement).

Fiscal Impact and Timeline

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[15] Necessary information should include where parents should go or whom they should contact to find out about their children and where to get further information.

Safety Planning

8. The district has provided each school with an emergency checklist.

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. A checklist that explains step-by-step emergency procedures is readily available in every classroom. The emergency situations include, at a minimum, [16] - weapons and hostage situations; - terrorist acts; - bomb threats; - hazardous materials or toxic chemical spills; - weather emergencies including hurricanes, tornadoes, severe storms, and flooding; and - exposure as a result of a manmade emergency.	x	☐	☐	☐
b. The emergency checklist includes emergency contact numbers and provisions for backup communication with faculty, support service administrators, and emergency agencies.	x	☐	☐	☐
c. The emergency checklist includes evacuation, lockdown, and shelter-in-place procedures developed with school transportation personnel, the local fire authority, law enforcement agencies, and other local agencies as appropriate, and includes procedures for evacuating students with disabilities. [17]	x	☐	☐	☐

Related Statutes and Rules

s. 1006.07(4), *F.S.*

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
	x	☐	☐	☐

Strategies and Actions to Be Taken

These indicators are addressed via Board Policy, Administrative Procedures, local and state mandated reporting mechanisms and procedures, local inspections (e.g. Health Department), and partnerships with local agencies (e.g. health department, law enforcement).

Fiscal Impact and Timeline

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[16] Schools cannot have lists for every possible emergency. However, to be comprehensive, the plan should address other issues such as suicide threats/acts; bomb threats; out-of-control person/student; fighting; sexual assault; health emergency, serious injury, homicide of student; child abuse; trespassing; exposure to blood-borne pathogens; armed robbery; removal/attempted removal of a student; and utility emergency.

[17] In the event of an evacuation, schools should have separate areas for student assembly, parent request/release, and media operations.

Safety Planning

9. **The district and each school regularly practice emergency responses based on potential safety concerns at each site and develops an improvement plan based on the event/drill.**

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. The district school board has developed and implemented procedures for emergency drills in accordance with state law.	x	☐	☐	☐
b. The district uses its annual self-assessment to identify the potential hazards for each educational facility and has developed and implemented procedures for practicing responses to identified hazards. [18]	x	☐	☐	☐
c. The district has implemented procedures for verifying that required and planned emergency drills have been conducted.	x	☐	☐	☐
d. Each school varies the conditions under which required emergency drills are performed such as time of day, location of hazard, etc. to ensure that students and staff are prepared for a range of scenarios.	x	☐	☐	☐

Related Statutes and Rules

s. 1006.7(4)(a), *F.S.*

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
	x	☐	☐	☐

Strategies and Actions to Be Taken

These indicators are addressed via Board Policy, Administrative Procedures, local and state mandated reporting mechanisms and procedures, local inspections (e.g. Health Department), and partnerships with local agencies (e.g. health department, law enforcement).

Fiscal Impact and Timeline

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[18] This will include fire drills, but should also include responses to any other hazards identified in Best Practice 6.

9

Safety Planning

10. The district provides emergency response agencies with floor plans and blueprints as appropriate.

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. The district provides floor plans of each educational facility to local law enforcement agencies and fire departments.	x	☐	☐	☐
b. The district has construction documents (plans and specifications) of each educational facility readily available for review during an emergency.	x	☐	☐	☐
c. A back-up set of construction documents is stored in at least one other remote, secure location off-site.	x	☐	☐	☐

Related Statutes and Rules

ss. 1013.01 and 1013.13, *F.S.*

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
	x	☐	☐	☐

Strategies and Actions to Be Taken

These indicators are addressed via Board Policy, Administrative Procedures, local and state mandated reporting mechanisms and procedures, local inspections (e.g. Health Department), and partnerships with local agencies (e.g. health department, law enforcement).

Fiscal Impact and Timeline

Safety Planning

11. The district's Master Plan for In-Service Training identifies district and school personnel training needs and provides for appropriate levels of safety training, including classroom management and violence and alcohol, tobacco, and other drugs training, for all appropriate personnel.

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. The district has a process in place and has identified the training required for all types of school staff as well as the staff that require specialized safety training and incorporates those needs in its Master Plan for In-Service Training. [19, 20] This training should include classroom management and violence and alcohol, tobacco, and other drugs training for appropriate personnel.	x	☐	☐	☐
b. The district's required training in school-wide discipline, classroom management, conflict resolution, and other safety training components are included in the district's Master Plan for In-service Training.	x	☐	☐	☐
c. The district reviews and uses the relevant training opportunities provided by the Department of Education and other appropriate organizations.	x	☐	☐	☐
d. School principals can demonstrate that staff has received training based on the needs identified in the Master Plan for In-Service Training, the school's safety assessment, and the staff members' roles and responsibilities. [21]	x	☐	☐	☐
e. The district supplies trained personnel with the appropriate safety equipment. [22]	x	☐	☐	☐
f. Teachers at each grade level are provided in-service training to teach students positive social skills and violence prevention, conflict resolution, and communication/decision making skills.	x	☐	☐	☐
g. The district has a procedure for providing instruction to parents, teachers, school administrators, counseling staff, bus operators, and school volunteers on identifying, preventing, and responding to bullying or harassment.	x	☐	☐	☐
h. In counties where local law enforcement has identified youth gang activity, the district provides teachers and school personnel with appropriate training such as gang awareness, conflict resolution, de-escalating methods for verbal conflicts, diversity training, self-defense training, and safe techniques to intervene in a fight.	x	☐	☐	☐

Related Statutes and Rules

ss. 1006.147(4)(l), 1012.98 (4)(b)4. and 1012.98(4)(b)5., *F.S.*

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
	x	☐	☐	☐

Strategies and Actions to Be Taken

These indicators are addressed via Board Policy, Administrative Procedures, local and state mandated reporting mechanisms and procedures, local inspections (e.g. Health Department), and partnerships with local agencies (e.g. health department, law enforcement).

Fiscal Impact and Timeline

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[19] Training should include both instructional and non-instructional staff as well as substitute teachers and bus drivers. Districts may want to establish the minimum number of working days a substitute must have before being provided with training.

[20] Specialized training may include suicide prevention and responses for specific emergency situations as outlined in the emergency checklist in Best Practice 8.

[21] Depending on their duties, staff training can include emergency planning and intervention, classroom management, conflict resolution, CPR and first aid, the use of life-saving equipment, sexual harassment and abuse, and the early warning signs of violence, to the personnel identified in 11a.

[22] This includes equipment such as first aid kits, fire extinguishers, or portable defibrillators.

Discipline Policies and Code of Student Conduct

12. The district and each school have a code of student conduct based on stakeholder input and revised on an annual basis.

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. The school district is in compliance with relevant laws and regulations regarding discipline policies, including the code of student conduct. [23]	x	☐	☐	☐
b. The district school board and school administrators annually review discipline policies and revise those policies with input from teachers, staff, parents, and students.	x	☐	☐	☐
c. The code of student conduct is clearly written and avoids the use of technical terminology.	x	☐	☐	☐
d. Parents are an integral part of the student discipline procedures and actions. They are made aware of expectations of students and are informed of changes in a timely manner.	x	☐	☐	☐
e. Each year the discipline policies are clearly and thoroughly communicated to students, parents, and other stakeholders. [24]	x	☐	☐	☐

Related Statutes and Rules

ss. 1006.07(2) and 1006.07(2)(c), *F.S.*

Does the District Meet the Best Practice? **(Please provide explanation)**	Yes	No	In Progress	N/A
	x	☐	☐	☐

Strategies and Actions to Be Taken

These indicators are addressed via the Student Code of Conduct, which is reviewed and updated annually. Annual reviews are provided to district staff, students and parents. A Student Code of Conduct is distributed to each student annually.

Fiscal Impact and Timeline

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[23] This includes laws and regulations such as respect for authority, respect for school property, respect for others, daily attendance, use of obscenities, and harming or demeaning others.

[24] This can be done by sending student handbooks to parents and posting to the school and district websites.

Discipline Policies and Code of Student Conduct

13. The district's code of student conduct and other policies provide clear procedures for handling disciplinary actions.

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. The district, in cooperation with local law enforcement agencies, promotes and enforces a zero tolerance policy for crime, substance abuse, and victimization that requires the district to report all violations subject to Florida law to a local law enforcement agency.	x	☐	☐	☐
b. Alternatives to suspension and expulsion have been built into the disciplinary policy and are appropriately and consistently used.	x	☐	☐	☐
c. The district has a process in place to relocate students who are regularly dismissed from their classroom.	x	☐	☐	☐
d. Disciplinary policies include statements regarding anti-harassment, anti-bullying, and anti-violence policies and due process rights in accordance with state and federal laws.	x	☐	☐	☐
e. Disciplinary policies include procedures regarding interviewing students by law enforcement agencies and the Department of Children and Families.	x	☐	☐	☐
f. Disciplinary policies include procedures governing locker searches.	x	☐	☐	☐
g. The district's discipline policies are consistent with the state and federal requirements for students with disabilities.	x	☐	☐	☐

Related Statutes and Rules

ss. 1006.09(9) and 1006.13(3), *F.S.*

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
	x	☐	☐	☐

Strategies and Actions to Be Taken

These indicators are addressed via the Student Code of Conduct, which is reviewed and updated annually. Annual reviews are provided to district staff, students and parents. A Student Code of Conduct is distributed to each student annually.

Fiscal Impact and Timeline

School Climate and Community Outreach

14. The district has a process in place to minimize danger to students from community members, staff, or other students, and minimize danger to teachers from students.

	Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a.	The district requires each student to disclose at registration legally required information regarding the student's prior disciplinary history of expulsions, arrest resulting in a charge, and juvenile justice actions.[25]	x	☐	☐	☐
b.	The district requires all school personnel to report to the principal or the principal's designee any suspected unlawful use, possession, or sale by a student of any controlled substance.	x	☐	☐	☐
c.	The district uses available information to track charges and convictions of students and employees from within the district as well as other school districts. [26, 27]	x	☐	☐	☐
d.	The district has a policy to encourage and facilitate principals, or their designees, to regularly monitor websites that identify registered sex offenders who reside in the vicinity of their school community. [28] The district has a policy to share information on sexual predators and offenders who reside in close proximity of the school with school crossing guards, custodians and other persons who work or volunteer in student drop-off and pick-up areas or have a responsibility in access control. Additionally, the information is also made available to after school programs and other youth events that occur on the school's campus.	x	☐	☐	☐
e.	The district school board outlines the standards for use of reasonable force by school personnel that complies with relevant state laws in order to maintain an orderly environment.	x	☐	☐	☐
f.	The district school board, superintendent, and principal fully support the authority of each teacher and school bus driver to remove disobedient, disrespectful, violent, abusive, uncontrollable, or disruptive students from the classroom and the school bus, and the school board, superintendent, and principal have the authority to place such students in an alternative educational setting, when appropriate and available. [29]	x	☐	☐	☐
g.	Each school has established a process to determine placement of a student when a teacher withholds consent to the return of a student to the teacher's class. Each school principal has notified each teacher in that school about the availability, the procedures, and the criteria for the placement review committee as outlined in s. 1003.32, *F.S.*[30]	x	☐	☐	☐
h.	The school district has a procedure to ensure that, prior to any decision to appoint or employ any person to volunteer at any place where children regularly congregate, a search of that person's name or information is made against the FDLE sexual offender/predator database.	x	☐	☐	☐
i.	The district promotes the use of state and national criminal history record background checks on volunteers who have unsupervised access to students on a one-on-one basis such as mentors.	x	☐	☐	☐
j.	The school district shall explore ways to infuse Internet safety into the curriculum. Specifically the curriculum should address crimes against children facilitated through the Internet, computer, or other technologies.	x	☐	☐	☐
k.	The district has a DOE certified policy prohibiting bullying and harassment of students and staff	x	☐	☐	☐

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[25] The student should be given the opportunity to provide his/her account of the incident(s) and this should be included in the student's file. All such information should be kept confidential and disclosed only to those individuals specifically required by law.

[26] Charges and convictions tracked should be limited to felonies, abuse of a minor, and sale or possession of a controlled substance.

[27] Agencies that should be consulted for this information include the Department of Juvenile Justice, the Florida Department of Law Enforcement, other appropriate law enforcement agencies, state attorneys, the courts, and the Department of Education.

[28] The information regarding sexual offenders, such as photographs, should be shared with bus drivers, teachers, front office staff, custodial staff, and cafeteria staff.

[29] The policy should allow a teacher to send a student to the principal's office to maintain effective discipline in the classroom and to recommend an appropriate consequence consistent with the district code of student conduct. In the event that the principal does not employ the teacher's recommended consequence (or a more serious disciplinary action if the student's history of disruptive behavior warrants it), the principal should consult with the teacher prior to taking a lesser disciplinary action.

[30] As part of this process, the principal reports on a quarterly basis to the district school superintendent and district school board each incidence of a teacher's withholding consent for a removed student to return to the teacher's class and the disposition of the incident, and the superintendent annually reports these data to the Florida Department of Education.

School Climate and Community Outreach

on school grounds, on school transportation, at school sponsored events, and through school computer networks.

Related Statutes and Rules

ss. 775.21, 943.0435, 943.04351, 944.607, 1006.07(1)(a), 1006.08(2), 1006.09(8), 1006.11, 1006.13, 1006.147(4), 1012.799, 1003.31, and 1003.32, *F.S.*

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
	x	☐	☐	☐

Strategies and Actions to Be Taken

Board Policies, Falcon (background checks and notifications of arrest warrants), the Raptor program, Administrative Procedures, and hiring practices address this area of concern.

Fiscal Impact and Timeline

School Climate and Community Outreach

15. Each school has a system in place to identify students that exhibit early warning signs of, or pose a threat of, future violent behavior.

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. The district teaches instructional and non-instructional staff and students the early warning signs associated with students who pose a threat of future violent behavior, how to recognize them, and what to do once they are suspected. [31, 32]	x	☐	☐	☐
b. The district facilitates and encourages requests for assistance with students who exhibit early warning signs, or pose a threat of future violent behavior. [33]	x	☐	☐	☐
c. The district provides timely access to a team of specialists trained in evaluating behavioral and academic concerns and provides school staff training regarding such support.	x	☐	☐	☐
d. Schools in the district have a Student Assistance Program/Team that provides assistance for students experiencing learning and/or behavioral difficulties.	x	☐	☐	☐
e. The district makes available appropriate psychological counseling for students exhibiting early warning signs or posing a threat of future violent behavior.	x	☐	☐	☐
f. The district has procedures in place to maintain legal confidentiality of information regarding students exhibiting early warning signs or posing a threat of future violent behavior. [34]	x	☐	☐	☐
g. The district reviews and revises, as needed, the process to identify the warning signs of student violence.	x	☐	☐	☐

Related Statutes and Rules

s. 1002.22(3)(d), *F.S.*

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
	x	☐	☐	☐

Strategies and Actions to Be Taken

Indicators in this section are addressed via services provided by our exceptional learning department, the Student Study Team process, guidance and counseling support, contracted services, and ancillary professional development activities (e.g. 504, RtI, Student Restraint Procedures, etc.). Personal Health and Fitness, Safe and Drug Free Schools, and Physical Fitness curricula also address these indicators.

Fiscal Impact and Timeline

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[31] Part of this training should explain that the warning signs are indicators that a student may need help and that it is imperative to avoid jumping to conclusions.

[32] Districts may not be able to explain ALL of the early warning signs, but they should design a program to help parents, students, and staff understand the major signs.

[33] This could range from guidance on what to do to help with actual intervention.

[34] This may not be something the district can prove directly but could be measured by the absence of confidentiality breaches.

School Climate and Community Outreach

16. **The district identifies and implements parent and community outreach strategies to promote safety in the home and community.**

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. The district has developed, in accordance with state law, a cooperative agreement with the Department of Juvenile Justice.	x	☐	☐	☐
b. The district works proactively with students, parents, law enforcement, the community and the media to address safety and security issues including issues related to Internet safety to specifically address crimes against children facilitated through the Internet, computer, or other technologies.	x	☐	☐	☐
c. The district works with local community agencies and businesses to identify ways to increase support in keeping schools safe. [35]	x	☐	☐	☐
d. The district provides information to parents regarding the necessary school-entry health examinations and immunizations for all students.	x	☐	☐	☐
e. The district has crime watch programs and school safety hotline(s) in place and available in all schools.	x	☐	☐	☐
f. The district has procedures in place to inform students, parents, and other community partners about its crime watch programs and school safety hotline(s).	x	☐	☐	☐
g. The district provides safety-related information, such as the safety and security self-assessment results, in an annual report to the public and other stakeholders. [36]	x	☐	☐	☐

Related Statutes and Rules

ss. 1003.22(1), 1003.22(4), 1006.13(3), and 1006.141, *F.S.*

Does the District Meet the Best Practice? **(Please provide explanation)**	Yes	No	In Progress	N/A
	x	☐	☐	☐

Strategies and Actions to Be Taken

These indicators are addressed through partnerships with the local law enforcement (e.g. campus resource officers); agreements with DJJ schools regarding enrollment procedures for students; district policies and procedures; and the Parent Services Office outreach activities.

Fiscal Impact and Timeline

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[35] This is accomplished through activities such as through public-private partnerships.

[36] Information must not be sanitized. It should include such information as incidents of crime and misbehavior, trends over time, comparisons to the community, and steps taken to improve safety.

Safety Programs and Curricula

17. The district fosters a positive learning climate and culture by assessing the school climate and implementing relevant scientifically based curricula and programs at each school.[37]

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. School climate surveys include questions relating to discipline, bullying, threats perceived by students, and other safety or security related issues.	x	☐	☐	☐
b. Curricula and programs for improving the school culture and climate are incorporated into the classroom. The curricula and programs should address such issues as • pro-social skills; • character education; • conflict resolution; • peer mediation; and • prevention of bullying and harassment.	x	☐	☐	☐
c. Curricula and special programs on violence and drug prevention, health, safety, and security are available to students, school staff, and parents.	x	☐	☐	☐
d. The district regularly reviews the school climate at each school and revises, eliminates, or adds programs accordingly.	x	☐	☐	☐
e. Middle and secondary students participate in scheduled administrations of standardized surveys of risk behaviors and situations such as the Florida Substance Abuse Youth Survey, the Florida Youth Tobacco Survey, and the Florida Youth Risk Behavior Survey, and the results are used in assessing prevention needs.	x	☐	☐	☐

Related Statutes and Rules

ss. 1004.04, 1004.05, and 1006.147(4)(l), *F.S.*

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
	x	☐	☐	☐

Strategies and Actions to Be Taken

Character education materials are provided via guidance and counseling support. Personal Health and Fitness, Safe and Drug Free Schools, and Physical Fitness curricula also address these indicators. Annual school climate surveys include questions regarding bullying and feeling safe on campuses. These reports inform school improvement plans and the district's overall strategic plan.

Fiscal Impact and Timeline

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[37] Article IX, Section 1, Florida Constitution.

Safety Programs and Curricula

18. The district has an approved Safe and Drug-Free School Plan that has been developed with appropriate stakeholder input.

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. The district has a district Safe and Drug-Free School (SDFS) advisory council or committee that participates in the development of the SDFS plan.	x	☐	☐	☐
b. The district has an approved Safe and Drug-Free School (SDFS) plan and regularly reviews and updates the plan.	x	☐	☐	☐
c. Coaches and athletes adhere to established policies prohibiting tobacco and drug, including alcohol, use.	x	☐	☐	☐
d. The district regularly reviews and revises, as needed, the safe and drug-free programs and publishes a performance review of the programs supported by safe and drug free schools funds. [38]	x	☐	☐	☐

Related Statutes and Rules

Does the District Meet the Best Practice? **(Please provide explanation)**	Yes	No	In Progress	N/A
	x	☐	☐	☐

Strategies and Actions to Be Taken

The Safe School Plan and the limited funds are managed via the Parent Services Office, which coordinate activities with the school sites. This plan is completed annually.

Fiscal Impact and Timeline

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[38] As part of this review, the district should have performance-related data for each of these programs.

Safety Programs and Curricula

19. Based on the district's prevention needs assessment process, the district implements scientifically based violence and drug prevention programs and curricula for each school. [39]

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. The district reviews and makes available to its schools sources of violence and drug prevention and other safety-related programs and curricula. [40-41]	x	☐	☐	☐
b. The school board and each school adopt violence and drug prevention, safety and health curricula and programs designed to reduce violence, increase safety, and reduce the number of violence risk factors. [42-43]	☐	☐	x	☐
c. The district and schools involve students in the planning and implementation of violence and drug prevention programs and other student efforts that contribute to school safety.	x	☐	☐	☐
d. The district has considered a dress code or school uniform policy. [44]	x	☐	☐	☐
e. Students at each grade level are taught violence prevention, conflict resolution, bullying/harassment prevention, and communication/decision making skills.	x	☐	☐	☐
f. In developing, implementing, and maintaining its safe and drug-free schools programs, the district collaborates with other governmental and private agencies as needed. [45]	x	☐	☐	☐
g. The district regularly reviews the performance of its intervention programs and revises, eliminates, or adds programs accordingly.	x	☐	☐	☐
h. The school district shall ensure that Internet safety is infused into the curriculum. Specifically, the curriculum should address crimes against children facilitated through the Internet, computer, or other technologies.	x	☐	☐	☐

Related Statutes and Rules

s. 1003.32 and 1006.147(4)(l), *F.S.*

Does the District Meet the Best Practice? **(Please provide explanation)**	Yes	No	In Progress	N/A
	x	☐	☐	☐

Strategies and Actions to Be Taken

These indicators are addressed in the Student Code of Conduct, which is updated and reviewed with students annually. They are also supported by Board Policy and Administrative Procedures.

Fiscal Impact and Timeline

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[39] These programs should be designed to improve overall student performance, reduce risk factors and warning signs, prevent bullying or harassment, and improve student behavior.

[40] This includes programs such as "Blueprints" from the Center for the Study and Prevention of Violence, the Safe and Drug Free Schools Resource Center. NOTE: There are many sites for these kinds of programs, so the district may use something else.

[41] Such sources would include the K-20 Education Safety Partnership's electronic clearinghouse and the Department of Education's Program Inventory.

[42] These programs should be designed to ensure the safety of students, teachers, and administrators.

[43] These include programs such as closed-campus lunches in high schools, structured playground activities, behavioral monitoring, behavioral counseling, student empowerment programs, extended day programs and school reorganizations, tutoring, mentors, and Saturday classes.

[44] Schools do not have to have a dress code, but they should be able to describe their reasoning if they have not adopted one. Dress code examples include prohibiting baggy pants, un-tucked shirts, overcoats and long jackets, and gang colors or symbols.

[45] The Department of Juvenile Justice and the Department of Education are examples of such agencies.

Safety Programs and Curricula

20. **Each school has a system in place to identify, assess, and minimize the risk for students indicating a threat of or exhibiting suicidal behavior.**

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. The district teaches instructional and non-instructional staff warning signs associated with students who pose a risk for suicidal behavior.	☐	☐	x	☐
b. The district facilitates and encourages requests for assistance with students who pose a risk for suicidal behavior.	x	☐	☐	☐
c. The district provides timely access to professional staff trained to evaluate student risk for suicidal behavior and provides training and consultation for appropriate staff.	x	☐	☐	☐
d. The district has developed procedures for the appropriate management of students determined to be at risk for suicidal behavior, including supervision, duty to warn, and community-based referrals.	x	☐	☐	☐
e. The district has developed procedures for guiding the support of students re-entering the school environment following hospitalization, suicide attempt, or those surviving the suicide attempt of a peer.	x	☐	☐	☐

Related Statutes and Rules

Does the District Meet the Best Practice? **(Please provide explanation)**	Yes	No	In Progress	N/A
	x	☐	☐	☐

Strategies and Actions to Be Taken

These indicators are addressed via new employee orientations, guidance and counseling support services, and professional development for student support services.

Fiscal Impact and Timeline

Facilities and Equipment

21. The district designs educational facilities and sites to enhance security and reduce vandalism through the use of "safe school design" principles.

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. The district incorporates Crime Prevention Through Environmental Design (CPTED) principles in the maintenance, renovation, and construction of district educational facilities. CPTED principles include • natural access and control of schools and campuses; • natural surveillance of schools and campuses both from within the facility and from adjacent streets by removing obstructions or trimming shrubbery; • school and campus territorial integrity, such as securing courtyards, site lighting, building lighting; • audio and motion detection systems covering ground floor doors, stairwells, offices and areas where expensive equipment is stored; • exterior stairs, balconies, ramps, and upper level corridors around the perimeter of buildings that have open-type handrails or other architectural features to allow surveillance; • open areas, such as plazas, the building's main entrance, parking lots, and bicycle compounds that are designed so they are visible by workers at work stations inside the buildings; and • designs that will promote the prevention of school crime and violence, such as exterior architectural features without footholds or handholds on exterior walls, tamper-proof doors and locks, and non-breakable glass or shelter window protection systems. Landscaping and tree placement should be designed so they do not provide access to roofs by unauthorized persons. Sections of schools commonly used after hours should be separated by doors or other devices from adjacent areas to prevent unauthorized access. Locks should be installed on roof hatches and slippery finishes should be applied to exterior pipes.	☐	☐	x	☐
b. The district can demonstrate that Crime Prevention Through Environmental Design and other appropriate safety features are incorporated into the design of all new construction. [46, 47]	☐	☐	x	☐
c. The district can demonstrate that whenever facilities are renovated or remodeled, safety needs are assessed and safety designs are revised or added to the facility. [48]	☐	☐	x	☐
d. The district can demonstrate that facility maintenance incorporates principles of Crime Prevention Through Environmental Design. [49]	☐	☐	x	☐

Related Statutes and Rules

Does the District Meet the Best Practice? **(Please provide explanation)**	Yes	No	In Progress	N/A
	☐	☐	x	☐

Strategies and Actions to Be Taken

Our progress with these indicators is dependent upon the age of district schools. Newer schools meet all or most indicators. Indicators are addressed in older schools as the infra-structure and funding allows.

Fiscal Impact and Timeline

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[46] CPTED design principles include natural surveillance of school grounds, access control, and territoriality. CPTED design features include, but are not limited to, controlled access entrances, fencing, sufficient entrances and exits, signage, and front desks having views of the entrance. For more information, consult the Florida Safe School Design Guidelines (http://www.fldoe.org/edfacil/safe_schools.asp).

[47] Training in Crime Prevention Through Environmental Design is available from the state's Department of Education.

[48] These needs and designs include lighting, break-proof doors, security systems, fencing, and window or door bars. Essentially, is safety reviewed and addressed as part of the renovation or remodeling process?

[49] Such as territoriality and ownership.

Facilities and Equipment

22. The district has procedures that govern access to each educational facility and its students, and access is limited to authorized students and visitors.

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. Access to campuses and educational facilities is limited to authorized individuals.	x	☐	☐	☐
b. Each educational facility has a clearly marked central point for receiving and screening all visitors. [50]	x	☐	☐	☐
c. Each educational facility has a procedure regarding the release of students to parents, guardians, or other persons. [51]	x	☐	☐	☐
d. Buildings are secured when unoccupied, but security devices shall not prevent egress from the building at any time. [52]	x	☐	☐	☐
e. There is a key control program to account for all keys to all buildings, rooms, and gates.	x	☐	☐	☐

Related Statutes and Rules

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
	x	☐	☐	☐

Strategies and Actions to Be Taken

These indicators are addressed via Board Policies and district Administrative Procedures.

Fiscal Impact and Timeline

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[50] This will require signs throughout the school telling visitors where to check in and training staff to ensure that visitors check in at the appropriate location.

[51] This would include procedures such as identification checks.

[52] This would include times the building is or should be unoccupied such as after being closed for the night or the weekend.

Facilities and Equipment

23. The district ensures that playgrounds are properly constructed, maintained, and supervised so as to reduce the risk of injury.

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. The district follows US Consumer Product Safety Commission guidelines and consults with other authorities regarding playground construction materials and regulations.	x	☐	☐	☐
b. District personnel conduct regular maintenance checks of playground equipment and ground cover surfaces, and document conditions in need of repair, replacement, or maintenance.	x	☐	☐	☐
c. The district identifies and corrects playground deficiencies in a timely manner.	x	☐	☐	☐
d. Playground areas are supervised when children are present and using the areas during school hours.	x	☐	☐	☐
e. Playgrounds are located away from any public ways, service driveways, parking lots, or public sidewalks.	x	☐	☐	☐

Related Statutes and Rules

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
	x	☐	☐	☐

Strategies and Actions to Be Taken

These indicators are addressed via Board Policy and district Administrative Procedures.

Fiscal Impact and Timeline

Facilities and Equipment

24. Each educational facility has appropriate equipment to protect the safety and security of property and records.

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. Each educational facility has a security system that was selected or designed with input from security professionals. [53,54]	☐	☐	x	☐
b. The district can demonstrate that current security equipment is inspected and reviewed annually by safety and security professionals.	x	☐	☐	☐
c. Each educational facility maintains evacuation and disaster recovery kits that include copies of all necessary records as well as basic equipment, as required by district emergency response procedures. [55,56,57]	x	☐	☐	☐
d. The district ensures that school buses and other fleet equipment are adequately secured when not in use. [58]	x	☐	☐	☐

Related Statutes and Rules

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
	x	☐	☐	☐

Strategies and Actions to Be Taken

Our progress with these indicators is dependent upon the age of district schools. Newer schools meet all or most indicators. Indicators are addressed in older schools as the infra-structure and funding allows.

Fiscal Impact and Timeline

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[53] This may include alarm systems as well as equipment such as fencing. Not all schools will require electronic security so the selection of security systems should be based on hazard analyses with input from security professionals.

[54] This would include professionals such as local fire authority, police, and security experts.

[55] One kit should be in the main office, but another should be kept at the opposite side of the site in case the office is inaccessible or damaged.

[56] This includes records such as of staff and student medical records, student and staff rosters, school floor plan, school safety plan, personnel trained in CPR, cell phone, first aid kit, emergency medicine, weather gear, and bullhorn.

[57] Refer to the 2006-07 Disaster & Crisis Management Guidebook: http://www.ncef.org/pubs/edfacilities-disaster-management-guidebook-2007.pdf

[58] Bus compounds should have adequate fencing, lighting, or other security measures to ensure adequate access control.

Facilities and Equipment

25. The district provides appropriate safety equipment and information to prevent injuries to students and others.

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. Each educational facility is equipped with fully stocked first aid kits and fire extinguishers with current inspection tags.	x	☐	☐	☐
b. The district has provided appropriate safety equipment in instructional areas with dangerous equipment or chemicals. [59]	x	☐	☐	☐
c. The district can demonstrate that students and school personnel are trained in the appropriate safety procedures for dealing with dangerous tools, equipment, or chemicals.	x	☐	☐	☐
d. The district supplies all necessary protective equipment to minimize the number of injuries related to athletic activities. All athletic equipment is maintained in a safe condition. [60]	x	☐	☐	☐

Related Statutes and Rules

ss. 1006.063, 1006.165 *F.S.*

Does the District Meet the Best Practice? **(Please provide explanation)**	Yes	No	In Progress	N/A
	x	☐	☐	☐

Strategies and Actions to Be Taken

These indicators are addressed via Board Policy and district Administrative Procedures.

Fiscal Impact and Timeline

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[59] Dangerous equipment or chemicals includes machinery such as saws or drills for shop class, chemicals for chemistry classes, scalpels for biology, and so forth.

[60] For example, the district ensures that automated external defibrillators are available as required in statute and that athletes wear the proper protective equipment and are properly supervised during practices.

Facilities and Equipment

26. The district follows environmental and food safety health practices and regulations.

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. The district follows all appropriate food safety health practices and regulations.	x	☐	☐	☐
b. The district documents that appropriate personnel have received information and materials pertaining to their safety-related duties, rights, and responsibilities under Florida law, federal law, and OSHA.	x	☐	☐	☐
c. The district complies with all appropriate federal and state requirements for facility safety. [61]	x	☐	☐	☐
d. The district maintains a copy of the state and local health regulations. All school sites have a copy of the local health regulations.	x	☐	☐	☐
e. The district distributes written emergency procedures and plans to each *cafeteria site* for reporting, investigating, and correcting the cause of any food safety incidents and these documents are distributed to the principal and made available to all employees.	x	☐	☐	☐
f. The district distributes written emergency procedures and plans to each *school site* for reporting, investigating, and correcting the cause of any environmental incidents and these documents are distributed to the principal and made available to all employees.	x	☐	☐	☐

Related Statutes and Rules

Does the District Meet the Best Practice? **(Please provide explanation)**	Yes	No	In Progress	N/A
	x	☐	☐	☐

Strategies and Actions to Be Taken

These indicators are addressed by Board Policies and district Administrative Procedures.

Fiscal Impact and Timeline

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[61] Examples include EPA guidelines, Occupational Safety and Health Administration's Hazardous Communication Standards, federal and state regulations regarding hazardous materials plans, Asbestos Hazardous Emergency Response Act rules, and other mandated environmental and safety issues.

Facilities and Equipment

27. The district has worked with staff or members of the Campus Security component of the Regional Domestic Security Task Force to develop a Pre-incident Security Enhancement plan. [62]

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. The district ensures that all appropriate district personnel are familiar with the National Infrastructure Protection Plan.[63]	☐	☐	x	☐
b. A vulnerability assessment has been conducted on all educational and ancillary facilities.[64]	☐	☐	x	☐
c. The Security Plan is NIMS compliant (see Best Practice #7 under Safety Planning) and is aligned with the School Safety Plan (Best Practice #4).	☐	☐	x	☐
d. The district has participated in a regional domestic security task force exercise.[65]	☐	☐	x	☐

Related Statutes and Rules

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
	☐	☐	x	☐

Strategies and Actions to Be Taken

The district partners with local law enforcement, the American Red Cross, and local health agencies to address these indicators. Our progress with these indicators is dependent on the needs communicated by these lead partners.

Fiscal Impact and Timeline

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[62] Information related to the Domestic Security Task Force can be found on the Florida Department of Law Enforcement website: http://www.fdle.state.fl.us/Content/Domestic-Security/Menu/Domestic-Security-Organization.aspx.

[63] Can be included with the In-Service Training described in Best Practice #11.

[64] See Best Practice #7.

[65] Exercises may include the following types: workshop, tabletop, drill, functional, or full scale.

Transportation

28. The district has procedures to create a safe and orderly process for students arriving at or leaving each school campus.

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. School bus service driveways at each school meet the requirements of the State Requirements for Educational Facilities (SREF) Chapter 5.	x	☐	☐	☐
b. The district and charter schools have procedures to ensure the safety of children arriving at each school or leaving each school campus, including those who walk, ride bicycles, ride in buses, or are passengers or drivers in private vehicles.	x	☐	☐	☐
c. Whenever feasible, existing schools are renovated to provide for separate drop-off and pick-up areas for school buses and parents' and other private passenger vehicles.	x	☐	☐	☐
d. Whenever feasible existing schools are renovated to provide for separation of vehicular and pedestrian traffic. [66]	x	☐	☐	☐
e. Whenever feasible existing schools are renovated to provide for separation of bicycle access and bicycle parking from vehicular and pedestrian traffic.	x	☐	☐	☐

Related Statutes and Rules

ss. 1006.21, 1006.22, 1006.23, *F.S.;* Rules 6A-2.001 and 6A-3.0171(2)(e)2.b., *F.A.C.*

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
	x	☐	☐	☐

Strategies and Actions to Be Taken

These indicators are addressed via Board Policy and district Administrative Procedures.

Fiscal Impact and Timeline

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[66] In general, 27c and 27d should be feasible except where prohibited by the physical structure of the school or county regulations.

Transportation

29. The district has implemented policies, procedures, and practices that ensure the safety of transported students.

	Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a.	The district and charter schools have procedures to ensure the safety of designated school bus routes and to ensure that bus stops are designated in the most reasonably safe locations. [67]	x	☐	☐	☐
b.	All persons transporting students, including school personnel, charter school personnel, and contractors, are properly licensed, trained, and qualified.	x	☐	☐	☐
c.	The district and each charter school monitor school bus operators' driving records and have adopted a safe driver plan that defines the threshold for unacceptable levels and types of violations by all persons transporting students and specifies consequences for those who exceed the threshold.	x	☐	☐	☐
d.	Each school principal ensures that all transported students receive instruction in safe riding practices and rules of conduct and that these safety practices and rules are communicated to parents or guardians. This includes the parents' or guardians' shared responsibility for the safety of their children when they are not under district supervision while traveling to and from school or the bus stop.[68]	x	☐	☐	☐
e.	The district clearly communicates, such as through a checklist, what steps district staff will take in response to transportation accidents or other transportation emergencies. [69]	x	☐	☐	☐
f.	The school district has implemented procedures to ensure compliance with laws and rules related to limiting proximity of bus stops to statutorily specified sexual offenders under conditional release.	x	☐	☐	☐
g.	The school district has a procedure to communicate to bus drivers information regarding registered sexual offenders and predators who reside near designated bus stops.	x	☐	☐	☐
h.	The school district has a procedure to ensure that students are safely transported to and from schools and released only at approved locations and under approved circumstances.	x	☐	☐	☐
i.	The school district has implemented procedures for timely review and correction of safety hazards reported at bus stop locations; such procedures shall include consideration of the risks to students who are unaccompanied at bus stop locations.	x	☐	☐	☐
j.	The school district and charter schools inform parents, guardians and students at least annually in writing of their responsibilities and related district policies to ensure safe travel and conduct of students not under the custody and control of the school district or charter school.	x	☐	☐	☐

Related Statutes and Rules

ss. 316.6145, 775.21, 943.0435, 944.607, 947.1405(7)(a), 1006.147(2)(b), 1006.22(12)(c), and 1012.45, *F.S.*; Rules 6A-3.0141, 6A-3.0151, and 6A-3.0171, *F.A.C.*

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
	x	☐	☐	☐

Strategies and Actions to Be Taken

These indicators are addressed via Board Policy, district Administrative Procedures, and the Charter School Agreement.

Fiscal Impact and Timeline

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[67] Procedures should include such requirements as timely reporting and identification of potential hazards by bus operators, reliable intake of reports of potential hazards by parents and other community members, physical reviews of each route and stop location by transportation personnel at least annually, and correction of agreed hazards.

[68] Student training should include at least the following: safe practices while waiting for, boarding, and disembarking from the bus; safe behavior while riding in the bus; school bus evacuation procedures; safe behavior at railroad crossings; and use of safety restraints (if applicable).

[69] District staff should include both bus drivers as well as other affected staff.

Transportation

30. School buses, including buses operated by schools, charter schools, and contractors, are inspected and maintained in accordance with state laws and state Department of Education rules.

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. School bus operators perform pre-trip inspections of school bus safety items and correct deficiencies before buses are used to transport students, and school bus operators perform post-trip inspections to ensure no students are left on buses.	X	☐	☐	☐
b. School bus inspections are performed at least each 30 school days, and inspectors are trained and certified, consistent with the required procedures and criteria in the *Florida School Bus Safety Inspection Manual.* [70]	X	☐	☐	☐
c. District procedures for school bus repair, maintenance, and quality control ensure that buses are only returned to service to transport students when all safety and mechanical systems meet the requirements of the *Florida School Bus Safety Inspection Manual.*	X	☐	☐	☐
d. The district uses a quality control process to review, on a selective basis, the routine servicing and repair work done on vehicles in connection with the 30-day inspections and confirm the completeness of the service record.	X	☐	☐	☐

Related Statutes and Rules

s. 1006.22, *F.S.,* and Rules 6A-3.0171(2)(e) and 6A-3.0171(8), *F.A.C.*

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
	X	☐	☐	☐

Strategies and Actions to Be Taken

These indicators are addressed via Board Policy and district Administrative Procedures.

Fiscal Impact and Timeline

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[70] Staff should maintain a secure file that includes complete records of these inspections and all work done in connection with the inspections, confirming that all buses are inspected according to the established 30-day inspection schedule.

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO.　　10b

DATE OF SCHOOL BOARD MEETING: April 24, 2012

TITLE OF AGENDA ITEM: Principal/Assistant Principal and Non Classroom Instructional
Staff Evaluation Tool

DIVISION: K-12 Education

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

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

The Gadsden County School Leaders/Non-classroom Teacher Evaluation Model proposed is

consistent with Florida Principal Leadership Standards, Florida Educator Accomplished

Practices, the Gadsden Teacher Evaluation Model, statutes governing instructional personnel

evaluation (SB736, Race to the Top Mandate), and the Florida School Leader Assessment

Model. The focus of the School Leaders/Non-classroom Teacher Evaluation Model is student

outcomes and professional practice.

FUND SOURCE: NA

AMOUNT: NA

PREPARED BY: Sylvia R. Jackson, Ed.D. _SRJ_

POSITION: K-12 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 _____

Principal/Assistant Principal and Non Classroom Instructional Staff Evaluation Tool
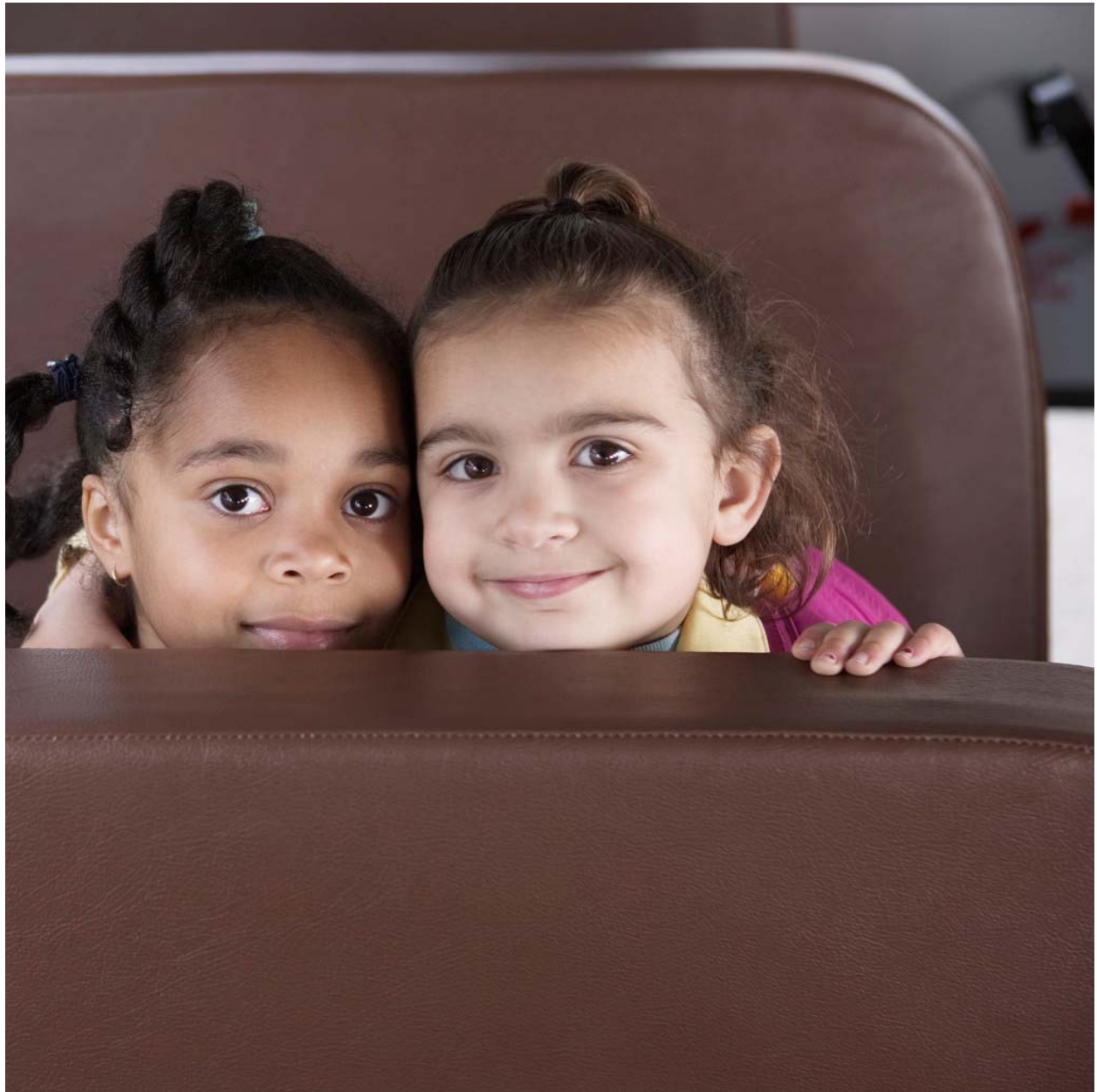
2012-2013

Table of Content

List of Tables

Diagrams

List of Appendices

I. PERFORMANCE OF STUDENTS ELEMENTS

Student Learning Growth Based on Statewide Assessments Results

Gadsden County School Board Policies, 6.40 and 6.41 (Appendix A), outline procedures for the Assessment of Employees (BP6.40) and Instructional Employee Performance Criteria (BP6.41). In summary, these policies state that *the Superintendent shall develop or select a personnel performance assessment system for all staff and that he or his designee shall develop and present, for School Board approval, instructional employee performance criteria and/or measures.* Such performance criteria and/or measures shall be consistent with statutory requirements, but may include additional elements as deemed appropriate (Appendix B – SB736). Gadsden's Board policies are consistent with state statutes and will be revised as relevant subsequent Florida Statutes are developed and/or revised. Florida Statutes informing the Board Policies regarding evaluation and employee performance criteria include but are not limited to F.S. 1001.41, 1008.22, 1008.36, 1012.22, 1012.23, 1012.27, and 1012.34.

The Gadsden County School Leaders/Non-classroom Teacher Evaluation Model proposed in this document is consistent with Florida Principal Leadership Standards (Appendix C), Florida Educator Accomplished Practices (Appendix D), the Gadsden Teacher Evaluation Model (http://www.gcps.k12.fl.us/), statutes governing instructional personnel evaluation (Appendix D - 6A-5.065, Appendix E - 6A-5.030), and the Florida School Leader Assessment (FSLA – Appendix

G) model. The focus of the School Leaders/Non-classroom Teacher Evaluation Model is student outcomes and professional practice. State assessment data and the associated state-adopted learning growth model adopted in Rule 6A-6.0411 are used in the evaluation of school leaders and non-classroom teachers, which include academic coaches, guidance counselors, and media specialists. Regardless of the number of years of data, fifty percent (50%) of school leaders and non-classroom teacher evaluations is based on professional practices and 50% is based on the state-adopted learning growth model. See Table 1below.

Table 1: Inclusion of Student Performance Data in Evaluation Process

Employee Group	Student Performance Component		
	Year 1 2012/13	Year 2 2013/14	Year 3 2015/16
Principal/Asst. Principal	50% Student Performance (School-wide Gains Performance)/50% Professional Practice	50% Student Performance(School-wide Gains Performance)/50% Professional Practice	50% Student Performance(School-wide Gains Performance)/50% Professional Practice
Reading Coach	50% Student Performance(Reading GainsPerformance)/50% Professional Practice	50% Student Performance(School-wide Gains Performance)/50% Professional Practice	50% Student Performance(School-wide Gains Performance)/50% Professional Practice
Math Coach	50% Student Performance(Math Gains Performance)/50% Professional Practice	50% Student Performance(Math Gains Performance)/50% Professional Practice	50% Student Performance(Math Gains Performance)/50% Professional Practice
Science Coach	50% Student Performance(Science Gains Performance)/50% Professional Practice	50% Student Performance(Science Gains Performance)/50% Professional Practice	50% Student Performance(Science Gains Performance)/50% Professional Practice
Guidance Counselor	50% Student Performance(School-wide Gains Performance)/50% Professional Practice	50% Student Performance(School-wide Gains Performance)/50% Professional Practice	50% Student Performance(School-wide Gains Performance)/50% Professional Practice
Media Specialist	50% Student Performance(Reading Gains Performance)50% Professional Practice	50% Student Performance(Reading Gains Performance)50% Professional Practice	50% Student Performance(Reading Gains Performance)50% Professional Practice

Confirmation and Procedures for Including Current Year Student Performance Data

Under the new evaluation process, the 2012/13 school year begins the practice of including the current year of student performance data in school leader/non classroom teacher evaluations.

Percentage of Evaluation Based on Performance of Students

Regardless of the number of years of service as a school leader, academic coach, guidance counselor, or media specialist, 50% of the evaluation is based on student performance and 50% of the evaluation is based on professional practices.

Number of Years of Student Learning Growth Data Applied to Evaluations

As stated previously, under the new evaluation process, the 2012/13 school year begins the practice of including the current year of student performance data in school leader/non classroom teacher evaluations. Year two student performance data component of the evaluation may be the current year student performance data or an average of years one and two, depending on which is higher. Year three student performance data component may be the current year student performance data or an average of years one, two, and three, depending on which is higher. Subsequent years of student performance data component may be the current year student performance data or an average of the three most recent years of student performance data, depending on which is higher. The current year of student performance data is always included as a component of school leaders and non classroom teacher evaluations.

II. INSTRUCTIONAL OR LEADERSHIP PRACTICE ELEMENTS

Research Framework that Supports Student Learning and Effective Instruction

Gadsden County has selected the Florida School Leader Assessment model as the evaluation tool for school leaders. The non-classroom teacher evaluation tool mirrors the FLDOE School Leader Assessment with emphasis on the responsibilities aligned to specific job descriptions. All evaluations are based on research that supports preferred methods and strategies for student

learning and faculty development and are appropriately aligned with the Florida Educator

Accomplished Practices (FEAPs), Rule 6A-5.065, F.A.C., or the Florida Principal Leadership

Standards (FPLS), Rule 6A-5.080, F.A.C. Evaluation models reflect contemporary research as

defined in Florida's Common Language of Instruction (found on www.fldoe.org/profdev/pa.asp

and www.floridaschoolleaders.org) and they reflect research that is aligned with the purpose of the

Student Success Act (Section 1012.34 (a), F.S.).   Appendix E provides a brief summary of the

contributions of research conducted by Danielson, Hattie, Haystead, Marzano, Miller, Reeves, and

Robinson to FLDOE evaluation model criteria.

Observation and Feedback Instrument(s)

Gadsden has adopted the Florida School Leader Assessment (FSLA) model to evaluate

school leaders. FSLA model consists of four (4) domains, ten (10) proficiency areas, and forty-five

(45) indicators that are organized into long and short form observation and feedback tools. See

Table 2 below.

Table 2: Summary of FSLA Domains

Domain	Proficiency	Indicators
D1: Student Achievement	PA1-Student Learning Results	1.1 Academic Standards 1.2 Performance Data 1.3 Planning and Goal Setting 1.4 Student Achievement Results
	PA2-Student Learning as a Priority	2.1 Learning Organization 2.2 School Climate 2.3 High Expectations 2.4 Student Performance Focus
D2: Instructional Leadership	PA3-Instructional Plan Implementation	3.1 FEAPs-Florida Educators Accomplished Practices 3.2 Standards-based Instruction 3.3 Learning Goals Alignments 3.4 Curriculum Alignments 3.5 Quality Assessments 3.6 Faculty Effectiveness
	PA4-Faculty Development	4.1 Recruitment and Retention 4.2 Feedback Practices 4.3 High Effect Size Strategies 4.4 Instructional Initiatives 4.5 Facilitating and Leading 4.6 Faculty Development Alignments 4.7 Actual Improvement
	PA5-Learning Environment	5.1 Student Centered 5.2 Success Oriented 5.3 Diversity 5.4 Achievement Gaps
D3: Organizational Leadership	PA6-Decision Making	6.1 Prioritization Practices 6.2 Problem Solving 6.3 Quality Control 6.4 Distributive Leadership 6.5 Technology Integration
	PA7-Leadership Development	7.1 Leadership Team 7.2 Delegation 7.3 Succession Planning 7.4 Relationships
	PA8-School Management	8.1 Organizational Skills 8.2 Strategic Instructional Resourcing Collegial Learning Resources
	PA9-Communication	9.1 Constructive Conversations 9.2 Clear Goals and Expectations 9.3 Accessibility 9.4 Recognitions
D4: Professional and Ethical Behavior	PA10-Professional and Ethical Behavior	10.1 Resiliency 10.2 Professional Learning 10.3 Commitment 10.4 Professional Conduct

Rubrics for Distinguishing Among Proficiency Levels in the Practice Elements

The Florida School Leader Assessment (FSLA) is the evaluation model selected by Gadsden County. Consequently, FSLA rubrics are used for distinguishing among proficiency levels. Using these rubrics, school leaders and non classroom teachers are formatively and summatively evaluated as highly effective, effective, needs improvement, or unsatisfactory. Individuals designated as *highly effective* demonstrate actions relevant to specific indicators that exceed effective levels and constitute models of proficiency for others. Individuals designated as *effective* demonstrate actions relevant to specific indicators that are sufficient and appropriate reflections of quality work with only normal variations. Individuals designated as *needs improvement* demonstrate actions relevant to specific indicators that are inconsistent with or of insufficient scope to proficient performance. Individuals designated as *unsatisfactory* demonstrate actions relevant to specific indicators that are minimal, not occurring, or are having an adverse impact on the learning environment.

Scoring/Weighting System

The FSLA scoring system is used to evaluate school leaders and non classroom teachers. Summative performance is based on 50% leadership practice score and 50% student growth measure score. Using this system, each of the leadership practice domains has the following weights: Domain 1 – 20%, Domain 2 – 40%, Domain 3 – 20%, and Domain 4 – 20%, which accounts for 80% of the leadership practice score. Deliberate practice makes up the remaining 20% of the leadership practice score. The student growth measure score is based on the overall performance school performance score (e.g. principals, assistant principals, counselors) or the overall specific FCAT/EOC performance (e.g. content area coaches and media specialist).

III. PROFESSIONAL AND JOB RESPONSIBILITY ELEMENTS

Professional Responsibility and Ethical Conduct and Behavior Indicators

Professional responsibility and ethical conduct and behavior are covered under Domain 4 indicators of FSLA. Per FSLA, these indicators are based on the FEAPs, Rule 6A-5.065, F.A.C., and FPLS, Rule 6A-5.080, F.A.C. Gadsden County educators are expected to demonstrate personal and professional behavior consistent with quality practices in education. As community leaders, they are expected to stay informed regarding current research in education and to demonstrate their understanding of the research. Gadsden County educators are expected to engage in professional development opportunities that improve personal professional practices and align with the school site and district system-wide strategic student achievement objectives.

Monitoring Administrators Feedback to Instructional Personnel

School leaders and other appropriate staff (e.g. academic coaches) are expected to implement recurring monitoring and feedback processes to ensure priority learning goals are based on FLDOE adopted student academic standards as defined in course descriptions. Indicators for monitoring and timely feedback to instructional personnel on their proficiency are embedded in the FSLA process under Domain 2 and are also a part of the Gadsden County Classroom Teacher Evaluation Model (http://www.gcps.k12.fl.us/). Formal and informal observations outlined in the classroom teacher evaluation model allow leaders and academic coaches to monitor the effectiveness of classroom teachers.

Weighting and Scoring of Indicators on Professional and Job Responsibilities

The Florida School Leaders Assessment (FSLA) model assigns different weights to each of the four domains. Domain 1, Student Achievement, accounts for 20% of the FSLA score. Domain 2, Instructional Leadership, accounts for 40% of the FSLA score. Domain 3, Organizational

Leadership, accounts for 20% of the FSLA score. Domain 4, Professional and Ethical Behaviors, accounts for 20% of the FSLA score.

IV. Summative Evaluation Form(s) and Scoring and Weighting Systems that Define How Student Growth Measures and Proficiency Levels are Calculated and Combined to Obtain a Summative Performance Level

The percentages that each domain contributes to the FSLA score equal 80% of the overall leadership practice score. Deliberate practice accounts for the other 20% of the leadership practice score; and the combined FSLA and deliberate practice scores equate to 50% of the final summative evaluation. The remaining 50% of the summative evaluation is derived from the student growth measure score. See diagram below.

Diagram 1: Percentage Breakdown of Summative Performance Score

Summative Performance

- Student Growth Measure (50%)
- Leadership Practice (50%)
- FSLA (80%) + Deliberate Practice (20%)
- Gains Score (100%)
- Deliberate Practice (20%)
- Domain 4 (20%)
- Domain 3 (20%)
- Domain 2 (40%)
- Domain 1 (20%)

Although the FSLA domains add up to 100%, their total contribution to the Leadership Practice Score is only 80%.
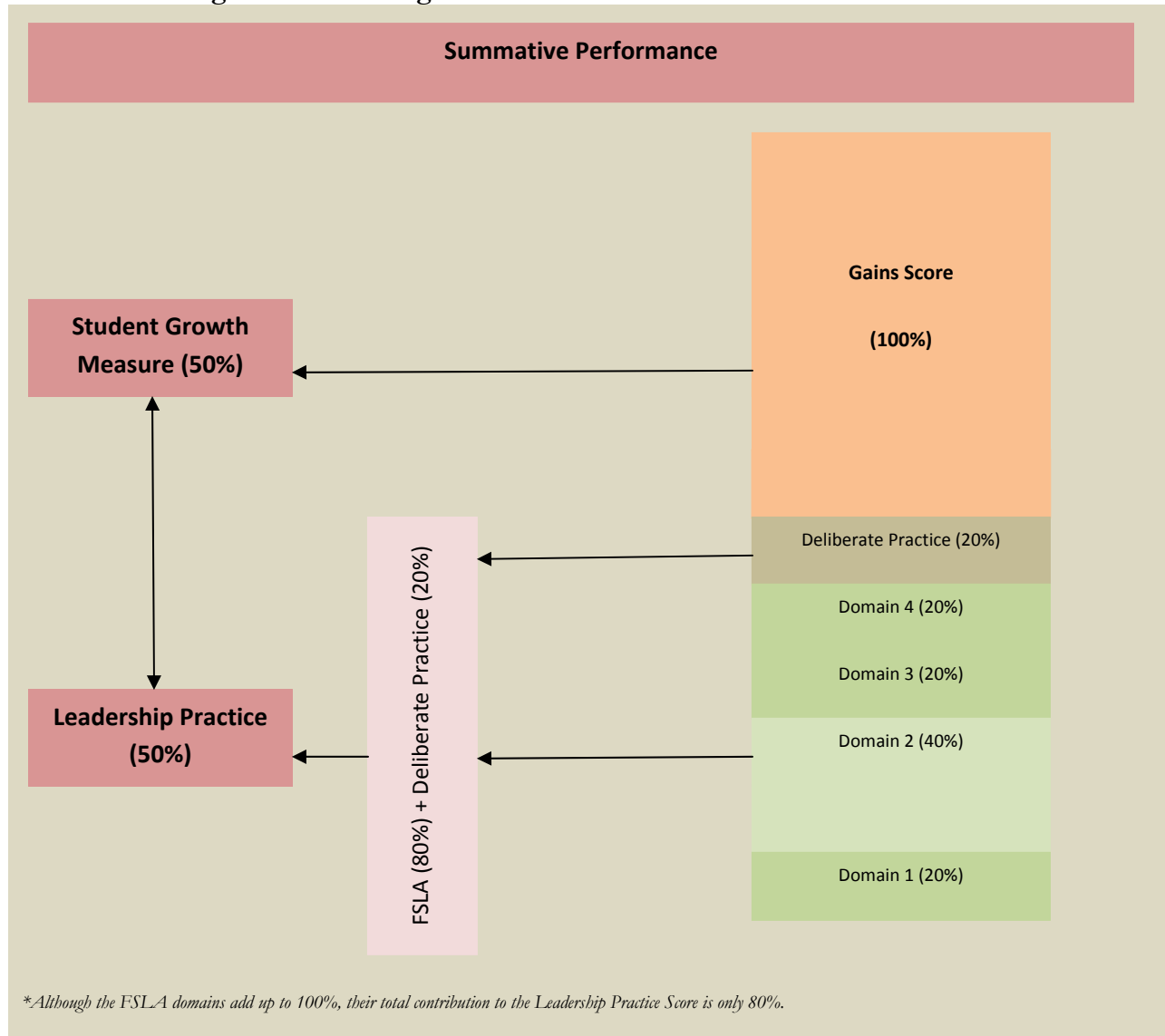
Section VII provides more specific information regarding how to calculate the annual performance score.

V. STATEMENT OF PURPOSE CONSISTENT WITH THE PURPOSE FOR EVALUATION SYSTEMS AS EXPRESSED IN SECTION 1012.34(1)(a),F.S.

The intention of these procedures is to increase student learning growth by improving the quality of instructional, administrative, and supervisory practices. A core belief of Gadsden County Public School District is that public education should provide well-rounded learning experiences that "build a brighter future" for all children. Hence, the rationale driving the Gadsden County Teacher Evaluation Model (GCTEM) and the School Leaders/Non Classroom Teacher Evaluation model is effectively shaping, forming, and improving teacher practices will ensure that students receive high-quality instruction. It is the District's vision that research-based processes for improving instructional practices, strategic planning, reflection on teaching and professionalism, will increase teacher instructional expertise from year to year. In turn, this will produce sustained gains in student learning.

Student learning outcomes are the foci of the district's evaluation processes. The instructional and leadership practices that support improving student learning outcomes are grounded in the research of educational leaders such as Robert Marzano, Charlotte Danielson, Douglas Reeves, John Hattie, and Vivian Robinson.

VI. MULTIPLE MEASURES THAT INFORM IMPROVEMENT PROCESSES AND EVALUATION DECISIONS

Multiple measures are used to inform the improvement processes and evaluation decisions. Such measures include but are not limited to evidence presented during evaluation conferences, district formative assessment data, instructional audit data, and individual professional development plans and follow-up. Feedback from parent, student, and teacher surveys and input from relevant

district level administrators also inform appropriate components of the Florida School Leader Assessment.

VII. Performance Levels and the Rubric(s) Used to Differentiate between Performance Levels

School Administrator Performance Evaluation

Gadsden County's school administrator performance evaluation is based upon the performance of students assigned to their schools [1012.34(3), F.S.] At least 50 percent of a performance evaluation is based upon data indicators of student learning growth assessed annually by statewide assessments or, for subjects and grade levels not measured by statewide assessments, by district assessments as provided in s. 1008.22.

The Deliberate Practice (DP) Score constitutes 20% of the Leadership Practice Score. The Deliberate Practice Score has two to six specific growth targets with progress points. The targets have equal weight upon which the leader's growth is assessed as Highly Effective, Effective, Needs Improvement, or Unsatisfactory. Tables 3, 4, and 5 summarize how the Deliberate Practice Score is calculated (See Section 2 of the FSLA Scoring Guide).

Table 3: DP Growth Target Rating Rubric

Scoring a DP Growth Target	Rating Rubrics
Highly Effective	Target met, all progress points achieved, and verifiable improvement in leaders performance
Effective	Target met, progress points achieved . . . impact not yet evident
Needs Improvement	Target not met but some progress points met
Unsatisfactory	Target not met, nothing beyond 1 progress point

Table 4: Impact of Number of Growth Targets

Number of Growth Targets	Maximum Points per Target	Maximum Point Range
Two Targets	150 (300/2)	300 (150 x 2)
Three Targets	100 (300/3)	300 (100 x 3)
Four Targets	75 (300/4)	300 (75 x 4)
Five Targets	60 (300/5)	300 (60 x 5)
Six Targets	50 (300/6)	300 (50/ x 6)

* A DP Score has an upper limit of 300 points with each target having an equal proportion of the total points. Therefore the points for each target will vary based on the number of targets.

Table 5: Target Values Based on Ratings

Rating	Point Values	If 2 Targets	If 3 Targets	If 4 Targets	If 5 Targets	If 6 Targets
HE	Max Points	150	100	75	60	50
E	.80 of Max	120	80	60	48	40
NI	.5 of Max	75	50	37.5	30	25
U	.25 if some progress	37.5	25	18.75	15	12.5
U	.0 if 1 progress stage	0	0	0	0	0

* The target values are based on Rating (HE, E, NI, or U) and the Number of Growth Targets.

Tables 6 and 7 provide an example for calculating a Deliberate Practice Score (See Section 2 of the FSLA Scoring Guide).

Table 6: DP Points Based on Three Targets

DP Target	Rating	Points (based on Table 11)
DP Target 1	HE	100
DP Target 2	E	80
DP Target 3	NI	50
DP Score		230

*Points available vary based on the total number of growth targets. See Table 11.

Table 7: DP Score Range

DP Score Range	DP Rating
240-300	Highly Effective
161-239	Effective
41-160	Needs Improvement
0-40	Unsatisfactory

Based on the above example from FLDOE Scoring Guide, a Deliberate Practice Score of 230

equates to an Effective leader. The DP score is then calculated to represent 20% of the Leadership

Practice Score, which is 50% of the overall evaluation.

Calculating Student Growth

The Gadsden County evaluation model calculates the 50% student growth portion of the principal's evaluation by averaging the (1) percent of learning gains in reading, (2) percent of the lowest 25% learning gains in reading, (3) percent of learning gains in math, (4) percent of the lowest 25% learning gains in math (Table 8).

Table 8: Student Growth Calculations for Administrators

Column 1	Column 3	Column 3	Column 4	Average of Columns 1-4
Reading Learning Gains	Lowest 25% Reading Learning Gains	Math Learning Gains	Lowest 25% Math Learning Gains	Columns 1+2+3+4/4=Average
58%	88%	67%	48%	65.25%

Step 1: An administrator is given one point for each percentage point earned in learning gains (Columns 1-4). The points from each column are added together—58+88+67+48= 261 points.

Step 2: The total percentage points from the four categories (Columns 1-4) is divided by 4: 261/4= 65.25%.

Step 3: The averaged percent/point value is translated into a range of scores with pre-determined labels for corresponding levels of performance (Tables 9, 10).

Table 9: Value Added Student Growth Rubric

Performance Category	Highly Effective	Effective	Needs Improving/Developing	Unsatisfactory
% Student Gains	76%-100%	50%-75%	26%-49%	0%-25%
Leadership Range Score	240-300	151-239	75-150	0-74

Table 10: Specific Performance Scale and Students' Gains Breakdown

Performance Scale	Percent of Students Making Gains
240-300	**Highly Effective (76%-100%)**
240	76%-79%
255	80%-83%
265	84%-87%
275	88%-93%
285	93%-96%
300	96%-100%
151-239	**Effective (50%-75%)**
151	50.0%-53%
170	53.5%-56%
180	56.5%-59%
190	59.5%-62%
225	62.5%-65%
230	65.5%-67%
235	67.5%-69.5%
237	70.0%-71%
238	71%-72.5%
239	72.5%-75%
75-150	**Needs Improving/Developing (26%-49%)**
75	26.0%-28%
88	28.5%-31%
98	31.5%-34%
108	34.5%-37%
116	37.5%-40.0%
124	40.5%-42.0%
132	42.5%-44.5%
140	45%-46.0%
145	46.5%-47.5%
150	48%-49%
0-74	**Unsatisfactory (0%-25%)**
0	0%
15	1%-5%
30	6%-10%
45	11%-15%
60	16%-20%
74	21%-25%

Following the state model for calculating annual performance levels, Gadsden utilizes a four step process.

Step 1: Enter Leadership Practice Score range from the Student Growth Measurement cut scores (Table 11).

Table 11: Student Growth Measurement/300 Point Scale

Performance Score Ranges	Performing Level Rating
Above 239	Highly Effective
151-239	Effective
75-150	Needs Improvement
0-74	Unsatisfactory

Step 2: Add Student Growth Measure Score

Step 3: Translate the total score (leadership practice score and student growth measure) into a range of scores with pre-determined labels for corresponding levels of performance (Table 12).

Table 12: Final Performance Score Ranges/Ratings: 600 Point Scale

Performance Score Ranges	Performance Rating
480-600	Highly Effective
301-479	Effective
150-300	Needs Improvement
0 to 149	Unsatisfactory

Step 4: Enter the rating on the evaluation form.

To illustrate how the final score is calculated, a 50% Leadership Practice score and a 50% Student Growth Measure scenario with the Leadership Practice Score being equivalent to 239 and the Student Growth Measure Score being equivalent to 225 (62.5% of students making learning gains – see Table 13) provides a good example. Using this example, the steps for calculating the final score are listed below:

(1) The leadership practice score of 239 and the student growth measure score of 225 will be added together for the final rating: 239 + 225 = 464.

Table 13: Performance Score Ranges/Ratings: 600 Point Scale

Performance Score Ranges	Performance Rating
480-600	Highly Effective
301-479	Effective
150-300	Needs Improvement
0 to 149	Unsatisfactory

(2) A score of 464 is equivalent to an overall evaluation rating of *Effective*.

VIII. INPUT MECHANISMS

Identification of Supervisory Personnel Performing Evaluations

School leaders and non classroom teachers are evaluated by the Superintendent or his designee as their immediate supervisor.

Parent Input

Annual parent surveys may be used to inform relevant components of school leaders' and non classroom teachers' leadership practice scores. Parent feedback and complaints that are submitted to district leadership also inform the leadership practice score.

Faculty Input

Annual faculty surveys may be used to inform relevant components of school leaders' and non classroom teachers' leadership practice scores. Faculty feedback and complaints that are submitted to district leadership also inform the leadership practice score.

Identification of any Persons Other than Parents, or Instructional Personnel with Input to the Evaluation

Annual student surveys may be used to inform relevant components of school leaders' and non classroom teachers' leadership practice scores. Feedback from district level administrators may also inform the leadership practice score.

Description of Use of a Peer Assistance Process Where Used in the Evaluation Process

Beginning and struggling school leaders and non classroom teachers are provided qualified peer mentors and relevant professional development to improve their professional practices. Individuals designated as a peer mentor are required to hold a certification in school leadership and a

minimum of three years of effective performance as a school leader or the appropriate non classroom teacher category.

IX. TRAINING

Systemic Processes of Providing Information on What Administrators Should Know and Be Able to Do Based on Evaluation System

All employees subject to an evaluation are annually trained on evaluation criteria and processes. All individuals with evaluation responsibilities and those who provide input toward evaluations are annually trained on the proper use of the evaluation tool, criteria, and procedures. Such trainings occur no later than the end of the first thirty days of the school year and/or employment and may include site, district, regional (e.g. PAEC) or state level training opportunities.

Systemic Processes for Providing Initial Training and Continuously Improving the Capacities of Workforce and Evaluators

To facilitate understanding and implementation of the performance expectations in evaluation system indicators, systematic processes to provide initial training and continuously improve the capacities of school leaders and teachers have been developed. Florida's common language for instruction found at www.fldoe.org/profdev/pa.asp informs the training processes identified in Table 14.

Table 14: Evaluation Models Training Schedule

Evaluation Tool	Group	Initial Training	Annual Training
GCTEM-Gadsden County Teacher Evaluation Model	School and District Administrators	GCPS Summer Leadership Workshop	Summer DLT Meeting
GCTEM-Gadsden County Teacher Evaluation Model	Classroom Teachers	Within the first 10 days of the work year	Within the first 10 days of the work year (School Site)
FSLA – Florida School Leaders Assessment	School and District Administrators	GCPS Summer Leadership Workshop PAEC Regional Training	Summer EMT Meeting
Non-Classroom Teachers Assessment	School Administrators	GCPS Summer Leadership Workshop	Summer DLT Meeting
Non-Classroom Teachers Assessment	Guidance Counselors Academic Coaches Media Specialist	GCPS Summer Trainings	Within the first 10 days of the work year (School Site)

District Process for Providing Training Programs that are Based Upon Guidelines Provided by the Department to Ensure that All Individuals with Evaluation Responsibilities Understand the Proper Use of the Evaluation Criteria and Procedures

In order to ensure that all individuals with evaluation responsibilities understand the proper use of evaluation criteria and procedures, training programs are based upon the guidelines provided by FLDOE. Training programs include the following elements:

- Philosophy, research, and statutes that constitute the foundation of evaluation tools and procedures.

- Assessment components such as timelines, domains, and indicators.

- Conference protocols.

- Documentation tools and processes.

- Assistance and intervention procedures.

- Scoring rubrics and processes.

- Record keeping.

X. CONTINUOUS IMPROVEMENT AND PROFESSIONAL DEVELOPMENT

Use of Performance Evaluation Results to Develop District/School Level Improvement Plans

The district and school improvement plans are developed through needs assessment of data: student performance data, instructional personnel evaluation data and principal evaluation data. Results of personnel evaluations will be used to determine professional learning needs of the district, school, and individual. School improvement plans will consider student performance achievement and the strengths and needs of personnel in the development of action plans, with improved student performance being the guiding goal.

Continuous Quality Improvement of Professional Skills of Instructional Personnel and School Administrators

Continuous improvement and professional growth are the guiding philosophy of Gadsden County Public School District evaluation systems. Feedback to personnel and professional conversations between all stakeholders are critical to professional growth and the continuous improvement professional learning communities. District evaluation systems, student achievement data, school improvement plans, and district-wide strategic plans all inform the district's professional development plan in ways that lead to continuous quality improvement of instructional and leadership personnel professional skills.

Through the evaluation process, school leaders are provided with timely feedback to support improvement of professional skills needed for effective job performance. Evaluators gather data on specific elements of the Florida School Leader Assessment (FLSA), using rubrics to guide reflective feedback. Feedback is used to improve the quality of future actions or depth of understanding on performance expectations.

The procedures for providing school leaders with feedback that supports improvement in performance are as follows:

- During Step 1, or the Orientation, each school leader engages in personal reflection on the connection between his/her practice, the FPLS, and indicators on the FLSA. This may be completed on the Florida School Leaders Principal Leadership Standards Inventory, when revision to the revised FPLS is completed. Pre-evaluation planning includes the use of the self-assessment and other data or evidence that supports an issue as an improvement priority (e.g. School Improvement Plan, student achievement data, prior evaluations, and evidence of systemic processes that need work). At the Initial Meeting, the school leader and evaluator meet to discuss expectations. The evaluator uses data to provide feedback on strengths and growth needs for the leader to consider in development of the Individual Leadership Development Plan (ILDP).

- A Mid-year Progress Review is held between the school leader and observer. During this review the school leader is prepared to provide a general overview of actions/processes that apply to domains and proficiency indicators. Strengths and progress are recognized and priority growth needs are recognized. The FSLA Feedback and Protocol Form is used to provide feedback on all indicators for which there is sufficient evidence to rate proficiency. Any indicators which the evaluator has identified for a specific status update are reviewed and more specific feedback is provided. Throughout the year, as evidence and observations are obtained that generate specific and actionable feedback, it is provided in a timely manner through face-to-face contact, FSLA feedback forms, email or telephone, or memoranda.

- A year-end meeting is held between the school leader and evaluator in which the FSLA score is explained, and growth on specific targets is reviewed. Priority growth issues that are identified as a result of the FSLA score and that should be considered as a part of the next year's Individual Leadership Development Plan/Deliberate Practice are reviewed.

The Deliberate Practice Growth Target form, as part of the state model, is used for the Individual Leadership Development Plan. As the *Florida School Leaders William Cecil Golden Leadership Development Program Individual Leadership Development Plan* process is revised to reflect the Florida Leadership Standards and contains the framework of Deliberate Practice, the Individual Professional Leadership Plan on this resource will be utilized.

The district monitors the implementation of these processes through documentation of signatures on the Individual Leadership Development Plan and on the Mid-Year Review Form by the school leader and evaluator, and through documentation of the collection of evidence and feedback. This documentation may be compiled in a portfolio by the school leader.

The criteria for assessing the impact of professional development include analysis of evaluation results and student growth results. Professional learning for school leaders is developed with district and individual needs as they relate to the Florida Leadership Standards and proficiency areas and indicators of the FSLA. Analysis of specific professional development activities that relate to specific proficiencies and indicators are done to assess the impact on leadership proficiency and to determine if targets were obtained. District-level staff uses data from evaluation results, student performance, and the school improvement plan to assess impact and compile a comparison report. This data is used to plan for future professional learning activities.

Use of Performance Evaluation Results to Develop Professional Development Plans

The district uses approved performance evaluation instruments to identify professional development needs of district educators, which also include school leaders. The district leadership evaluation process is based upon the Florida Staff Development Protocol Standards and utilizes elements from the *Florida Principal Leadership Standards*, student performance data and other relevant data. Results from summative evaluations are analyzed to identify professional development needs and *Individual Leadership Plan* may be developed to target identified needs.

At the District level, in planning the content for professional development activities system-wide, the following non-exhaustive list of things may be included but not limited to:

- District wide student performance data
- District grade and ranking
- District wide graduation rate
- District Improvement and Assistance Plan
- District Master Inservice Plan
- District Strategic Plan
- Florida Principal Leadership Standards

At the school level, in planning the content for professional development activities system-wide, the following non-exhaustive list of content may be included but not limited to:

- Research proven instructional strategies
- Core content curriculum
- Graduation rates
- Promotion rates
- Learning gains
- Performance of disaggregated sub-groups
- Participation in accelerated courses
- School grade
- School Improvement Plan
- Summative teacher evaluation results

At the educator level, in planning the content for professional development activities system-wide, the following additional non-exhaustive list of professional development content may be included but not limited to:

- Summative teacher evaluation results
- School-wide VAM score
- Self-assessment
- Identified priority growth issues

Coordination of Evaluations, School Improvement and Professional Development Planning, Data Collection and Analysis, and Impact Monitoring

The District uses data from the evaluation systems, School Improvement Plans, professional development activities, and other relevant data sources to evaluate their impact on student achievement. An analysis of this data and other relevant information is used to assist in the development of the District Improvement Plan and to develop educators' professional learning activities.

Evaluation System Feedback and Continuous Improvement Processes

Using student data and evaluation results from the previous year to develop goals and objectives for professional development and improve student achievement for the current school year, Leadership Professional Development Plans (LPDP) are created during the first four weeks of the school year. LPDPs are discussed and decided upon by the administrator and their supervisor. This collaboration determines the amount of professional development that is needed to assist the administrator in improving their professional practice. If a growth area is identified at anytime during the school year, the evaluator and the administrator establish formal and informal conferences to clarify expectations, discuss and identify support strategies, and to establish benchmarks for improvement. The purpose of this type of feedback and continuous improvement process is to ensure that growth areas are promptly identified and administrators are supported in

ways that result in the continued and/or improved academic achievement of all students. Annual trainings have been established to ensure all district evaluation systems are effectively implemented.

Monitoring and Evaluating the Evaluation System

As required in 1012.34(2)(h) and subsection (6) of this rule, processes are established for monitoring and evaluating the effectiveness of district evaluation systems. Respective evaluation committees will annually review evaluation systems. Annual reviews will consider recommendations from relevant stakeholders (e.g. evaluators, individuals evaluated, district administrators, negotiation teams, legislative changes, etc.) to revise evaluation systems as needed. Revisions to district evaluation models are to be submitted to appropriate Florida Department of Education (FLDOE) personnel by FLDOE specified deadlines (e.g. May 1 for 2012 revisions to teacher evaluation models). Revisions to evaluation models are disallowed without appropriate district and FLDOE approval.

All school leader, non classroom teacher, and classroom teacher evaluations are completed no later than two weeks after the receipt of school performance data. District administrators designated by the Superintendent (e.g. Assistant Superintendent, Personnel Director, K12 Director, etc.) monitor the timely completion of evaluation per the timelines outlined in each model. District administrators designated by the Superintendent also monitor the personnel file documentation of all district evaluations. See Table 15 for the FSLA Seven Step Timeline.

Table 15: FSLA Seven Step Timeline

Step	Description	Occurrence
Step 1	Orientation	Summer 2012 (June, July)
Step 2	Pre-evaluation Planning	No Later Than September 30
Step 3	Initial Meeting between Evaluatee and Evaluator	No Later Than October 30
Step 4	Monitoring, Data Collection, and Application to Practice	On-going
Step 5	Mid-year Progress Review between Evaluatee and Evaluator	No Later Than February 28
Step 6	Consolidated Performance Assessment	No Later Than 10 Days After Receipt of Performance Data
Step 7	Year-end Meeting between Evaluatee and Evaluator	No Later Than 20 Days After Receipt of Performance Data

XI. ANNUAL EVALUATION

School leaders and non classroom teachers are evaluated annually. Should areas of improvement become apparent, it is the evaluator's responsibility to initiate a conference cycle that results in increased monitoring, collaborative development of training and support strategies, revisions of individual professional plans, and peer assistance where appropriate.

XII. REPORTING PROCESSES THAT MEET THE REQUIREMENTS OF SUBSECTION (7) OF THIS RULE

All Florida Department of Education approved district evaluation documents are posted at http://www.gcps.k12.fl.us/ . This website posting provides access to approved evaluation components, including the FSLA evaluation model and the district narrative documenting compliance with FLDOE *Review and Approval Checklist for Instructional Personnel and School Administrator Evaluation Systems.*

GCPS 2012   Page |

Annual reports regarding the status of the district evaluation system implementation are provided to the Superintendent and Governing School Board. These reports will entail an analysis of evaluation systems' data as it relates to 1) school leader/teacher performance and student achievement data at each school site; 2) targeted professional development needs; 3) focus of district resources including personnel and monetary; 4) revision of evaluation models; and 5) revision of key district plans that directly or indirectly impact student achievement (e.g. District Improvement Plan, District Professional Development, and District Strategic Plan).

XIII. SPECIAL PROCEDURES

Special evaluation procedures and criteria are necessary for the non classroom teacher positions which include academic coaches, guidance counselors, and media specialists. These instructional positions consist of individuals classified as classroom teachers but whose job description does not involve a substantial amount of direct classroom instruction nor does the level of instructional leadership rise to the level of a school leader such as a school principal or an assistant principal. Academic coaches, guidance counselors, and media specialists are subject to the criteria established under SB736 and therefore, their evaluation processes are appropriately aligned with the Florida Educator Accomplished Practices (FEAPs), Rule 6A-5.065, F.A.C., or the Florida Principal Leadership Standards (FPLS), Rule 6A-5.080, F.A.C. The evaluation models for these instructional categories also reflect contemporary research as defined in Florida's Common Language of Instruction (found on www.fldoe.org/profdev/pa.asp and www.floridaschoolleaders.org) and they reflect research that is aligned with the purpose of the Student Success Act (Section 1012.34 (a), F.S.).   Although each evaluation model contains its specific four domains, proficiencies, and indicators based on the current performance appraisal; per

SB736 and RTTT requirements, each evaluation tool will have the following evaluation performance levels:

- Highly Effective – performance exceeds the criteria

- Effective – performance meets the criteria

- Needs Improvement – performance requires additional attention to assure an accepted level of proficiency

- Unsatisfactory – performance does not meet the criteria established.

Guidance Counselor

The foundation of services provided by Gadsden's guidance and counseling services is the belief that "counseling and guidance promotes readiness for student achievement" (Florida's School Counseling and Guidance Framework - http://www.fldoe.org/workforce/programs/cd_guide.asp). Effective comprehensive guidance and counseling programs consist of strategies that address readiness for student achievement by focusing on readiness to learn, learning in the curriculum, and measures of student achievement.   In this context, the job goal of Gadsden's guidance counselors is to provide students with educational, personal and vocational counseling and to identify and coordinate all available resources to empower students to reach their full potential.

As with the school leaders' evaluation tool, the Gadsden's Guidance Counselor Evaluation tool consists of four domains: Domain 1 - Student Achievement, Domain 2 - Instructional Support, Domain 3 - Organizational Leadership, and Domain 4 - Professional and Ethical Behaviors. Table 16 summarizes how the Guidance Counselor evaluation domains are organized into the following proficiency and indicators.

Table 16: Summary of Guidance Counselor Evaluation Domains

Domain	Proficiency Areas	Indicators
Domain 1: Student Achievement (20%)	PA 1 – Planning/Preparation	1.1 Development of Guidance Programs 1.2 Establishment of Short and Long Range Plans 1.3 Communication of Goals and Services 1.4 Establishment of Priorities for Student Services
	PA 2 – Intervention/Direct Services	2.1 Provide Counseling 2.2 Recognition of Cultural Differences 2.3 Recognition of Student Distress 2.4 Student and Parent Orientation 2.5 Provision of Interventions for At-risk Students 2.6 Implementation of Programs for Career Awareness
	PA 3 – Student Growth/Achievement	3.1 Review of Student Records and Indicators 3.2 Collaboration with Others
Domain 2: Instructional Support (40%)	PA 4 – Collaboration	4.1 Consult with Students, Parents, Teachers and Others 4.2 Work Effectively with Parents 4.3 Serve as Advocate for Students
	PA 5 – Staff Development	5.1 Establish Effective Working Relationships 5.2 Conference with Others
Domain 3: Organizational Leadership (20%)	PA 6 – Administrative/Management	6.1 Review, Evaluate, and Select Support Materials 6.2 Implement School-wide Counseling Services and Activities 6.3 Establish an Environment for Effective Counseling 6.4 Establish and Follow Intervention Procedures 6.5 Maintain Student Records 6.6 Participate in School-wide Events 6.7 Use Technology Resources Effectively
	PA 7 – Assessment/Evaluation	7.1 Demonstrate Assessment Knowledge 7.2 Coordinate Testing 7.3 Communicate Regarding Assessment 7.4 Exercise Confidentiality 7.5 Use Relevant Assessment Data 7.6 Evaluate Counseling Program Objectives
Domain 4: Professional and Ethical Behaviors (20%)	PA 8 – Professional Responsibilities	8.1 Model and Maintain High Professional Standards 8.2 Identify Student/School Issues 8.3 Use Positive Interpersonal Skills 8.4 Prepare Reports and Maintain Records 8.5 Perform Other Duties as Assigned

The above domains, proficiency areas, and indicators constitute the Gadsden Guidance Counselor Assessment (GGCA) score and 80% of the Guidance Professional Practice score. As with the Florida School Leaders Assessment (FSLA) model, guidance counselors are assigned a Deliberate Practice (DP) score (calculated the same as the FSLA model, which represents 20% of the Guidance Professional Practice score. Guidance counselors' Student Growth Measure score is also calculated using the same methodology of school leaders in the FSLA model. Diagram 2 summarizes the Gadsden Guidance Counselor Assessment Model scoring categories.
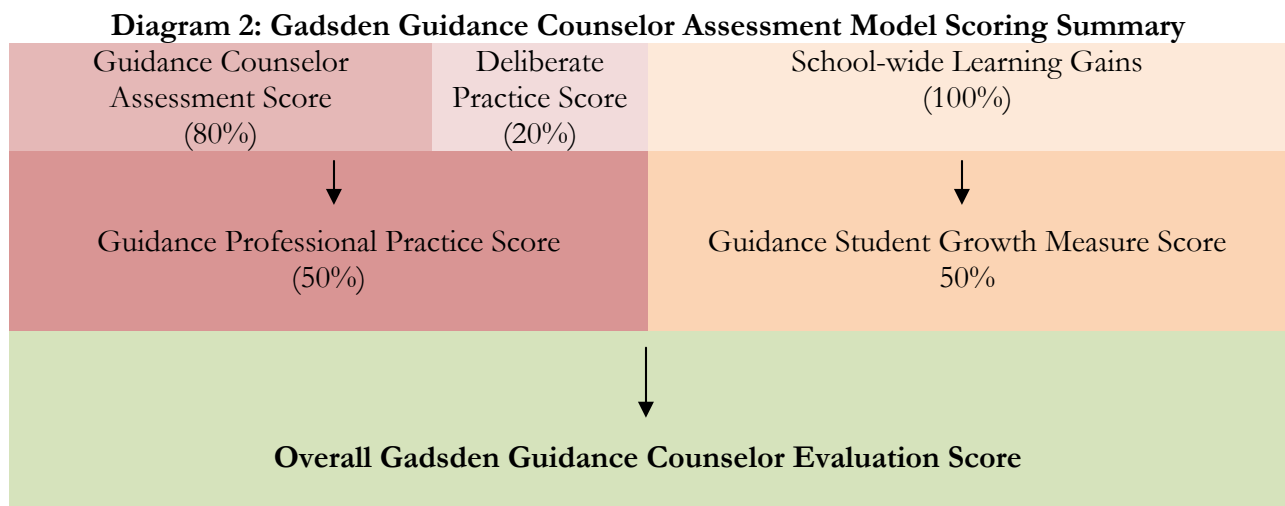
Diagram 2: Gadsden Guidance Counselor Assessment Model Scoring Summary

Guidance Counselor Assessment Score (80%)	Deliberate Practice Score (20%)	School-wide Learning Gains (100%)
Guidance Professional Practice Score (50%)		Guidance Student Growth Measure Score 50%
Overall Gadsden Guidance Counselor Evaluation Score		

See section VII for more specific information regarding the cut scores and calculation of the overall evaluation.

Media Specialist

The core belief of GCPSD is that public education should provide well-rounded learning experiences for all children. Thus, the rationale driving the Gadsden County Library Media Specialist Evaluation Model is to shape, form, and improve library media practices to ensure that students and staff are provided access to highly effective library media programs that ensure that students become effective users of ideas and information.

Following the three core principles of the Florida Educator Accomplished Practices, Gadsden County School District library media specialists create a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement. Library media specialists will use their skills to design and align library media curricula to the State and Common Core Standards. Media specialists are responsible for planning, organizing, and administering a highly effective library media program and for supporting school-wide efforts to improve reading proficiency. Consequently, the Media Specialists Growth Measure Score is based on school-wide reading gains.

As with the school leaders' evaluation tool, the Gadsden's Media Specialists Evaluation tool consists of four domains: Domain 1 - Student Achievement, Domain 2 - Instructional Support, Domain 3 - Organizational Leadership, and Domain 4 - Professional and Ethical Behaviors. Table 17 summarizes how the Media Specialists' evaluation domains are organized into the following proficiency and indicators.

Table 17: Summary of Media Specialist Evaluation Domains

Domain	Proficiency Areas	Indicators
Domain 1: Student Achievement (20%)	PA 1 – Planning/Preparation	1.1 Development of short and long range goals and objectives 1.2 Plan with teachers and instructional leaders 1.3 Develop schedules and organize resources 1.4 Review and support the School Improvement Plan
	PA 2 – Intervention/Direct Services	2.1 Teach library media skills 2.2 Provide instruction on the use of media resources, services, and equipment 2.3 Provide reference assistance 2.4 Enhance the application of critical, creative, and evaluative thinking capabilities 2.5 Apply principles of learning and effective teaching 2.6 Recognize overt indicators of student distress or abuse
	PA 3 – Student Growth/Achievement	3.1 Conduct effective media services program 3.2 Provide appropriate educational opportunities
Domain 2: Instructional Support (40%)	PA 4 – Collaboration	4.1 Collaborate with teachers 4.2 Participate in curriculum planning and development 4.3 Implement an effective public relations program 4.4 Develop relationships with other library, education, and information agencies
	PA 5 – Staff Development	5.1 Establish a collection of current professional resources 5.2 Train faculty in use of media resources 5.3 Update professional skills and knowledge
Domain 3: Organizational Leadership (20%)	PA 6 – Administrative/Management	6.1 Develop and implement policies and procedures 6.2 Administer the media center budget 6.3 Maintain complete and accurate records 6.4 Assign, instruct, and supervise support staff 6.5 Coordinate the acquisition of media resources 6.6 Provide for use of current technologies 6.7 Facilitate the use and maintenance of media center materials and equipment
	PA 7 – Assessment/Evaluation	7.1 Solicit ongoing feedback 7.2 Establish a system of records for evaluating media materials and equipment 7.3 Assist with testing responsibilities
Domain 4: Professional and Ethical Behaviors (20%)	PA 8 – Professional Responsibilities	8.1 Model and maintain high professional standards 8.2 Complete required reports 8.3 Set high standards and expectations 8.4 Support school improvement initiatives, services and programs 8.5 Contribute to the overall mission of the school 8.6 Perform duties as assigned

The above domains, proficiency areas, and indicators constitute the Gadsden Media Specialists Assessment (GMSA) score and 80% of the Media Specialists Professional Practice score. As with the Florida School Leaders Assessment (FSLA) model, media specialists are assigned a Deliberate Practice (DP) score (calculated the same as the FSLA model, which represents 20% of the Media Specialists Practice score. Media Specialists' Student Growth Measure score is also calculated using the same methodology of school leaders in the FSLA model. Diagram 3 summarizes the Gadsden Media Specialists' Assessment Model scoring categories.
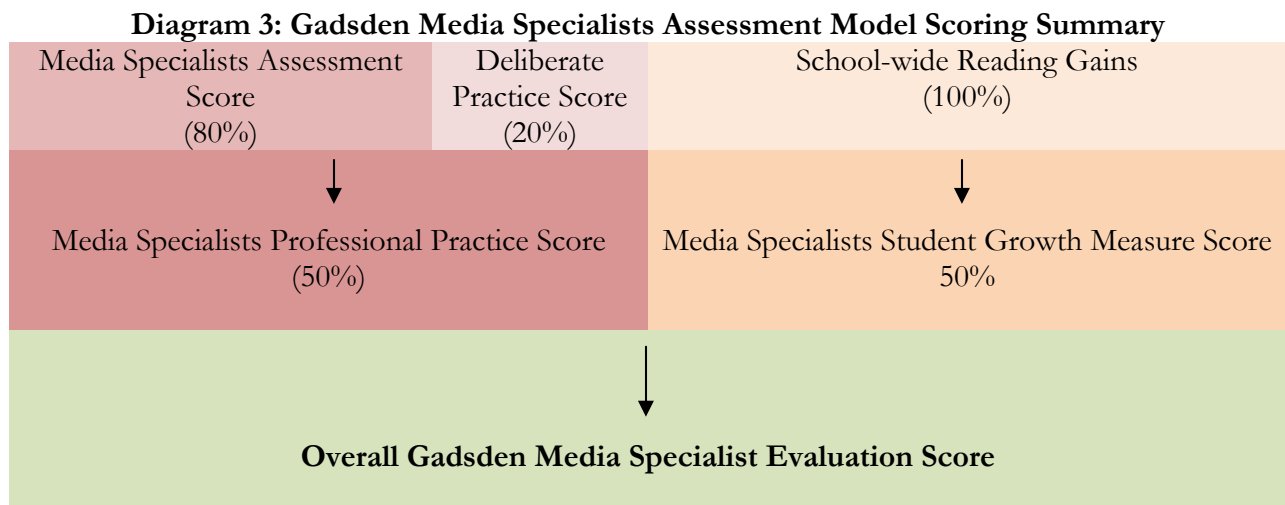
Diagram 3: Gadsden Media Specialists Assessment Model Scoring Summary

Media Specialists Assessment Score (80%)	Deliberate Practice Score (20%)	School-wide Reading Gains (100%)
↓		↓
Media Specialists Professional Practice Score (50%)		Media Specialists Student Growth Measure Score 50%
↓		
Overall Gadsden Media Specialist Evaluation Score		

See section VII for more specific information regarding the cut scores and calculation of the overall evaluation.

Academic Coach

The core belief of Gadsden County Public School District is that public education should provide well-rounded learning experiences for all children. Consequently, the rationale driving the Gadsden County Academic Coach Evaluation Model is to improve and sustain student achievement by promoting a culture for learning to include all stakeholders, by enhancing and refining instruction and intervention, providing targeted instructional coaching using the gradual release model, and building capacity for instructional practices across the curriculum.

Research indicates that coaches are effective when their role is clearly defined as primarily working with teachers to provide embedded professional development, when that role is supported by the administration of the school and ongoing professional development pertaining to the role of the coach, and the coach carries out the responsibilities with expertise. The coach is a stable resource for Professional Development throughout the school to generate improvement in all content areas thus impacting student achievement.

Gadsden has three categories of academic coaches: reading, mathematics, and science. The job goals of academic coaches include but are not limited to the following:

- Providing expertise and support in the planning, implementation, and evaluation of assigned curricula, program, or service areas in accordance with the District's philosophy, goals, and objectives.

- Assisting teachers by modeling best practices and/or lessons.

- Assisting teachers with the implementation of grants and school site or district plan requirements (e.g. District Reading Plan, District Improvement Plan, School Improvement Plan, etc.).

- Assisting teachers with the implementation of new curricula.

- Providing staff development and resources to teachers.

- Evaluating students' formative and summative performance data.

- Facilitating the development and implementation of instructional calendars.

- Facilitating the development of intervention and support programs for students.

As with the school leaders' evaluation tool, the Gadsden's Academic Coaches Evaluation tool consists of the four domains: Domain 1 - Student Achievement, Domain 2 - Instructional Support, Domain 3 - Organizational Leadership, and Domain 4 - Professional and Ethical

Behaviors. Table 18 summarizes how the Academic Coaches evaluation domains are organized into the following proficiency and indicators.

Table 18: Summary of Academic Coaches Evaluation Domains

Domain	Proficiency Areas	Indicators
Domain 1: Student Achievement (20%)	PA 1 – Student Growth/Achievement	1.1 Conduct Curricula, program, or service area in ways that ensure student growth and achievement 1.2 Coach teachers to facilitate changes in instructional practices
	PA 2 – Assessment/Evaluation	2.1 Develop and assist teacher use of assessment strategies 2.2 Interpret and use data 2.3 Assist school personnel in the collection, analysis and use of data 2.4 Evaluate assigned area of responsibility 2.5 Communicate evaluation results 2.6 Solicit evaluation of curricula, programs, or services 2.7 Use evaluation results to improve programs or services
Domain 2: Instructional Support (40%)	PA 3 – Planning/Preparation	3.1 Develop short and long range plans 3.2 Define goals and objectives 3.3 Plan with teachers and administrators 3.4 Identify specific intended outcomes 3.5 Revise curricula, programs, and services 3.6 Plan and prepare programs and activities 3.7 Serve on school/district committees 3.8 Plan and prepare strategies and support 3.9 Select, develop, modify, and/or adapt materials and resources 3.10 Participate in planning use of educational facilities
	PA 4 – Administrative/Management	4.1 Establish and maintain positive, organized, and safe environment 4.2 Establish and maintain effective and efficient record keeping procedures 4.3 Use technology effectively 4.4 Manage time effectively 4.5 Assist teachers in establishing routines and procedures for working with students 4.6 Develop routines and efficient techniques 4.7 Manage materials and equipment effectively 4.8 Assist in identifying program or service needs
	PA 5 – Intervention/Direct Services	5.1 Demonstrate knowledge and understanding of assigned curricula, program or service area 5.2 Provide assistance and coordination in curricula development, alignment, implementation, and evaluation 5.3 Model principles of learning and effective teaching 5.4 Assist school administrators and teachers in

		understanding programs and implications for instructional practice 5.5 Model use of a variety of instructional strategies appropriate for teaching 5.6 Disseminate and interpret current trends and research related to curricula and instruction 5.7 Use appropriate materials, technology, and resources to help teachers 5.8 Assist teachers in providing appropriate instruction and modifications for students 5.9 Provide support and assistance to teachers 5.10 Facilitate the implementation of programs, activities, and strategies
	PA 6 – Staff Development	6.1 Plan, implement, and evaluate in-service 6.2 Engage in continuous improvement of professional knowledge and skills 6.3 Assist others in acquiring knowledge and understanding 6.4 Keep abreast of development in instructional methodology, learning theory, curricula trends, and content 6.5 Conduct a personal assessment periodically to determine professional development needs
Domain 3: Organizational Leadership (20%)	PA 7 – Collaboration	7.1 Communicate effectively 7.2 Interact with others to support school and District priorities 7.3 Provide accurate and timely information 7.4 Work with teachers and other professional educators
	PA 8 – Decision Making	8.1 Gives priority attention to decisions that impact the quality of student learning and teacher proficiency 8.2 Uses critical thinking and problem solving techniques 8.3 Employs effective technology integration
Domain 4: Professional and Ethical Behaviors (20%)	PA 9 – Professional Responsibilities	9.1 Act in a professional and ethical manner 9.2 Perform all assigned duties 9.3 Demonstrate attention to punctuality, attendance, records, and reports 9.4 Maintain confidentiality 9.5 Comply with policies, procedures, and programs 9.6 Support school improvement initiatives 9.7 Perform other incidental tasks
	PA 10 – Assessment and Other Services	10.1 Use adopted performance appraisal systems 10.2 Accurate and timely completion of reports 10.3 Completion of required professional development services 10.4 Analyzing and reporting results of the School Improvement Teams' efforts on student performance 10.5 Assist in establishing and maintaining positive collaborative relationships

The above domains, proficiency areas, and indicators constitute the Gadsden Academic Coaches Assessment (GACA) score and 80% of the Academic Coaches Professional Practice score. As with the Florida School Leaders Assessment (FSLA) model, academic coaches are assigned a Deliberate Practice (DP) score (calculated the same as the FSLA model, which represents 20% of the Academic Coaches Practice score. Academic Coaches' Student Growth Measure score is also calculated using the same methodology of school leaders in the FSLA model. Diagram 4 summarizes the Gadsden Academic Coaches Assessment Model scoring categories.
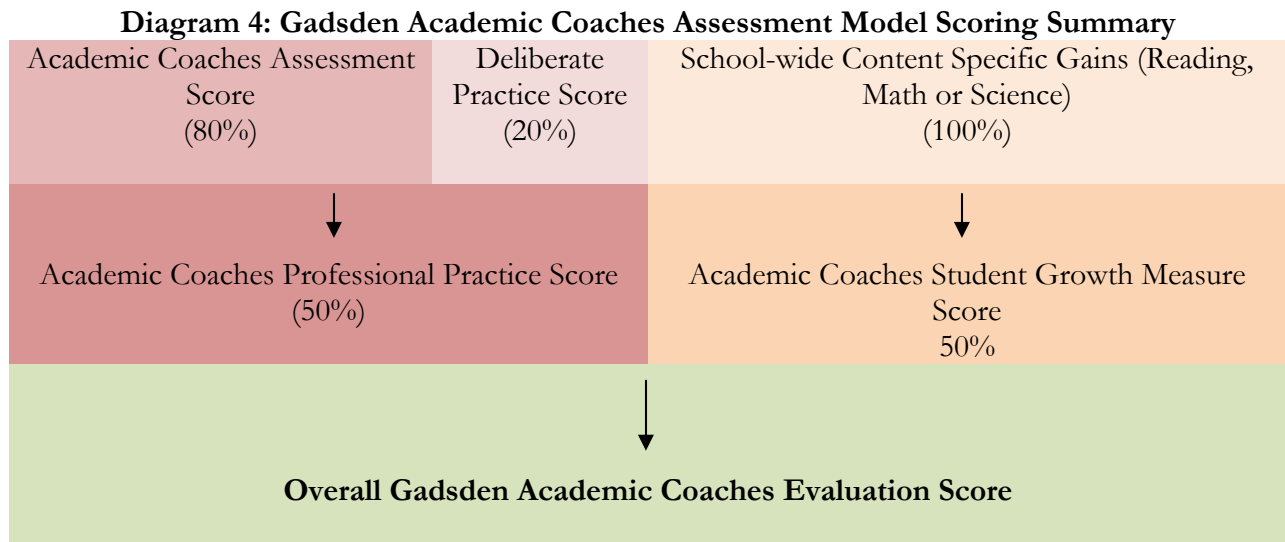
Diagram 4: Gadsden Academic Coaches Assessment Model Scoring Summary

Academic Coaches Assessment Score (80%)	Deliberate Practice Score (20%)	School-wide Content Specific Gains (Reading, Math or Science) (100%)
Academic Coaches Professional Practice Score (50%)		Academic Coaches Student Growth Measure Score 50%
Overall Gadsden Academic Coaches Evaluation Score		

See section VII for more specific information regarding the cut scores and calculation of the overall evaluation.

APPENDIX A

CHAPTER 6.00 – HUMAN RESOURCES

ASSESSMENT OF EMPLOYEES   6.40

Pursuant to Senate Bill 736 the Superintendent shall develop or select personnel performance assessment systems for all staff.

Each member of the staff shall receive an annual evaluation by his immediate administrative supervisor. The purpose of the evaluation shall be to improve the services of personnel in all departments. The administrative supervisors and department heads shall use the evaluation form provided by the Superintendent.

(1) A copy of each employee's evaluation report shall be filed in the District Personnel office.

(2) The assessment of all employees shall be based on observations of the individual's work by his/her immediate supervisor and shall be made at least once each year prior to re-appointment.

(3) The Superintendent shall arrange for the assessment of all principals, supervisors and administrative personnel as required by law.

- Differentiation among four levels of performance – (1) highly effective, (2) effective, (3) needs improvement/developing, and (4) unsatisfactory.

- At least 50% of the evaluation will be based on student learning growth assessed annually and measured by statewide assessments or for subjects not measured by statewide assessments, by district assessments in s.1008.22(8), F.S.

- The student learning growth portion of the evaluation for administrators will include growth data for students assigned to the school over the course of at least three years. If less than three years of data are available, the years for which data are available will be used and the percentage of the evaluation based upon student learning growth will be reduced to not less than 40 percent.

(4) The principal and/or administrator supervising personnel shall arrange for the assessment of all employees under his supervision as required by law.

- Differentiation among four levels of performance – (1) highly effective, (2) effective, (3) needs improvement/developing, and (4) unsatisfactory.

- At least 50% of the evaluation will be based on student learning growth assessed annually and measured by statewide assessments or for subjects not measured by statewide assessments, by district assessments in s.1008.22(8), F.S.

GCPS 2012   Page |

- The student learning growth portion of the evaluation for classroom teachers will include growth data for students assigned to them over the course of at least three years. If less than three years of data are available, the years for which data are available will be used and the percentage of the evaluation based upon student learning growth will be reduced to not less than 40 percent.

- Statewide assessment data for three years of students assigned to instructional non-classroom personnel will account for 30 percent of these individuals' evaluation provided three years of data are available; and 20 percent of the evaluation if less than three years of data is available. Other measurable student outcomes and professional practices will account for the remainder of non-classroom personnel evaluations.

(5) Prior to preparing the written report of the assessment, the individual being assessed shall be informed as to the criteria and the procedure to be used.

(6) The written report of the assessment shall be reviewed with the employee and discussed with him/her by the person who made the assessment.

(7) An employee may respond to an assessment in the manner provided by law or other approved procedures.

STATUTORY AUTHORITY: **1001.41, 1012.22, 1012.23, F. S.**

LAWS IMPLEMENTED: **1001.43, 1008.36, 1012.22,**
1012.27, 1012.34, F. S.

HISTORY: **ADOPTED:**
REVISION DATE(S): 9/15/02
FORMERLY: 4.120; 5.105

APPENDIX B

THE FLORIDA SENATE
2011 SUMMARY OF LEGISLATION PASSED
Committee on Education Pre-k – 12

CS/CS/SB 736 — Educational Personnel

by Budget Committee; Education Pre-K-12 Committee; and Senators Wise, Lynn, Gaetz, and Hays

This bill (Chapter 2011-1, L.O.F.) revises the evaluation, compensation, and employment practices for classroom teachers, other instructional personnel, and school administrators to refocus the education system on what is best for students. The bill aligns with Florida's successful Race to the Top application to which 62 of the 67 school districts and 53 local unions have supported and agreed to implement.

Performance Evaluations

The current evaluation system for classroom teachers, other instructional personnel, and school administrators relies on a completely subjective review and does not sufficiently, if at all, take the performance of students into consideration in determining the effectiveness of instructional staff and school leaders. The bill revises the evaluation system to focus on student performance. For instructional personnel who are not classroom teachers, a school district may include specific job-performance expectations related to student support and use growth data and other measurable student outcomes specific to the individual's assignment, as long as the growth accounts for at least 30 percent of the evaluation.

Performance of Students

The bill reinforces Race to the Top, which requires 50 percent of the evaluation for classroom teachers and other instructional personnel to be based on student performance for students assigned to them over a 3-year period. The bill specifies that 50 percent of a school administrator's evaluation is based upon the performance of the students assigned to the school over a 3-year period.

If less than 3 years of student growth data is available for an evaluation, the district must include the years for which data is available and may reduce the percentage of the evaluation based on student growth to not less than 40 percent for classroom teachers and school administrators and not less than 20 percent for other instructional personnel.

Learning Growth Model

The Commissioner of Education would establish a learning growth model for the Florida Comprehensive Assessment (FCAT) and other statewide assessments to measure the effectiveness of a classroom teacher or school administrator based on what a student learns. The model would use the student's prior performance, while considering factors that may be outside a teacher's control, such as a student's attendance, disability, or English language proficiency.

GCPS 2012   Page |

However, the model may not take into consideration a student's gender, race, ethnicity, or socioeconomic status.

School districts are required to measure student learning growth based on the performance of students on the state-required assessments for classroom teachers, other instructional personnel, and school administrator evaluations. School districts would be required to use the state's learning growth model for FCAT-related courses beginning in the 2011-2012 school year. School districts must use comparable measures of student growth for other grades and subjects with the department's assistance, if needed. Additionally, districts would be permitted to request alternatives to the growth measure if justified.

Evaluation Criteria

The remainder of a classroom teacher's evaluation is based on instructional practice and professional responsibilities. School districts may use peer review as part of the evaluation. The evaluation system must differentiate among four levels: highly effective; effective; needs improvement or, for instructional personnel in the first three years of employment who need improvement, developing; and unsatisfactory. The Commissioner of Education would be required to consult with instructional personnel, school administrators, education stakeholders, and experts in developing the performance levels for the evaluation system.
For instructional personnel who are not classroom teachers, the remainder of the evaluation would consist of instructional practice and professional responsibilities, and may include specific job expectations related to student support.

The remainder of a school administrator's evaluation would include the recruitment and retention of effective or highly effective teachers, improvement in the percentage of classroom teachers evaluated at the effective or highly effective level, other leadership practices that result in improved student outcomes, and professional responsibilities.

School districts, beginning with the 2014-2015 school year, must administer local assessments that are aligned to the standards and measure student mastery of the content. The school district can use statewide assessments, other standardized assessments, industry certification examinations, or district-developed or selected end-of-course assessments.

Until July 1, 2015, a district that has not implemented an assessment for a course or has not adopted a comparable measure of student growth may use two alternative growth measures to determine a classroom teacher's student performance: student growth on statewide assessments or measurable learning targets in the school improvement plan. Additionally, a district school superintendent may assign to an instructional team, the student learning growth of the team's students on statewide assessments.

The bill requires newly hired teachers to be evaluated at least twice in the first year of teaching.

Performance Pay

The current salary system is divorced from the effectiveness of the classroom teacher, other instructional personnel, or school administrators. Instead, salary decisions are made on the basis of longevity. The bill comports with Race to the Top by tying the most significant gains in salary to effectiveness demonstrated under the evaluation.

Beginning with instructional personnel or school administrators hired on or after July 1, 2014, the evaluation will determine an individual's eligibility for a salary increase. The salaries of quality teachers, other instructional personnel, and school administrators would grow more quickly, while those of poor performing employees would not.

The new salary schedule would require a base salary schedule for classroom teachers, other instructional personnel, and school administrators with the following salary increases:

- An employee who is highly effective, as determined by his or her evaluation, would receive a salary increase that must be greater than the highest annual salary adjustment available to that individual through any other salary schedule adopted by the school district.
- An employee who is effective, as determined by his or her evaluation, would receive a salary increase between 50 and 75 percent of the annual salary increase provided to a highly effective employee.
- An employee under any other performance rating would not be eligible for a salary increase.

Current instructional personnel and school administrators could remain on their existing salary schedule, as long as they remain employed by the school district or have an authorized leave of absence. They may also opt to participate in the new performance salary schedule, but the option is irrevocable. Current instructional personnel who want to move to the new performance salary schedule would relinquish their professional service contract.

The bill is consistent with Race to the Top by requiring school districts to provide opportunities for instructional personnel and school administrators to earn additional salary supplements for assignment to a high priority location (e.g., an eligible Title I school or low-performing school), certification and teaching in critical teacher shortage areas, or assignment of additional academic responsibilities.

Beginning with instructional personnel hired on or after July 1, 2011, a district school board may not use advanced degrees in setting the salary schedule unless the advanced degree is held in the individual's areas of certification.

When budget constraints limit a school board's ability to fully fund all adopted salary schedules, the bill prohibits the school board from disproportionately reducing performance pay schedules.

Employment

The current system requires school districts to award tenure to a teacher after as little as three years of teaching. This employment is automatically renewed unless the teacher is "charged" with unsatisfactory performance. It takes two or more years to terminate an ineffective teacher. Tenure protects ineffective instructional personnel at the expense of students. The bill furthers the goals of Race to the Top by basing employment decisions on the evaluation of instructional personnel.

The bill eliminates tenure with the exception for those instructional personnel who already possess a professional service contract or continuing contract. Instead, instructional personnel without tenure would be employed on an annual contract, subject to renewal by the district school board. This provision is designed to give school districts greater flexibility in meeting student instructional needs by retaining effective employees and quickly removing poor performing employees.

The probationary contract is extended from 97 days to one year. An employee on a probationary contract may resign or be dismissed without creating a breach of the contract.

Upon successful completion of a probationary contract, a classroom teacher may receive an annual contract. This includes instructional personnel who move from another state or district. Instructional personnel may receive an annual contract if he or she:

- Holds a temporary or professional certificate as prescribed by s. 1012.56, F.S., and State Board of Education rules; and
- Is recommended by the superintendent for the contract and approved by the district school board.

A school district may renew an annual contract; however, a district would be prohibited from renewing an annual contract if the individual receives:

- Two consecutive unsatisfactory evaluations;
- Two unsatisfactory evaluations within a 3-year period; or
- Three consecutive needs improvement or a combination of unsatisfactory and needs improvement evaluations.

Instructional personnel with an annual contract may be suspended or dismissed for just cause. If charges against an employee are not sustained, he or she would be immediately reinstated with back pay.

Instructional personnel who are currently on professional service or continuing contracts would retain their status unless the individual receives two consecutive unsatisfactory evaluations, two unsatisfactory evaluations within a 3-year period, or three consecutive needs improvement evaluations or a combination of unsatisfactory and needs improvement evaluations. In that situation, a school district is not required to automatically renew the professional service contract

or continuing contract. Likewise, the above evaluation results would constitute just cause for terminating a professional service or continuing contract.

Performance evaluation results would also be used in making decisions related to the transfer and placement of employees and workforce reductions. Specifically, the bill repeals last in first out (LIFO) policies that base retention decisions on seniority. Instead, the individual's evaluation will inform the school district's retention decisions.

Finally, each school district must annually report to the parent of a student who is assigned to a classroom teacher or school administrator with two consecutive unsatisfactory evaluations, two unsatisfactory evaluations within a 3-year period, or three consecutive needs improvement or a combination of unsatisfactory or needs improvement.

Other

The bill holds charter schools to the same standard as other public schools with respect to performance evaluations for instructional personnel and school administrators, assessments, performance pay and salary schedules, and workforce reductions.

For school districts that received an exemption under Race to the Top, the bill grants an annual renewable exemption to the requirements for performance pay and the weight given to student growth in performance evaluations, provided specific criteria are met. The exemption sunsets August 1, 2017, unless reenacted by the Legislature.

In conformance with the bill's new contracting provisions, the bill repeals certain special laws or general laws of local application regarding contracting provisions for instructional personnel and school administrators in public schools.

These provisions were approved by the Governor and take effect July 1, 2011, except as otherwise provided.

Vote: Senate 26-12; House 80-39

APPENDIX C
Florida Principal Leadership Standards

Purpose and Structure of the Standards

Purpose: The Standards are set forth in rule as Florida's core expectations for effective school administrators. The Standards are based on contemporary research on multi-dimensional school leadership, and represent skill sets and knowledge bases needed in effective schools. The Standards form the foundation for school leader personnel evaluations and professional development systems, school leadership preparation programs, and educator certification requirements.

Structure. There are ten Standards grouped into categories, which can be considered domains of effective leadership. Each Standard has a title and includes, as necessary, descriptors that further clarify or define the Standard, so that the Standards may be developed further into leadership curricula and proficiency assessments in fulfillment of their purposes.

Domain 1: Student Achievement:

Standard 1: Student Learning Results.
Effective school leaders achieve results on the school's student learning goals.

   a. The school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula; and
   b. Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.

Standard 2: Student Learning as a Priority.
Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success. The leader:

   a. Enables faculty and staff to work as a system focused on student learning;
   b. Maintains a school climate that supports student engagement in learning;
   c. Generates high expectations for learning growth by all students; and
   d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.

Domain 2: Instructional Leadership:

Standard 3: Instructional Plan Implementation.
Effective school leaders work collaboratively to develop and implement an instructional

framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. The leader:

a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C. through a common language of instruction;
b. Engages in data analysis for instructional planning and improvement;
c. Communicates the relationships among academic standards, effective instruction, and student performance;
d. Implements the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and
e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.

Standard 4: Faculty Development.
Effective school leaders recruit, retain and develop an effective and diverse faculty and staff.   The leader:

a. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan;
b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;
c. Employs a faculty with the instructional proficiencies needed for the school population served;
d. Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology;
e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and
f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.

Standard 5: Learning Environment.
Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population. The leader:

a. Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy;
b. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning;
c. Promotes school and classroom practices that validate and value similarities and differences among students;
d. Provides recurring monitoring and feedback on the quality of the learning environment;
e. Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being.

f. Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.

Domain 3: Organizational Leadership

Standard 6: <u>Decision Making</u>.
Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data. The leader:

a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency;
b. Uses critical thinking and problem solving techniques to define problems and identify solutions;
c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed;
d. Empowers others and distributes leadership when appropriate; and
e. Uses effective technology integration to enhance decision making and efficiency throughout the school.

Standard 7: <u>Leadership Development</u>.
Effective school leaders actively cultivate, support, and develop other leaders within the organization. The leader:

a. Identifies and cultivates potential and emerging leaders;
b. Provides evidence of delegation and trust in subordinate leaders;
c. Plans for succession management in key positions;
d. Promotes teacher–leadership functions focused on instructional proficiency and student learning; and
e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.

Standard 8: <u>School Management</u>.
Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. The leader:

a. Organizes time, tasks and projects effectively with clear objectives and coherent plans;
b. Establishes appropriate deadlines for him/herself and the entire organization;
c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and
d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.

Standard 9: <u>Communication</u>.

Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community. The leader:

a. Actively listens to and learns from students, staff, parents, and community stakeholders;
b. Recognizes individuals for effective performance;
c. Communicates student expectations and performance information to students, parents, and community;
d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;
e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.
f. Utilizes appropriate technologies for communication and collaboration; and
g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.

Domain 4: Professional and Ethical Behavior:

Standard 10: <u>Professional and Ethical Behaviors</u>.

Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader. The leader:

a. Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.
b. Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership;
c. Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community;
d. Engages in professional learning that improves professional practice in alignment with the needs of the school system; and
e. Demonstrates willingness to admit error and learn from it;
f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.

APPENDIX D

6A-5.065 The Educator Accomplished Practices.

The twelve essential practices of effective teaching are:

(1) Accomplished Practice One – Assessment.

(a) Accomplished level. The accomplished teacher uses assessment strategies (traditional and alternate) to assist the continuous development of the learner.

(b) Professional level. The professional teacher continually reviews and assesses data gathered from a variety of sources. These sources can include, but shall not be limited to, pretests, standardized tests, portfolios, anecdotal records, case studies, subject area inventories, cumulative records, and student services information. The professional teacher develops the student's instructional plan that meets cognitive, social, linguistic, cultural, emotional, and physical needs.

(c) Preprofessional level. The preprofessional teacher collects and uses data gathered from a variety of sources. These sources will include both traditional and alternative strategies. Furthermore, the teacher can identify and match the student's instructional plan with their cognitive, social, linguistic, cultural, emotional, and physical needs.

(2) Accomplished Practice Two – Communication.

(a) Accomplished level. The accomplished teacher uses effective communication techniques with students and all other stakeholders.

(b) Professional level. The professional teacher constantly seeks to create a classroom that is accepting, yet businesslike, on task, and produces results. She/he communicates to all students high expectations for learning, and supports, encourages and gives positive and fair feedback about their learning efforts. This teacher models good communication skills and creates an atmosphere in the classroom that encourages mutual respect and appreciation of different cultures, linguistic backgrounds, learning styles, and abilities.

(c) Preprofessional level. The preprofessional teacher recognizes the need for effective communication in the classroom and is in the process of acquiring techniques which she/he will use in the classroom.

(3) Accomplished Practice Three – Continuous Improvement.

(a) Accomplished level. The accomplished teacher engages in continuous professional quality improvement for self and school.

(b) Professional level. The professional teacher recognizes the need to strengthen her/his teaching through self reflection and commitment to life-long learning. The teacher becomes aware of and is familiar with the School Improvement Plan. The teacher's continued professional improvement is characterized by participation in inservice, participation in school/community committees, and designing and meeting the goals of a professional development plan.

(c) Preprofessional level. The preprofessional teacher realizes that she/he is in the initial stages of a life-long learning process and that self reflection is one of the key components of that process. While her/his concentration is, of necessity, inward and personal, the role of colleagues and school-based improvement activities increase as time passes. The teacher's continued professional improvement is characterized by self reflection, work with immediate colleagues and teammates, and meeting the goals of a personal professional development plan.

(4) Accomplished Practice Four – Critical Thinking.

(a) Accomplished level. The accomplished teacher uses appropriate techniques and strategies which promote and enhance critical, creative, and evaluative thinking capabilities of students.

(b) Professional level. The professional teacher will use a variety of performance assessment techniques and strategies that measure higher order thinking skills in students and can provide realistic projects and problem solving activities which will enable all students to demonstrate their ability to think creatively.

(c) Preprofessional level. The preprofessional teacher is acquiring performance assessment techniques and strategies that measure higher order thinking skills in students and is building a repertoire of realistic projects and problem solving activities designed to assist all students in demonstrating their ability to think creatively.

(5) Accomplished Practice Five – Diversity.

(a) Accomplished level. The accomplished teacher uses teaching and learning strategies that reflect each student's culture, learning styles, special needs, and socio-economic background.

(b) Professional level. The professional teacher establishes a risk-taking environment which accepts and fosters diversity. The teacher must demonstrate knowledge of varied cultures by practices such as conflict resolution, mediation, creating a climate of openness, inquiry and support.

(c) Preprofessional level. The preprofessional teacher establishes a comfortable environment which accepts and fosters diversity. The teacher must demonstrate knowledge and awareness of varied cultures. The teacher creates a climate of openness, inquiry, and support by practicing strategies as acceptance, tolerance, resolution, and mediation.

(6) Accomplished Practice Six – Ethics.

(a) Accomplished level. The accomplished teacher adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

(b) Professional level. The professional teacher adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

(c) Preprofessional level. The preprofessional teacher adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

(7) Accomplished Practice Seven – Human Development and Learning.

(a) Accomplished level. The accomplished teacher uses an understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal, and social development of all students.

(b) Professional level. Drawing upon well established human development/learning theories and concepts and a variety of information about students, the professional teacher provides learning opportunities appropriate to student learning style, linguistic and cultural heritage, experiential background and developmental level.

(c) Preprofessional level. Drawing upon well established human development/learning theories and concepts and a variety of information about students, the preprofessional teacher plans instructional activities.

(8) Accomplished Practice Eight – Knowledge of Subject Matter.

(a) Accomplished level. The accomplished teacher demonstrates knowledge and understanding of the subject matter.

(b) Professional level. The professional teacher has a basic understanding of the subjects she/he teaches and is beginning to understand that her/his subject is linked to other disciplines and can be applied in real world integrated settings. The teacher seeks out ways/sources to expand her/his knowledge. The commitment to learning about new knowledge includes keeping abreast of sources which will enhance teaching. The teacher's repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge.

(c) Preprofessional level. The preprofessional teacher has a basic understanding of the subject field and is beginning to understand that the subject is linked to other disciplines and can be applied to real world integrated settings. The teacher's repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge and skills using that knowledge.

(9) Accomplished Practice Nine – Learning Environments.

(a) Accomplished level. The accomplished teacher creates and maintains positive learning environments in which students are actively engaged in learning, social interaction, cooperative learning and self-motivation.

(b) Professional level. The professional teacher understands the importance of setting up effective learning environments and begins to experiment with a variety of them, seeking to identify those which work best in a particular situation. The teacher provides the opportunities for student input into behavioral expectations by helping students develop a set of shared values and beliefs, by encouraging them to envision the environment in which they like to learn, by providing occasions for reflection upon the rules and consequences which would create such an environment, and by honoring dissent.

(c) Preprofessional level. The preprofessional teacher understands the importance of setting up effective learning environments and has techniques and strategies to use to do so, including some that provide opportunities for student input into the processes. The teacher understands that she/he will need a variety of techniques and is working to increase her/his knowledge and skills.

(10) Accomplished Practice Ten – Planning.

(a) Accomplished level. The accomplished teacher plans, implements, and evaluates effective instruction in a variety of learning environments.

(b) Professional level. The professional teacher sets high expectations for all students and uses concepts from a variety of concept areas, and plans individually with students and with other teachers to design learning experiences that meet students' needs and interests. The teacher continues to seek advice/information from appropriate sources including feedback, interprets the information, and modifies plans. Comprehensible instruction is implemented in a creative environment using varied and motivating strategies and multiple resources. Outcomes are assessed using traditional and alternative approaches. Upon reflection, the teacher continuously refines learning experiences.

(c) Preprofessional level. The preprofessional teacher recognizes the importance of setting high expectations for all students and works with other professionals to design learning experiences that meet students' needs and interests. The teacher candidate continually seeks advice/information from appropriate resources including feedback, interprets the information, and modifies her/ his plans appropriately. Planned instruction will incorporate a creative environment and utilize varied and motivational strategies and multiple resources for providing comprehensible instruction for all students. Upon reflection, the teacher continuously refines outcome assessment and learning experiences.

(11) Accomplished Practice Eleven – Role of the Teacher.

(a) Accomplished level. The accomplished teacher works with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students.

(b) Professional level. The professional teacher establishes open lines of communication and works cooperatively with families, educational professionals and other members of the student's support system to promote continuous improvement of the educational experience.

(c) Preprofessional level. The preprofessional teacher communicates and works cooperatively with families and colleagues to improve the educational experiences at the school.

(12) Accomplished Practice Twelve – Technology.

(a) Accomplished level. The accomplished teacher uses appropriate technology in teaching and learning processes.

(b) Professional level. The professional teacher uses technology (as appropriate) to establish an atmosphere of active learning with existing and emerging technologies available at the school site. She/he provides students with opportunities to use technology to gather and share information with others, and facilitates access to the use of electronic resources.

(c) Preprofessional level. The preprofessional teacher uses technology as available at the school site and as appropriate to the learner. She/he provides students with opportunities to actively use technology and facilitates access to the use of electronic resources. The teacher also uses technology to manage, evaluate, and improve instruction.

Specific Authority 1004.04, 1004.85, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.56 FS. History–New 7-2-98.

APPENDIX E

Amendment to Rule 6A-5.030
http://www.fldoe.org/board/meetings/2012_03_27/5030.pdf

STATE BOARD OF EDUCATION
Action Item
March 27, 2012

SUBJECT: Amendment to Rule 6A-5.030, Instructional Personnel and School Administrator Evaluation Systems

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Sections 1012.34, 1012.98, 1001.42 and 1006.281, Florida Statutes

EXECUTIVE SUMMARY

The Student Success Act (2011) altered requirements for instructional personnel and school administrator evaluation systems as required in Section 1012.34, Florida Statutes. As a result, substantial changes are being proposed to procedures for the review, approval and monitoring of school district systems for personnel evaluations that incorporate contemporary research in effective educational practices and student learning growth. Many of the proposed changes were implemented during the 2011-12 school year by districts participating in the state's Race to the Top grant, which has provided a basis for lessons learned in successful implementation of the Student Success Act going forward.

This rule amendment establishes procedures for the Department of Education's review, approval and monitoring of school district systems for personnel evaluations for instructional staff and school administrators and aligns these systems with professional development to support continuous improvement of effective instruction and student achievement. These procedures implement Sections 1012.34 (Assessment Procedures and Criteria), and 1012.98 (School Community Professional Development Act), Florida Statutes, and support associated efforts by school districts in implementing school improvement plans (Section 1001.42, Florida Statutes) and instructional improvement data systems (Section 1006.281, Florida Statutes).

Supporting Documentation Included: Proposed Rule 6A-5.030, Instructional Personnel and School Administrator Evaluation Systems and Form No. EQEVAL-2012, Review and Approval Checklist for Instructional Personnel and School Administrator Evaluation Systems

Facilitator/Presenter: Pam Stewart, Chancellor, Division of Public Schools

Rule 6B-4.010 is substantially rewritten as Rule 6A-5.030 to read (see Florida Administrative Code for present text):

6A-5.030. Instructional Personnel and School Administrator Evaluation Systems.

Evaluation systems are to be designed and implemented to support continuous improvement of student learning growth by improving the quality of instructional, administrative, and supervisory services in the public schools of the state. This rule provides implementing procedures and criteria for the submission, review and approval of district evaluation systems, as well as monitoring of implementation and reporting on the impact of implementation of evaluation systems and associated professional development on student learning growth and instructional, administrative and supervisory services. This rule applies to all evaluation systems for instructional personnel and school administrators in the public school system.

(1) Submission Process.

(a) Evaluation systems shall be submitted to the Department's Division of Educator Quality for review and approval accompanied by the document entitled Review and Approval Checklist for Instructional Personnel and School Administrator Evaluation Systems, Form No. EQEVAL-2012, (http://www.flrules.org/Gateway/reference.asp?No=Ref-01023) effective March 2012. The form and documentation required by the form shall be submitted electronically to EdQualityEvalSystems@fldoe.org. This form is incorporated by reference and can be obtained on the Department's website at www.fldoe.org/profdev/pa.asp.

(b) The time period for submission shall be posted on www.fldoe.org/profdev/pa.asp. The Department will notify districts of the due date of the submission no later than 60 days prior to the date the submission is dueand shall allow a district a minimum of 60 days notice to submit the evaluation system.

(c) Districts shall submit an evaluation system for review and approval when an existing evaluation system is amended to address changes in statute or rule, or when a previously approved system is substantially modified as defined in subsection (5) of this rule.

(d) When an evaluation system is modified less than substantially, the district shall inform the Division of Educator Quality within 30 calendar days. The district will submit such modifications to EdQualityEvalSystems@fldoe.org.

(2) Content of Approved Evaluation Systems. In order to be approved by the Department, an evaluation system shall:

(a) Contain evidence of each of the elements as described in the Review and Approval Checklist for Instructional Personnel and School Administrator Evaluation Systems, Form No. EQEVAL-2012;

(b) Comply with the requirements for an evaluation system found in Section 1012.34, F.S.; and

(c) Demonstrate that the evaluation system is designed to promote continuous improvement of student learning growth and faculty and leadership development through feedback processes. The system shall include procedures to ensure rater accuracy and reliability, training of employees on proficiency expectations, and monitoring of improvement results in student learning growth and instructional personnel and school leader proficiency on evaluation indicators.

(3) Initial Review Process.

(a)The Department shall review the documentation submitted by the district pursuant to paragraph

(1)(a) of this rule to determine whether the district has submitted a complete evaluation system that can be considered for approval.

(b) The Department shall provide each school district a written notice that identifies omitted elements that must be submitted before review of the complete evaluation system can begin.

(c) The Department shall provide written notice to the district within 14 days of receipt of a completed application, that the application is complete. This notice shall be provided electronically to the address noted on the Review and Approval Checklist for Instructional Personnel and School Administrator Evaluation Systems, Form No. EQEVAL-2012.

(4) Approval Process. The Department shall provide written notification of the approval status to the school district superintendent within 90 days of the date the written notice provided in paragraph (3)(c) is provided to the district. The approval status designations and the effect of these designations are as follows:

(a) Approved. An approved system meets all criteria found in paragraph (2). A district may implement the evaluation system(s) after receiving notification of Department approval.

(b) Conditionally Approved. Evaluation systems shall be designated conditionally approved if the school district's evaluation system meets the requirements of elements I through VII of the Review and Approval Checklist for Instructional Personnel and School Administrator Evaluation Systems, but fails to satisfy one or more of the other requirements for the evaluation systems found on the Review and Approval Checklist, or Section 1012.34, F.S., or paragraph (2)(b) of this rule. The school district's system designated as conditionally approved shall be revised so that it is in full compliance with all requirements for evaluation systems, and resubmitted to the Department for review and approval. Notice of conditional approval shall contain the time period when the revised evaluation system shall be submitted and shall allow a district a minimum of 14 calendar days to submit. Upon receiving notice of conditional approval, the district may implement all approved portions of the evaluation system.

(c) Denied. A school district evaluation system shall be denied if the school district's evaluation system does not meet the requirements of paragraph (2) of this rule. A school district's system designated as conditionally approved shall be denied, if the requirements for evaluation systems are not met within 60 days of the Department's written notice granting the conditionally approved status. A district may seek an extension of time if the district demonstrates that unforeseeable or uncontrollable circumstances caused a delay. The Commissioner may grant an extension of 30 days. A district may not implement a denied evaluation system until the system is approved or conditionally approved.

(d) Approval Rescinded. A district's evaluation system approval status may be rescinded based upon monitoring conducted under paragraph (6)(c) of this rule. A system requiring modifications to implementation of elements I through VII of the Review and Approval Checklist for Instructional Personnel and School Administrator Evaluation Systems, Form No. EQEVAL-2012, shall result in an approval status of denied. A system requiring modifications to implementation of elements VIII through XII of the Review and Approval Checklist for Instructional Personnel and School Administrator Evaluation Systems, Form No. EQEVAL-2012, shall result in an approval status of conditionally approved.

(5) Modifications to an Approved Evaluation System. Modifications to an approved evaluation system may be made pursuant to the following:

(a) An evaluation system is "substantially modified" when:

1. A different research framework is adopted as the basis for the system;

2. Scoring and weighting methods are changed;

3. Rubrics defining performance levels or proficiency level expectations are changed;

4. Evaluation measures or metrics are added or deleted from the system;

5. Processes for observation or feedback are changed;

6. There are changes in processes for informing employees of performance expectations expressed in the evaluation system or in training and maintaining evaluators' proficiency in use of the system; or

7. There are changes in the personnel who may contribute evidence to be used in evaluations.

(b) A substantially modified evaluation system shall be submitted to the Department for approval using Form EQEVAL-2012 and shall not be implemented prior to Department approval.

(c) An evaluation system that has been modified less than substantially shall be submitted to the Department in writing. These modifications shall not be implemented prior to receipt of written notice from the Department confirming that the evaluation system has not been substantially modified. The Department shall provide the district written notice within 21 days of the Department's receipt of the modified system.

(6) Implementation Monitoring: Districts and the Department shall implement quality control monitoring that identifies the impact of evaluation systems on quality improvements in instructional, administrative, and supervisory services.

(a) The use of data from quality control monitoring shall be used by districts to review and revise organizational policies, infrastructure, practices, procedures, and resource allocations to promote effective implementation and to remove barriers to success. The district monitoring elements shall include:

1. The effectiveness of evaluation system on improvement of student learning growth and faculty and leadership development;

2. The impact of professional development on instructional personnel and school administrators' proficiency;

3. Procedures to establish, monitor and sustain inter-rater accuracy and reliability;

4. Procedures to establish, monitor and sustain the accuracy of evaluators' feedback;

5. Frequency and effectiveness of feedback on proficiency on the indicators;

6. Implementation of evaluation system(s) at school and district levels;

7. Use of evaluation data to inform individual, school, and district improvement planning consistent with the requirements of Section 1001.42(18), F.S.;

8. Use of evaluation data to identify professional development priorities consistent with the requirements of Section 1012.98, F.S., and Rule 6A-5.071, F.A.C.;

9. Implementation of assessments that are used to measure student growth and performance for evaluation purposes; and

10. Alignment of evaluation indicators with contemporary research-based practices associated with improving student learning growth and the quality of instructional, administrative, and supervisory services;

(b) The Department's monitoring elements are found in subparagraph (6)(b)1. a. through g.:

1. Coordination of Data Analysis. In order to assist the Department in monitoring implementation of district evaluation systems and their impact on student learning growth and the quality of instructional, administrative, and supervisory services, a district shall submit the following information 30 days prior the district's scheduled review of its district evaluation systems pursuant to subparagraph (6)(b)2.:

a. Professional development provided on high effect size instructional and leadership strategies;

b. Data collection processes used to gather evidence of impact of professional development on high effect size instructional and leadership strategies;

c. Evidence of alignment of professional development and the district's evaluation indicators;

d. Data elements included in the district's Local Instructional Improvement System (LIIS) pursuant to Section 1006.281 F.S., that align professional development proficiencies with evaluation indicators;

e. Data collection processes used to gather evidence on the quality of school level implementation of state approved initiatives related to student learning growth on Common Core and Next Generation Sunshine State Standards as incorporated by reference in Rule 6A-1.09401, FAC.;

f. District data collection processes that track the impact of evaluation system implementation on student learning growth and instructional and administrative proficiency on evaluation indicators; and

g. District use of impact data to modify and improve instructional and administrative evaluation systems.

2. Five Year Continuous Improvement Cycle.

a. The Department shall publish a schedule for review of district evaluation systems for instructional personnel and school administrators in five-year cycles on the Department's website at www.fldoe.org/profdev/pa.asp. The cycle of review shall commence in the 2014-15 school year.

b. Such reviews shall include the results of annual quality control monitoring and systemic change actions taken based on those results, the issues in subparagraph (6)(b)1. of this rule, and the implementation status of the requirements for evaluation systems specified in subsection (2) of this rule.

c. Such reviews shall include a joint Department and district assessment of the alignment of district evaluation practices for instructional personnel and school administrators on student growth, faculty and leadership development, and professional development on the core standards and expectations.

d. Where a review identifies barriers to implementation of the evaluation system the district shall develop an action plan to eliminate or mitigate any identified barriers.

e. The reviews shall result in continued approval of a district's evaluation systems or modifications to the system based on the monitoring criteria.

(7) Reporting.

(a) All evaluation systems approved pursuant to this rule shall be posted online by the submitting organization on a district website within 30 days of approval of the evaluation system. The current URL

of the district's posted documentation shall be provided to the Department by submitting the URL to EdQualityEvalSystems@fldoe.org, and it will be included on the Department's website, www.fldoe.org/profdev/pa.asp . The district website postings shall provide access to the approved evaluation criteria, including rating rubrics, cut scores, and weighting formulas, evaluation system indicators, feedback processes and forms, and summative evaluation performance levels.

(b) The District's annual report on the status of evaluation system implementation required by Section1012.34(1)(a), F.S., shall address the monitoring results listed in subsection (6) of this rule.

Rulemaking Authority 1006.281, 1012.34,1012.981001.02, FS. Law Implemented 1001.42(18), 1006.281, 1012.12(1) (c), 1012.34, 1012.98 FS. History–New 6-19-01

2012

GADSDEN COUNTY PUBLIC SCHOOLS SCHOOL LEADER EVALUATION SYSTEM
Observation and Evaluation Forms and Procedures for Leadership Practice
Effective July 1, 2012

A Comprehensive System for Professional Development and Annual Evaluation of School Administrators
Aligned with the Florida Principal Leadership Standards SBE Rule 6A-5.080
Reviewed and Approved by the Florida Department of Education

Submitted for Review and Approval
Florida Department of Education
5/1/2012

TABLE OF CONTENTS

About Evaluation

For the purpose of <mark>increasing student learning growth</mark> by improving the quality of instructional, administrative, and supervisory services in the public schools of the state, the district school superintendent shall establish procedures for evaluating the performance of duties and responsibilities of all instructional, administrative, and supervisory personnel employed by the school district. Florida Statutes Section 1012.34 (1) (a).

What does this mean?

To accomplish the purpose defined in law, a district evaluation system for school administrator's must:

1. Be focused on school leadership actions that impact student learning , and;
2. Support professional learning on performance of duties and responsibilities that matter most for student learning, faculty and leadership development.

The evaluation system adopted by the district is:

- ✓ Based on contemporary research that reveals educational leadership behaviors that, when done correctly and in appropriate circumstances, have a positive impact on student learning and faculty development.
- ✓ Fully aligned with the Florida Principal Leadership Standards – a State Board of Education rule that sets expectations for principal performance (SBE Rule 6A-5.080).

A New Approach to Evaluation: This evaluation system is designed to support three processes:

- ➢ **Self-reflection** by the leader on current proficiencies and growth needs (What am I good at? What can I do better?)
- ➢ **Feedback** from the evaluator and others on what needs improvement.
- ➢ **An annual summative evaluation** that assigns one of the four performance levels required by law (i.e., Highly Effective, Effective, Needs Improvement, or Unsatisfactory.

What is evaluated?

Evaluation of school leaders is based on observation and evidence about certain leadership behaviors AND the impact of a leader's behavior on others.

The portion of evaluation that involves "impact on others" comes in two components:

1. Student Growth Measures: At least 50% of a school leader's annual evaluation is based on the performance of students in the school on specific state or district assessments (e.g. FCAT, EOC exams).
2. The Leadership Practice: This component contributes the remaining percentage of the school leader's evaluation. Leadership Practice combines results of the Florida School Leader Assessment (FSLA) and an additional Metric – Deliberate Practice. The FSLA contribution to evaluation is based on observation of the leader's actions and the leader's impact on the actions and behaviors of others

The processes and forms described in the following pages are focused on the Leadership Practice component of evaluation.

Training and Reflection

The content of the district evaluation system informs those evaluated and those doing evaluations of the issues to address and the processes to use.

- Those being evaluated use these documents to guide self-reflection on practices that improve your work.

- Evaluators provide both recurring feedback to guide growth in proficiency in district priorities and provide summative performance ratings.

- Those who are both evaluated by this system and evaluate other with it will do both.

Things to know:

1. The Research Framework(s) on which the evaluation system is based. Each research framework is associated with particular approaches to instruction or leadership. The research aligned with the district framework(s) is a useful source of deeper understanding of how to implement strategies correctly and in appropriate circumstances. Evaluators can provide better feedback to sub-ordinates when they understand the research framework

2. Inter-rater reliability: Evaluators in the district should be able to provide sub-ordinates similar feedback and rating so that there is consistent use of the evaluation system across the district. This is promoted by training on the following:
   a. The "look fors" – what knowledge, skills, and impacts are identified as system priorities by inclusion of indicators in the evaluation system.
   b. The Rubrics – how to distinguish proficient levels.
   c. Rater reliability checks. Processes for verifying raters meet district expectations in using the rubrics.

3. Specific, Actionable, and Timely Feedback Processes: What evaluators observe does not promote improvement unless it is conveyed to employees as specific, actionable and timely manner. Training on how to do so is essential.

4. Conferences protocols and use of forms: Know what is required regarding meetings, conference procedures, use of forms, and records.

5. Processes and procedures for implementing the evaluation system
    a. Evidence gathering: What sources are to be used?
    b. Timeframes, record keeping
    c. Scoring rules

6. Student Growth Measures: What are the districts requirements regarding use of student growth measures in the district's evaluation system?

7. Sources of information about the evaluation system: Where can evaluators and employees access manuals, forms, documents etc. regarding the evaluation process.

8. Additional metrics: Training on any additional metrics use to supplement the practice portion of evaluation.

Framework: Leadership Evaluation

A Multi-Dimensional Framework: This evaluation system is based on contemporary research and meta-analyses by Dr. Douglas Reeves, Dr. John Hattie, Dr. Vivian Robinson, Dr. Robert Marzano and other research findings that identify school leadership strategies or behaviors that, done correctly and in appropriate circumstances, have a positive probability of improving student learning and faculty proficiency on instructional strategies that positively impact student learning.

REFERENCE LIST

Illustrative reference lists of works associated with this framework are provided below

MULTI-DIMENSIONAL LEADERSHIP FRAMEWORK: Illustrative references

- Reeves, D. (2009). *Assessing Educational Leaders*: *Evaluating Performance for Improved Individual and Organizational Results.* Thousand Oaks, CA: Corwin Press.
- Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement.* New York: Routledge.
- Horng, E., Klasik, D., & Loeb, S. (2010). *Principal's time use and school effectiveness*. Stanford University.
- Kouzes, J. M., & Posner, B. Z. (2010). *The truth about leadership.* San Francisco, CA: Jossey-Bass.
- Louis, K. S., Leithwood, K., Wahlstrom, K. L., & Anderson, S. E. (2010)*. Investigating the links to improved student learning*. The Wallace Foundation.

- Robinson, V. M. J. (2011). *Student-centered leadership.* San Francisco, CA: Jossey-Bass.
- Marzano, R. J., Frontier, T., & Livingston, D. (2011). *Effective supervision: Supporting the art and science of teaching.* Alexandria VA: ASCD

Conference/Proficiency Status Short Form

Florida School Leader Assessment (FSLA)
Conference Summary/Proficiency Status Update - Short Form

Leader:
Supervisor:
This form summarizes feedback about proficiency on the indicators, standards, and domains marked below based on consideration of evidence encountered during this timeframe:_____

Domain 1: Student Achievement			
( ) Highly Effective ( ) Effective ( ) Needs Improvement ( ) Unsatisfactory			
Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave blank.*			

Proficiency Area 1 - Student Learning Results: Effective school leaders achieve results on the school's student learning goals and direct energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula.
( ) Highly Effective   ( ) Effective   ( ) Needs Improvement   ( ) Unsatisfactory

Indicator 1.1 – Academic Standards	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 1.2 – Performance Data	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 1.3 – Planning and Goal Setting	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 1.4 - Student Achievement Results	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory

Proficiency Area 2 - Student Learning as a Priority: Effective school leaders demonstrate that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success.
( ) Highly Effective   ( ) Effective   ( ) Needs Improvement   ( ) Unsatisfactory

Indicator 2.1 - Learning Organization	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 2.2 - School Climate	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 2.3 - High Expectations	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 2.4 - Student Performance Focus	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory

Domain 2: Instructional Leadership			
( ) Highly Effective ( ) Effective ( ) Needs Improvement ( ) Unsatisfactory			
Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave blank.*			

Proficiency Area 3 - Instructional Plan Implementation: Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments.
( ) Highly Effective   ( ) Effective   ( ) Needs Improvement   ( ) Unsatisfactory

Indicator 3.1 - FEAPs	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 3.2- Standards based Instruction	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 3.3 - Learning Goals Alignments	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 3.4 - Curriculum Alignments	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 3.5 - Quality Assessments	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 3.6 - Faculty Effectiveness	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory

Proficiency Area 4 - Faculty Development: Effective school leaders recruit, retain, and develop an effective and diverse faculty and staff; focus on evidence, research, and classroom realities faced by teachers; link professional practice with student achievement to demonstrate the cause and effect relationship; facilitate effective professional development; monitor implementation of critical initiatives; and secure and provide timely feedback to teachers so that feedback can be used to increase teacher professional practice.
( ) Highly Effective   ( ) Effective   ( ) Needs Improvement   ( ) Unsatisfactory

Indicator 4.1 - Recruitment and Retention	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory

GCPS 2012   Page |

Indicator 4.2- Feedback Practices	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 4.3 - High effect size strategies	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 4.4 - Instructional Initiatives	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 4.5 - Facilitating & Leading Prof. Learning	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 4.6 –Faculty Development Alignments	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 4.7 - Actual Improvement	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory

Proficiency Area 5 - Learning Environment: Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.
( ) Highly Effective ( ) Effective ( ) Needs Improvement ( ) Unsatisfactory

Indicator 5.1 - Student Centered	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 5.2 - Success Oriented	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 5.3- Diversity	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 5.4 - Achievement Gaps	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory

Domain 3 - Organizational Leadership
( ) Highly Effective ( ) Effective ( ) Needs Improvement ( ) Unsatisfactory
Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave blank.*

Proficiency Area 6 - Decision Making: Effective school leaders employ and monitor a decision-making process that is based on vision, mission, and improvement priorities using facts and data; manage the decision making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; establish personal deadlines for themselves and the entire organization; and use a transparent process for making decisions and articulating who makes which decisions.
( ) Highly Effective ( ) Effective ( ) Needs Improvement ( ) Unsatisfactory

Indicator 6.1- Prioritization Practices	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 6.2- Problem Solving.	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 6.3 - Quality Control	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 6.4 - Distributive Leadership	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 6.5 - Technology Integration	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory

Proficiency Area 7 - Leadership Development: Effective school leaders actively cultivate, support, and develop other leaders within the organization, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders.

Indicator 7.1- Leadership Team	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 7.2 - Delegation	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 7.3 - Succession Planning	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 7.4 - Relationships	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory

Proficiency Area 8 - School Management: Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment; effectively manage and delegate tasks and consistently demonstrate fiscal efficiency; and understand the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything.
( ) Highly Effective ( ) Effective ( ) Needs Improvement ( ) Unsatisfactory

Indicator 8.1 - Organizational Skills	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 8.2- Strategic Instructional Resourcing	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 8.3 – Collegial Learning Resources	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory

Proficiency Area 9 - Communication: Effective school leaders use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community; managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school; recognizing individuals for good work; and maintaining high visibility at school and in the community.
( ) Highly Effective ( ) Effective ( ) Needs Improvement ( ) Unsatisfactory

Indicator 9.1-– Constructive Conversations	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory

GCPS 2012   Page |

Indicator 9.2 - Clear Goals and Expectations	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 9.3 - Accessibility	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 9.4 - Recognitions	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory

Domain 4 - Professional and Ethical Behaviors

( ) Highly Effective   ( ) Effective   ( ) Needs Improvement   ( ) Unsatisfactory

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave blank.*

Proficiency Area 10 - Professional and Ethical Behaviors: Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research, engage in professional development opportunities that improve personal professional practice and align with the needs of the school system, and generate a professional development focus in their school that is clearly linked to the system-wide strategic objectives.

	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 10.1 – Resiliency	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 10.2 - Professional Learning	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 10.3 - Commitment	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 10.4 – Professional Conduct	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory

Additional Metric: Deliberate Practice Guidelines

Deliberate Practice: The leaders work on specific improvements in mastery of educational leadership. This is a separate metric and is combined with the FSLA Domain Scores to determine a summative leadership score.

Deliberate Practice (DP)
Proficiency Area(s) and Target(s) for School Leader Growth

Deliberate Practice Priorities: The leader and the evaluator identify 1 to 4 specific and measurable priority learning goals related to teaching, learning, or school leadership practices that impact student learning growth. One or two targets are recommended.

- The target of a deliberate practice process describe an intended result and will include "scales" or progress points that guide the leader toward highly effective levels of personal mastery;
- The leader takes actions to make discernible progress on those priority goals; monitors progress toward them, uses the monitoring data to make adjustments to practice, and provides measurable evidence of growth in personal mastery of the targeted priorities.
- The evaluator monitors progress and provides feedback.
- The targets are "thin slices" of specific gains sought – not broad overviews or long term goals taking years to accomplish.
- Deliberate practices ratings are based on comparison of proficiency at a "start point" and proficiency at a designated "evaluation point". The start point data can be based on a preceding year FSLA evaluation data on a specific indicator or proficiency area, or determined by school leader and evaluator either at the end of the preceding work year or at the start of the new work year in which the DP targets will be used for evaluation.

Relationship to other measures of professional learning: Whereas FSLA indicator 4.5 addresses the leader's involvement with professional learning focused on faculty needs and indicator 10.2 addresses the leader's pursuant of learning aligned with a range of school needs, the Deliberate Practice targets are more specific and deeper learning related to teaching, learning, or school leadership practices that impact student learning. The DP learning processes establish career-long patterns of continuous improvement and lead to high quality instructional leadership.

Selecting Growth Targets:
Growth target 1: An issue that addresses a school improvement need related to student learning and either selected by the district or approved by leader's supervisor. The focus should be on complex issues that take some time to master such as providing observation and feedback of high-effect size instructional practices.
Growth target 2: An issue related to a knowledge base or skill set relevant to instructional leadership selected by leader).
Growth target 3-4: Optional: additional issues as appropriate.
- The addition of more targets should involve estimates of the time needed to accomplish targets 1 and 2. Where targets 1 and 2 are projected for mastery in less than half of a school year, identify additional target(s).
The description of a target should be modeled along the lines of learning goals.
- A concise description (rubric) of what the leader will know or be able to do
- Of sufficient substance to take at least 6 weeks to accomplish
- Includes scales or progressive levels of progress that mark progress toward mastery of the goal.
Rating Scheme
- Unsatisfactory = no significant effort to work on the targets
- Needs Improvement = evidence some of the progress points were accomplished but not all of the targets
- Effective = target accomplished
- Highly effective = exceeded the targets and able to share what was learned with others

Sample:
Target: Leader will be able to provide feedback to classroom teachers on the effectiveness of learning goals with scales in focusing student engagement on mastery of state standards.
Scales:
Level 3: Leader develops and implements a process for monitoring the alignment of classroom assessments to track trends in student success on learning goals.

Level 2: Leader develops and implements a process for routinely visits classes and engaging students in discussion on what they are learning and compares student perceptions with teacher's learning goals.

Level 1: Leader can locate standards in the state course description for each course taught at the school and completes the on-line module on Learning Goals (both at www.floridastandards.org) and engages teachers in discussion on how they align instruction and learning goals with course standards.

Deliberate Practice Growth Target

School Leader's Name and
Position:_____

Evaluators Name and Position:
_____

Target for school year: _2012-13_   Date Growth Targets Approved:
_____

School Leader's Signature: _____Evaluator's
Signature_____

   Deliberate Practice Growth Target #: __ (Insert target identification number here, the check one category below)

   ( ) District Growth Target   ( ) School Growth Target   ( ) Leader's Growth target

Focus issue(s): Why is the target worth pursuing?
Growth Target: *Describe what you expect to know or be able to do as a result of this professional learning effort.*
Anticipated Gain(s): What do you hope to learn?
Plan of Action: A general description of how you will go about accomplishing the target.
Progress Points: List progress points or steps toward fulfilling your goal that enable you to monitor your progress.
1.
2.
3
Notes:

FSLA Proficiency Areas with Indicators

Florida School Leader Assessment
A Multidimensional Leadership Assessment
4 Domains - 10 Proficiency Areas - 45 Indicators

A <u>summative performance level</u> is based 50% on Student Growth Measures (SGM) that conform to the requirements of s. 1012.34, F.S., and 50% on a Leadership Practice Score. In the Florida State Model, the Leadership Practice Score is obtained from two metrics:

- **Florida School Leader Assessment (FSLA)**
- **Deliberate Practice Score**

The school leader's FSLA Score is combined with a Deliberate Practice Score to generate a Leadership Practice Score. The tables below list the school leader performance proficiencies addressed in the four domains of the FSLA and the Deliberate Practice Metric.

Domain 1: The focus is on leadership practices that impact prioritization and results for student achievement on priority learning goals - knowing what's important, understanding what's needed, and taking actions that get results.

Domain 1: Student Achievement **2 Proficiency Areas – 8 Indicators** **This domain contributes 20% of the FSLA Score**
Proficiency Area 1 - Student Learning Results: Effective school leaders achieve results on the school's student learning goals and direct energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula.
Indicator 1.1 – <u>Academic Standards</u>: The leader demonstrates understanding of student requirements and academic standards (Common Core and NGSSS).
Indicator 1.2 – <u>Performance Data</u>: The leader demonstrates the use of student and adult performance data to make instructional leadership decisions.
Indicator 1.3 – <u>Planning and Goal Setting</u>: The leader demonstrates planning and goal setting to improve student achievement.
Indicator 1.4 - <u>Student Achievement Results</u>: The leader demonstrates evidence of student improvement through student achievement results.
Proficiency Area 2 - Student Learning as a Priority: Effective school leaders demonstrate that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success.
Indicator 2.1 - <u>Learning Organization</u>: The leader enables faculty and staff to work as a system focused on student learning, and engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.
Indicator 2.2 - <u>School Climate</u>: The leader maintains a school climate that supports student engagement in learning.
Indicator 2.3 - <u>High Expectations</u>: The leader generates high expectations for learning growth by all students.
Indicator 2.4 - <u>Student Performance Focus</u>: The leader demonstrates understanding of present levels of student performance based on routine assessment processes that reflect the current reality of student proficiency on academic standards.

Domain 2: The focus is on instructional leadership – what the leader does and enables others to do that supports teaching and learning.

Domain 2: Instructional Leadership **3 Proficiency Areas – 17 Indicators** **This domain contributes 40% of the FSLA Score**
Proficiency Area 3 - Instructional Plan Implementation: Effective school leaders work collaboratively

to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments.

Indicator 3.1 – <u>FEAPs</u>: The leader aligns the school's instructional programs and practices with the Florida Educator Accomplished Practices (FEAPs) (Rule 6A-5.065, F.A.C.), and models use of Florida's common language of instruction to guide faculty and staff's implementation of the foundational principles and practices.

Indicator 3.2 - <u>Standards-based Instruction</u>: The leader delivers an instructional program that implements the state's adopted academic standards (Common Core and NGSSS) in a manner that is rigorous and culturally relevant to the students by aligning academic standards, effective instruction and leadership, and student performance practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals, and communicating to faculty the cause and effect relationship between effective instruction on academic standards and student performance.

Indicator 3.3 - <u>Learning Goals Alignments</u>: The leader implements recurring monitoring and feedback processes to insure that priority learning goals established for students are based on the state's adopted student academic standards as defined in state course descriptions, presented in student accessible forms, and accompanied by scales or rubrics to guide tracking progress toward student mastery.

Indicator 3.4 - <u>Curriculum Alignments</u>: The leader implements systemic processes to insure alignment of curriculum resources with state standards for the courses taught.

Indicator 3.5 - <u>Quality Assessments</u>: The leader ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.

Indicator 3.6 - <u>Faculty Effectiveness</u>: The leader monitors the effectiveness of classroom teachers and uses contemporary research and the district's instructional evaluation system criteria and procedures to improve student achievement and faculty proficiency on the FEAPs.

Proficiency Area 4 - Faculty Development: Effective school leaders recruit, retain, and develop an effective and diverse faculty and staff; focus on evidence, research, and classroom realities faced by teachers; link professional practice with student achievement to demonstrate the cause and effect relationship; facilitate effective professional development; monitor implementation of critical initiatives; and secure and provide timely feedback to teachers so that feedback can be used to increase teacher professional practice.

Indicator 4.1 - <u>Recruitment and Retention</u>: The leader employs a faculty with the instructional proficiencies needed for the school population served.

Indicator 4.2 - <u>Feedback Practices</u>: The leader monitors, evaluates proficiency, and secures and provides timely and actionable feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals.

Indicator 4.3 - <u>High Effect Size Strategies</u>: Instructional personnel receive recurring feedback on their proficiency on high effect size instructional strategies.

Indicator 4.4 -<u>Instructional Initiatives</u>: District-supported state initiatives focused on student growth are supported by the leader with specific and observable actions, including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives.

Indicator 4.5 - <u>Facilitating and Leading Professional Learning</u>: The leader manages the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and promotes, participates in, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year.

Indicator 4.6 - <u>Faculty Development Alignments</u>: The leader implements professional learning processes that enable faculty to deliver culturally relevant and differentiated instruction by generating a focus on student and professional learning in the school that is clearly linked to the system-wide objectives and the school improvement plan; identifying faculty instructional proficiency needs (including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement); aligning faculty development practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals; and using instructional technology as a learning tool for students and faculty.

Indicator 4.7 - <u>Actual Improvement</u>: The leader improves the percentage of effective and highly effective teachers on the faculty.

Proficiency Area 5 - Learning Environment: Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.

Indicator 5.1 – Student-Centered: The leader maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning, and building a foundation for a fulfilling life in a democratic society and global economy by providing recurring monitoring and feedback on the quality of the learning environment and aligning learning environment practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals.

Indicator 5.2 – Success-Oriented: The leader initiates and supports continuous improvement processes and a multi-tiered system of supports focused on the students' opportunities for success and well-being.

Indicator 5.3 - Diversity: To align diversity practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals, the leader recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning, and promotes school and classroom practices that validate and value similarities and differences among students.

Indicator 5.4 - Achievement Gaps: The leader engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps associated with student subgroups within the school.

Domain 3: The focus is on school operations and leadership practices that integrate operations into an effective system of education.

Domain 3 - Operational Leadership
Domain 3 - Operational Leadership
4 Proficiency Areas – 16 Indicators
This domain contributes 20% of the FSLA Score

Proficiency Area 6 - Decision-Making: Effective school leaders employ and monitor a decision-making process that is based on vision, mission, and improvement priorities using facts and data; manage the decision-making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; establish personal deadlines for themselves and the entire organization; and use a transparent process for making decisions and articulating who makes which decisions.

Indicator 6.1- Prioritization Practices: The leader gives priority attention to decisions that impact the quality of student learning and teacher proficiency, gathering and analyzing facts and data, and assessing alignment of decisions with school vision, mission, and improvement priorities.

Indicator 6.2 – Problem-Solving: The leader uses critical thinking and problem-solving techniques to define problems and identify solutions.

Indicator 6.3 - Quality Control: The leader maintains recurring processes for evaluating decisions for effectiveness, equity, intended and actual outcome(s); implements follow-up actions revealed as appropriate by feedback and monitoring; and revises decisions or implements actions as needed.

Indicator 6.4 - Distributive Leadership: The leader empowers others and distributes leadership when appropriate.

Indicator 6.5 - Technology Integration: The leader employs effective technology integration to enhance decision making and efficiency throughout the school. The leader processes changes and captures opportunities available through social networking tools, accesses and processes information through a variety of online resources, incorporates data-driven decision making with effective technology integration to analyze school results, and develops strategies for coaching staff as they integrate technology into teaching, learning, and assessment processes.

Proficiency Area 7 - Leadership Development: Effective school leaders actively cultivate, support, and develop other leaders within the organization, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders.

Indicator 7.1 - Leadership Team: The leader identifies and cultivates potential and emerging leaders, promotes teacher-leadership functions focused on instructional proficiency and student learning, and aligns leadership development practices with system objectives, improvement planning, leadership proficiency needs, and appropriate instructional goals.

Indicator 7.2 – Delegation: The leader establishes delegated areas of responsibility for subordinate leaders and manages delegation and trust processes that enable such leaders to initiate projects or tasks, plan, implement, monitor, provide quality control, and bring projects and tasks to closure.

Indicator 7.3 - Succession Planning: The leader plans for and implements succession management in key positions.

Indicator 7.4 - Relationships: The leader develops sustainable and supportive relationships between school leaders, parents, community, higher education, and business leaders.

Proficiency Area 8 - School Management: Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment; effectively manage and delegate tasks and consistently demonstrate fiscal efficiency; and understand the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything.
Indicator 8.1 - <u>Organizational Skills</u>: The leader organizes time, tasks, and projects effectively with clear objectives, coherent plans, and establishes appropriate deadlines for self, faculty, and staff.
Indicator 8.2 - <u>Strategic Instructional Resourcing</u>: The leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and a supportive learning environment.
Indicator 8.3 – <u>Collegial Learning Resources</u>: The leader manages schedules, delegates, and allocates resources to provide recurring systemic support for collegial learning processes focused on school improvement and faculty development.
Proficiency Area 9 - Communication: Effective school leaders use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community; managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school; recognizing individuals for good work; and maintaining high visibility at school and in the community.
Indicator 9.1 - <u>Constructive Conversations</u>: The leader actively listens to and learns from students, staff, parents, and community stakeholders and creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important issues.
Indicator 9.2 - <u>Clear Goals and Expectations</u>: The leader communicates goals and expectations clearly and concisely using Florida's common language of instruction and appropriate written and oral skills, communicates student expectations and performance information to students, parents, and community, and ensures faculty receive timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.
Indicator 9.3 - <u>Accessibility:</u> The leader maintains high visibility at school and in the community, regularly engages stakeholders in the work of the school, and utilizes appropriate technologies for communication and collaboration.
Indicator 9.4 - <u>Recognitions</u>: The leader recognizes individuals, collegial work groups, and supporting organizations for effective performance.

Domain 4: The focus is on the leader's professional conduct and leadership practices that represent quality leadership.

Domain 4 - Professional and Ethical Behaviors **1 Proficiency Area – 4 Indicators** **This domain contributes 20% of the FSLA Score**
Proficiency Area 10 - Professional and Ethical Behaviors: Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research, engage in professional development opportunities that improve personal professional practice and align with the needs of the school system, and generate a professional development focus in their school that is clearly linked to the system-wide strategic objectives.
Indicator 10.1 – <u>Resiliency</u>: The leader demonstrates resiliency in pursuit of student learning and faculty development by staying focused on the school vision and reacting constructively to adversity and barriers to success, acknowledging and learning from errors, constructively managing disagreement and dissent with leadership, and bringing together people and resources with the common belief that the organization can grow stronger when it applies knowledge, skills, and productive attitudes in the face of adversity.
Indicator 10.2 - <u>Professional Learning</u>: The leader engages in professional learning that improves professional practice in alignment with the needs of the school and system and demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.
Indicator 10.3 – <u>Commitment</u>: The leader demonstrates a commitment to the success of all students, identifying barriers and their impact on the well being of the school, families, and local community.
Indicator 10.4 - <u>Professional Conduct</u>: The leader adheres to the Code of Ethics of the Education Profession in Florida (Rule 6B-1.001, F.A.C.) and to the Principles of Professional Conduct for the Education Profession (Rule 6B-1.006, F.A.C.).

FSLA Process

The Florida School Leader Assessment

Districts implement the Florida School Leader Assessment (FSLA) processes listed below to provide:

➢ **Guides to self-reflection** on what's important to success as a school leader

➢ **Criteria for making judgments** about proficiency that are consistent among raters

➢ **Specific and actionable feedback** from colleagues and supervisors focused on improving proficiency

➢ **Summative evaluations** of proficiency and determination of performance levels

The seven steps of the FSLA are described below:

Step 1: Orientation: The orientation step can occur at the start of a new work year, at the start of a new school year, or at the start of assignment (or new assignment) as a principal. The depth and detail of orientation may vary based on prior training and whether changes in evaluation model have occurred, but an annual orientation or re-fresher orientation should occur. The orientation step should include:

- District provided orientation and training on the Florida Principal Leadership Standards (FPLS), Student Success Act, applicable State Board of Education rules, Race to the Top (RTTT) requirements, and district specific expectations that are subject to the evaluation system.
- All leaders and evaluators should have access to the content and processes that are subject to the evaluation system. All leaders and evaluators should have access to the same information and expectations. This may be provided by the leader's review of district evaluation documents, online modules, mentor sessions, or face-to-face training where awareness of district processes and expectations are identified.
- At the orientation step, each school leader is expected to engage in personal reflection on the connection between his/her practice and the FPLS and the indicators in the district evaluation system. This is a "what do I know and what do I need to know" self-check aligned with the FPLS and the district evaluation system indicators.

Step 2: Pre-evaluation Planning: After orientation processes, the leader and evaluator prepare for a formal conference to address evaluation processes and expectations. Two things occur:

- Leader's self-assessment from the orientation step moves to more specific identification of improvement priorities. These may be student achievement priorities or leadership practice priorities. The leader gathers any data or evidence that supports an issue as an improvement priority. This may include School Improvement Plan (SIP), student achievement data, prior faculty evaluations, and evidence of systemic processes that need work.
- The evaluator articulates a perspective on strengths and growth needs for the leader and for student achievement issues at the school.

Step 3: Initial Meeting between evaluatee and evaluator: A meeting on "expectations" held between leader and supervisor to address the following:

- Evaluation processes are reviewed and questions answered.
- Perceptions (of both) from Pre-evaluation Planning are shared.
- Domain, Proficiency Areas, Indicators from evaluation system that will be focus issues are identified and discussed.
- Student growth measures that are of concern are discussed.
- Relationship of evaluation indicators to the SIP and district-supported initiatives are discussed.
- Such a meeting is typically face-to-face but may also be via tele-conference or phone. (Meeting issues can be clarified via texts and emails as appropriate.)

- Proposed targets for <u>Deliberate Practice</u> (additional metric) are discussed and determined, or a timeframe for selection of Deliberate Practice targets are set. While a separate meeting or exchange of information may be implemented to complete the Deliberate Practice targets, they should be discussed at the Step 3 Conference given their importance to the leader's growth and the summative evaluation.

Step 4: Monitoring, Data Collection, and Application to Practice: Evidence is gathered that provides insights on the leader's proficiency on the issues in the evaluation system by those with input into the leader's evaluation.
- The leader shares with supervisor evidence on practice on which the leader seeks feedback or wants the evaluator to be informed.
- The evaluator accumulates data and evidence on leader's actions or impact of leader's actions during the routine conduct of work. Such data and evidence may come from site visits, be provided by the leader, from formal or informal observations, or from evidence, artifacts or input provided by others. The accumulated information is analyzed in the context of the evaluation system indicators.
- As evidence and observations are obtained that generate <u>specific and actionable feedback</u>, it is provided to the leader in a timely manner. Feedback may be provided face-to-face, via FSLA forms, via email or telephone, or via memoranda.
- Collegial groups, mentors, communities of practice (CoPs), professional learning communities (PLCs), and lesson study groups in which the leader participates may provide specific and actionable feedback for proficiency improvement.
- These monitoring actions occur before and continue after the mid-year Progress Check (step 5).

Step 5: Mid-year Progress Review between evaluatee and evaluator: At a mid-year point, a progress review is conducted.
- Actions and impacts of actions taken on priorities identified in Step 3 Initial Meeting are reviewed.
- Any indicators which the evaluator has identified for a specific status update are reviewed. (The leader is given notice of these indicators prior to the Progress Check, as the feedback expected is more specific than that for the general indicator overview.)
- The leader is prepared to provide a general overview of actions/processes that apply to all of the domains and proficiency areas and may include any of the indicators in the district system. Any indicator that the evaluator or the leader wishes to address should be included.
- Strengths and progress are recognized.
- Priority growth needs are reviewed.
- Where there is no evidence related to an indicator and no interim judgment of proficiency can be provided, a plan of action must be made:
  - If the evaluator decides that the absence of evidence indicates unsatisfactory proficiency because actions or impacts of action should be evident if leader

was proficient, the leader is provided notice that the indicator(s) will be addressed in a follow-up meeting.

- o The absence of evidence is explained by lack of opportunity for the evaluator to note anything relevant, and leader is asked to provide follow-up data on the indicator prior to the year-end conference.
- o The lack of evidence on one indicator is balanced by substantial evidence on other indicators in the same proficiency area. No follow-up is required until evidence supporting a Needs Improvement (NI) or Unsatisfactory (U) rating emerges.
- Any actions or inactions which might result in an unsatisfactory rating on a domain or proficiency area if not improved are communicated.
- Any indicators for which there is insufficient evidence to rate proficiency at this stage, but which will be a priority for feedback in remainder of the year, are noted.
- *FSLA Feedback and Protocol Form* (or district equivalent) is used to provide feedback on all indicators for which there is sufficient evidence to rate proficiency. Notes or memorandums may be attached to the forms as appropriate to reflect what is communicated in the Progress Check.

Step 6: Prepare a consolidated performance assessment: The summative evaluation form is prepared by the evaluator and a performance rating assigned.

- Consider including relevant and appropriate evidence by any party entitled to provide input into the leader's evaluation.
- Review evidence on leader's proficiency on indicators.
- Use accumulated evidence and rating on indicators to rate each proficiency area.
- Consolidate the ratings on proficiency areas into domain ratings.
- Consolidate Domain ratings, using FSLA weights, to calculate a FSLA score.

Step 7: Year-end Meeting between evaluatee and evaluator: The year-end meeting addresses the FSLA score, the Deliberate Practice Score and Student Growth Measures.

- The FSLA score is explained.
- The leader's growth on the Deliberate Practice targets is reviewed and a Deliberate Practice Score assigned.
- The FSLA Score and Deliberate Practice Score are combined (as per weighting formula) to generate a Leadership Practice Score.
- If the Student Growth Measurement (SGM) score is known, inform the leader how the Leadership Practice Score and SGM Score combine to a summative performance level of Highly Effective, Effective, Needs Improvement, or Unsatisfactory.
- If SGM score is not known, inform leader of possible performance levels based on known Leadership Practice Score and various SGM outcomes.
- If recognitions or employment consequences are possible based on performance level, inform leader of district process moving forward.
- Review priority growth issues that should be considered at next year's step 2 and step 3 processes.

Scoring Guide for State Model Metrics

Directions for use of this Guide

<mark>MAKING NO CHANGES</mark>!

This guide may be used "as is" if using the state model FSLA and

Deliberate Practice metric.

ALL DISTRICTS WILL NEED TO ADD DISTRICT DECISIONS ON CUT

SCORES FOR SCHOOL LEADERS IN SECTION FOUR OF THE SCORING

GUIDE

<mark>MAKING CHANGES IN SCORING, FSLA OR DELIBERATE PRACTICE?</mark>

1. Districts may modify the scoring process described in this guide or use a district developed scoring process (which will be described and included in documentation submitted with Review and Approval Checklist)

2. If any aspects of the FSLA or Deliberate Practice metrics are modified by the district, the district should review scoring processes to determine if any of the scoring processes need adjustment based on district changes to the metrics. Submit a scoring process that works with your modified metrics.

3. If a district employs a phase-in option on the FSLA and/or Deliberate Practice metric, the district will need to amend the scoring process to reflect the phase-in decisions.

Scoring Guide for State Model Metrics

An evaluation system that is aligned with the purpose of Section 1012.34, F.S. and applicable State Board rules (e.g., 6A-5.065, 6A-5.080) has two functions:

- Providing quality feedback during a work year that focuses improvement effort on essential proficiencies.
- Generating an annual summative performance level based on the proficiency exhibited during the work year.

For Florida School Leaders being evaluated using the FSLA, the Florida state model for principal evaluation, the summative annual performance level is based on two factors:

- Student Growth Measures Score (SGM): The performance of students under the leader's supervision represents 50% of the annual performance level. The specific growth measures used and "cut points" applied must conform to Florida Statutes and State Board rules.
- Leadership Practice Score: An assessment of the leader's proficiency on the Florida Principal Leadership Standards (FPLS). This is based on two metrics:
  - o The Florida School Leader Assessment (FSLA): A system for feedback and growth based on the leader's work and impact of that work on others. The FSLA contributes 80% of the Leadership Practice Score.
  - o Deliberate Practice (DP): Deep learning and growth on a few very specific aspects of educational leadership. The DP Score contributes 20% of the Leadership Practice Score.

Summary of Scoring Processes

1. Score Indicators	Based on rubrics in the "long forms"
2. Score Proficiency Areas	Based on tables in this guide
3. Score Domains	Based on tables in this guide
4. Score FSLA	Based on formula in this guide
5. Score Deliberate Practice Metric	Based on directions in this guide
6. Calculate Leadership Practice Score	Combine FSLA and Deliberate Practice Scores Based on formula in this guide
7. Calculate Student Growth Measure Score	Use district cut points for SGM
8. Assign Proficiency Level rating label	Combine Leadership and SGM scores

What this FSLA Scoring Guide Covers:

Section One: How to "score" the FSLA

Section Two: How to "score" Deliberate Practice

Section Three: Leadership Practice Score

Section Four: Annual Performance Rating

Section One: How to Score the FSLA

District Options: The scoring process for the FSLA is one of a number of alternative scoring methods. Districts using the FSLA may use this scoring process or design a district system for scoring the FSLA. Use of the FSLA and use of the FSLA Scoring system are separate decisions. If using the FSLA scoring process, reference this scoring guide in element II-D in the "Review and Approval Checklist for Instructional Personnel and School Administrator Evaluation Systems" when submitting for review and approval. If you're scoring model is adapted or is a district-developed scoring process, include your document(s) that describe your scoring process when you submit for review.

About the FSLA Scoring Process
The state scoring model has these features:

- The performance labels used in Section 1012.34, F.S. for summative performance levels are also used in the FSLA to summarize feedback on domains, proficiency areas, and indicators:
    - Highly Effective (HE)
    - Effective (E)
    - Needs Improvement (NI)
    - Unsatisfactory (U)

- Direct Weighting: The FSLA score is based on ratings for each of four domains, but the system specifically gives added weight to Domain 2: Instructional Leadership: The weights are:
    - Domain 1: Student Achievement: 20%
    - Domain 2: Instructional Leadership: 40%
    - Domain 3: Organizational Leadership: 20%
    - Domain 4: Professional and Ethical Behavior: 20%

- Embedded Weighting: The use of Domain scores to generate an FSLA score results in embedded weighting as the Domains have different numbers of indicators. For example: Domain 1 has eight indicators, Domain 3 has 16 indicators and Domain 4 has four indicators, but each Domain contributes 20% to the FLSA score. The result of this is:
    - Domain 2 indicators have the most impact on the FSLA results due to direct weighing. There are 17 indicators, but the Domain is weighted at 40%, thus magnifying the impact of that domain on the final rating.
    - Domain 4 has the next highest level of impact due to embedded weighting. There are only four indicators in this Domain, but the Domain contributes 20% of the FSLA score.
    - Domain 1 has more impact than Domain 3 since Domain 1 has eight indicators and Domain 3 has 16 indicators, but each Domain contributes 20% of the FSLA score.

- Proficiency on Indicators leads to an FSLA Score.
    - Ratings on indicators (using rubrics in the FSLA) are combined to generate a rating (HE, E, NI, or U) on each Proficiency Area.
    - Ratings on Proficiency Areas are combined (using the tables in this scoring guide) to generate a Domain Rating.
    - Ratings on Domains are combined (using tables in this scoring guide) to generate a FLSA Score.

How to determine an FSLA Score?

Generating a score for the FSLA has four steps:

Step One: Rate each Indicator.
Start with judgments on the indicators. Indicators in each Proficiency Area are rated as HE, E, NI, or U based on accumulated evidence.

- ➢ The FSLA supports this indicator proficiency rating process with <u>rubrics</u> for distinguishing between the levels (HE, E, NI, or U) that are specific to the indicator.
- ➢ To guide the rating decision, <u>illustrative examples</u> of leadership actions and illustrative examples of impacts of leadership actions are provided.
- ➢ The rubrics for indicators and the illustrative examples are found in the "long forms" – the Data Collection and Feedback Protocols" posted on www.floridaschoolleaders.org (in the Learning Library, Resources Menu: Evaluation Resources – School Leaders).
- ➢ Ratings can be recorded on the long form or the short form (all FSLA forms and supporting resources are found on www.floridaschoolleaders.org).

Rating Labels: What do they mean?

The principal should complete a self-assessment by scoring each of the indicators. The evaluator also will score each of the indicators. In an end-of the year conference, their respective ratings are shared and discussed. The evaluator then determines a final rating for each indicator and, using the procedures in this scoring guide, calculates an FSLA score.

Indicator ratings:

When assigning ratings to indicators in the FSLA, the evaluator should begin by reviewing the indicator rubrics. These are "word-picture" descriptions of leadership behaviors in each of the four levels of leadership behavior—"Highly Effective", "Effective", "Needs Improvement", and "Unsatisfactory." The evaluator finds the level that best describes performance related to the indicator.

The rating rubrics provide criteria that distinguish among the proficiency levels on the indicator. The illustrative examples of Leadership Evidence and Impact Evidence for each indicator provide direction on the range of evidence to consider. The rating for each indicator is the lowest rating for which the "word-picture" descriptors are appropriate and representative descriptions of what was observed about the leader's performance.

The ratings on the indicators aggregate to a rating on the Proficiency Areas based on tables in this guide.   The ratings on the Proficiency Areas within a Domain aggregate to a domain rating, using tables and formulas in this scoring guide.

The FSLA rubrics are designed to give principals a formative as well as a summative assessment of where they stand in all leadership performance areas and detailed guidance on how to improve. While they are not checklists for school visits by the principal's supervisor, they do reflect the key behaviors about which supervisors and principals should be conversing frequently throughout the year. Moreover, these behavioral leadership descriptions will form the basis for principal and supervisor coaching and mentoring sessions.

Distinguishing between proficiency ratings**:**

The "Effective" level describes leadership performance that has local impact (i.e., within the school) and meets organizational needs. It is adequate, necessary, and clearly makes a significant contribution to the school. The majority of the leadership workforce will be in the effective area once they have a clear understanding of what the FPLS require and have made the adjustments and growth necessary to upgrade performance. The previous rating system of "satisfactory " and "unsatisfactory" does not provide any guidance as to where those who repeat past performance levels will fall in the shift to research and standards-based assessments. Both school leaders and evaluators should reflect on performance based on the new FPLS and the rubrics of the FSLA.

The "Highly Effective" level is reserved for truly outstanding leadership as described by very demanding criteria. Performance at this level is dramatically superior to "Effective" in its impact on students, staff members, parents, and the school district. Highly effective leadership results from recurring engagement with "deliberate practice." In brief, the "Highly Effective" leader helps every other element within the organization become as good as they are. In normal distributions, some leaders will be rated highly effective on some indicators, but very few leaders will be rated highly effective as a summative performance level.

The "Needs Improvement" level describes principals who understand what is required for success, are willing to work toward that goal, and, with coaching and support, can become proficient. Needs improvement rating will occur where expectations have been raised and standards made more focused and specific. Professional behavior and focused professional learning will guide school leaders toward increasingly effective performance.

Performance at the "Unsatisfactory" level describe leaders who do not understand what is required for proficiency or who have demonstrated through their actions and/or inactions that they choose not to become proficient on the strategies, knowledge bases, and skills sets needed for student learning to improve and faculties to develop.

Step Two: Rate each Proficiency Area.
Ratings on the indicators in a Proficiency Area are combined to assign a proficiency level (HE, E, NI, or U) to a Proficiency Area: The distribution of indicator ratings within a Proficiency Area result in a Proficiency Area Rating. Since the number of indicators in a Proficiency Area varies, the following formulas are applied to assign Proficiency Area ratings. For each Proficiency Area, use the appropriate table.

Table 1

For Proficiency Areas 1,2,5,7,9 and 10 with **four Indicators**, each Proficiency Area is rated:
Highly Effective (HE) if: three or more indicators are HE and none are less than E.
Examples: HE+HE+HE+HE= HE   HE+HE+HE+E=HE
Effective (E) if: at least three are E or higher and no more than one are NI. None are U.
Examples: E+E+E+HE=E   E+E+E+NI=E   E+E+E+E=E
Needs Improvement (NI) if: Criteria for E not met and no more than one is U.
Examples: E+E+NI+NI=NI   HE+HE+NI+NI =NI   HE+E+U+NI=NI
Unsatisfactory (U) if: two or more are U.
Examples: HE+U+U+HE=U   E+NI+U+U=U   E+E+U+U=U

For the Proficiency Areas with fewer or more than four indicators, use the appropriate table below:

Table 2

For proficiency Area 3 with **six Indicators**, each Proficiency Area is rated:
Highly Effective (HE) if: four or more indicators are HE and none are less than E.
Examples: HE+HE+HE+HE+HE+HE=HE   HE+HE+HE+HE+E+E=HE
Effective (E) if: at least four are E or higher and no more than two are NI. None are U.
Examples: HE+HE+E+E+E+E=E   E+E+E+E+NI+NI=E
Needs Improvement (NI) if: Criteria for E not met and no more than two are U.
Examples: HE+HE+NI+NI+NI+NI=NI   NI+NI+NI+NI+U+U=NI   E+E+E+NI+NI+NI=NI   HE+HE+E+E+E+U=NI
Unsatisfactory (U) if: two or more are U.
Examples: HE+HE+HE+HE+U+U=U   NI+NI+NI+NI+U+U=U

Table 3

For Proficiency Area 4 with **seven Indicators**, each Proficiency Area is rated:
Highly Effective (HE) if: five or more indicators are HE and none are less than E.
Examples: HE+HE+HE+HE+HE+E+E=HE
Effective (E) if: at least five are E or higher and no more than two are NI. None are U.
Examples: HE+HE+E+E+E+NI+NI=E   E+E+E+E+E+NI+NI=E
Needs Improvement (NI) if: Criteria for E not met and no more than two are U.
Examples: E+E+E+E+NI+NI+NI=NI   HE+HE+E+E+E+U+U=NI   HE+HE+HE+HE+HE+HE+U=NI
Unsatisfactory (U) if: two or more are U.
Examples: HE+HE+HE+HE+HE+U+U=U   NI+NI+NI+NI+NI+U+U=U

Table 4

For Proficiency Area 6 with **five Indicators**, each Proficiency Area is rated:
Highly Effective (HE) if: four or more indicators are HE and none are less than E.
Examples: HE+HE+HE+HE+HE=HE   HE+HE+HE+HE+E=HE
Effective (E) if: at least four are E or higher and no more than one are NI. None are U.
Examples: E+E+E+E+E=E   HE+HE+E+E+E=E   HE+E+E+E+NI=E   E+E+E+E+NI=E
Needs Improvement (NI) if: Criteria for E not met and no more than one is U.
Examples: HE+HE+NI+NI+NI=NI   E+E+NI+NI+U=NI   NI+NI+NI+NI+U=NI
Unsatisfactory (U) if: two or more are U.
Examples: HE+HE+HE+U+U=U   NI+NI+NI+U+U=U

Table 5

For Proficiency Area 8 with **three Indicators**, each Proficiency Area is rated:
Highly Effective (HE) if: two or more indicators are HE and none are less than E.
Examples: HE+HE+HE=HE   HE+HE+E=HE
Effective (E) if: two or more are E or higher and no more than one is NI. None are U.
Examples: E+E+E=E   E+E+HE=E   E+HE+NI=E   HE+HE+NI=E
Needs Improvement (NI) if: Criteria for E not met and no more than one is U.
Examples: NI+NI+NI=NI   NI+NI+U=NI   HE+E+U=NI   HE+NI+NI=NI
Unsatisfactory (U) if: two or more are U.
Examples: HE+U+U=U   NI+U+U=U

When you have a rating (HE, E, NI, or U) for each Proficiency Area in a Domain, you then generate a Domain rating.

Step Three: Rate Each Domain.

Domains are rated as HE, E, NI, or U based on the distribution of ratings on Proficiency Areas within the Domain. The tables below provide rating criteria for each FSLA Domain.

Table 6

Domain Rating	**Domain I: Student Achievement** (Two Proficiency Areas)
Highly Effective if:	Both Proficiency Areas rated HE
Effective if:	• One Proficiency Area rated HE and one Effective, or • Both rated Effective
Needs Improvement if:	• One Proficiency Area rated HE or E and one rated NI or U • Both Proficiency Areas rated NI
Unsatisfactory if:	• One Proficiency Area rated NI and the other is rated U • Both are rated U

Table 7

Domain Rating	**Domain 2: Instructional Leadership** (Three Proficiency Areas)
Highly Effective if:	• All three Proficiency Areas are HE • Two Proficiency Areas rated HE and one E
Effective if:	• Two Proficiency Area rated E and one Effective or NI • All three Proficiency Areas rated E
Needs Improvement if:	• Any two Proficiency Areas rated NI • One Proficiency Area rated NI, one Proficiency Area rated U and one Proficiency Area rated E or HE
Unsatisfactory if:	• Two or more Proficiency Areas rated U

Table 8

Domain Rating	Domain 3: Organizational Leadership (Four Proficiency Areas)
Highly Effective if:	• All four Proficiency Areas are HE • Three Proficiency Areas rated HE and one E
Effective if:	• Two Proficiency Areas rated E and two rated HE • All four Proficiency Areas rated E • Three Proficiency Areas rated E and one rated either NI or HE
Needs Improvement if:	• Two Proficiency Areas rated E and two rated NI • Any three Proficiency Areas rated NI • One Proficiency Area rated NI, one Proficiency Area rated U and two Proficiency Area rated E or HE
Unsatisfactory if:	• Two or more Proficiency Areas rated U

Table 9

Domain Rating	Domain 4: Professional Behaviors (One Proficiency Area)
Highly Effective if:	If Proficiency Area 10 rated HE
Effective if:	If Proficiency Area 10 rated E
Needs Improvement if:	If Proficiency Area 10 rated NI
Unsatisfactory if:	If Proficiency Area 10 rated U

When you have determined Domain ratings, you then combine those ratings to generate an FSLA score.

Step 4: Calculate the FSLA Score.
- In Step One, proficiency ratings for indicators were made based on an assessment of available evidence and the rating rubrics.
- In Step Two, the apportionment of Indicators ratings, using the tables provided, generated a rating for each Proficiency Area within a Domain.
- In Step Three, Domain ratings were generated. All of these steps were based on evidence on the indicators and scoring tables.

At the FSLA scoring stage the model shifts to a weighted point system. Points are assigned to Domain ratings, direct weights are employed, and scores are converted to a numerical scale. The following point model is used:

Table 10

DOMAIN RATING	POINTS ASSIGNED
A Domain rating of Highly Effective	3 points
A Domain rating of Effective	2 points
A Domain rating of Needs Improvement	1 point
A Domain rating of Unsatisfactory	0 points

The Domain points are multiplied by the Domain's direct weight: The rating is entered in column 2 ("Rating"), the points in column 3 ("Points"), and a weighted score calculated in column 5.

Table 11

Domain	Rating	Points	Weight	Domain Weighted Score
Domain I: Student Achievement			.20	
Domain 2: Instructional Leadership			.40	
Domain 3: Organizational Leadership			.20	
Domain 4: Professional and Ethical Behavior			.20	

Example

Table 12

Domain	Rating	Points	Weight	Domain Weighed Score
Domain I: Student Achievement	HE	3	.20	.6
Domain 2:Instructional Leadership	E	2	.40	.8
Domain 3:Organizational Leadership	HE	3	.20	.6
Domain 4: Professional & Ethical Behavior	NI	1	.20	.2

After a Domain Weighted Score is calculated, the scores are converted to a 100 point scale. This process results in a FSLA Score range of 0 to 300 Points.

This table illustrates the conversion of a Domain Weighted value to a 100 point scale.

Example

Table 13

Domain	Rating	Points	Weight	Weighed value	Convert to 100 point scale	Domain Score
Domain I Student Achievement	HE	3	.20	.6	x 100	60
Domain 2 Instructional Leadership	E	2	.40	.8	x 100	80
Domain 3 Organizational Leadership	HE	3	.20	.6	x 100	60
Domain 4 Professional and Ethical Behavior	NI	1	20	.2	x 100	20
FSLA Score						220

The Domain scores are added up and an FSLA score determined. The FSLA Score is converted to an FSLA rating of HE, E, NI, or U based on this scale:

Table 14

FSLA SCORE	FSLA Proficiency Rating
240 to 300	Highly Effective
151 to 239	Effective
75 to 150	Needs Improvement
0 to 74	Unsatisfactory

The FSLA score is combined with a Deliberate Practice Score to generate a Leadership Practice Score. Section Three provides scoring processes for Deliberate Practice.

The FSLA score will be 80% of the Leadership Score.

The Deliberate Practice Score will be 20% of the Leadership Practice.

(Note: If there is no Deliberate Practice or other additional metric at this time, then the FSLA score is the Leadership Practice Score.)

Section Two: How to Score Deliberate Practice

NOTE: This section applies IF the district is using the state model deliberate practice metric. If deliberate practice is not in use at this time, skip to Section Three.

Deliberate Practice Score
- The DP score is 20% of the Leadership Practice Score.
- The DP metric will have 1 to 4 specific growth targets.
- Each target will have progress points (much like a learning goal for students).
- The targets will have equal weight and the leader's growth on each will be assessed as HE, E, NI, or U.

Table 15

Scoring a DP Growth Target	Rating Rubrics
Highly Effective	Target met, all progress points achieved, and verifiable improvement in leaders performance
Effective	Target met, progress points achieves....impact not yet evident
Needs Improvement	Target not met, but some progress points met
Unsatisfactory	Target not met, nothing beyond 1 progress point

A DP Score has an upper limit of 300 points. Each target is assigned an equal proportion of the total points. Therefore the points for each target will vary based on the number of targets.

Table 16

Number of growth targets	Maximum points per target	Maximum Point Range
One Target	300	300
Two Targets	150 (300/2)	300 (150 x 2)
Three Targets	100 (300/3)	300 (100 x 3)
Four Targets	75 (300/4)	300 (75 x 4)

Target values based on Rating (HE, E, NI, or U) and Number of Targets.

This chart shows the points earned by a growth target based on a rating Level (HE, E, NI, or U) **and** the total number of targets in the DP plan.

Table 17

Rating	Point values	If 1 target	If 2 targets	If 3 targets	If 4 targets
HE	max points	300	150	100	75
E	.80 of max	240	120	80	60
NI	.5 of max	150	75	50	37.5
U	.25 if some progress	75	37.5	25	18.75
U	.0 if 1 progress stage	0	0	0	0

A DP score is based on ratings of the targets and the points earned for each rating.

Examples

If Three Growth Targets:

Table 18

DP Target	Rating	Points (based on table 17 – column 5) *
DP TARGET 1	HE	100
DP TARGET 2	E	80
DP TARGET 3	NI	50
DP Score (target score added together)		230

* Points available vary based on total number of growth targets. Use Table 17 to select point values.

Deliberate Practice rating

Table 19

DP Score Range	DP Rating
240 to 300	Highly Effective
151 to 239	Effective
75 to 160	Needs Improvement
0 to 74	Unsatisfactory

Summary
80% of the Leadership Practice Score is based on the Florida School Leader Assessment Proficiency Score.

20% of the Leadership Practice Score is based on the Deliberate Practice Growth Score.

Section Three How to Calculate a Leadership Practice Score

A. FLSA SCORE:

_____ x .80 = _____

B. Deliberate Practice Score:

_____ x .20 = _____

C. Add scores from calculations A and B above to obtain Leadership Practice
   Score

Example:

FLSA score of 220 x. 80 = 176

DP score of 230 x .20 = 46

Leadership Practice Score is 222.

Leadership Score Range	Leadership Practice Rating
240 to 300	Highly Effective
151 to 239	Effective
75 to 150	Needs Improvement
0 to 74	Unsatisfactory

Section Four How to Calculate an Annual Performance Level

 1: Enter Cut scores for Student Growth Measures using a 300 point scale:

Above XXX = Highly effective

XXX to XXX = Effective

XXX to XXX = Needs Improvement

Below XXX = Unsatisfactory

Step 2: Enter Leadership Practice Score: _____

Step 3: Add SGM score and Leadership Practice Score

Example: SGM score of 212 + Leadership Practice score of 222 = 432 performance score

Performance score of 432 = rating of effective

Performance Score ranges	Performance Level Rating
480 to 600	Highly Effective
301 to 479	Effective
150 to 300	Needs Improvement
0 to 81	Unsatisfactory

Step 4: Enter rating on Evaluation form

Data Collection and Feedback Protocol Forms and Evaluation Rubrics

Florida School Leader Assessment
Data Collection and Feedback Protocol Forms for
Domains 1, 2, 3 and 4

These forms provide guidance to school leaders and evaluators on what is expected regarding each indicator.

The forms provide:

- The text of all Proficiency Areas and FSLA indicators
- Rubrics to distinguish among proficiency levels
    - A generic rubric that applies to each indicator and
    - An indicator specific rubric that applies to the individual indicator
- Narratives to assist in understanding the focus and priorities embedded in the FSLA
- Illustrative examples of Leadership Actions and Impacts on Others of Leadership Action that assist in understanding how the issue(s) in an indicator are observed "on the job".
- Reflection questions to guide personal growth

Domain 1 - Student Achievement

Narrative: Student achievement results in the student growth measures (SGM) segment of evaluation represent student results on specific statewide or district assessments or end-of-course exams. The leadership practice segment of the evaluation, through the proficiency areas and indicators in this domain, focuses on underline leadership behaviors that influence the desired student results.

Proficiency Area 1. Student Learning Results: Effective school leaders achieve results on the school's student learning goals and direct energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula.

Narrative: This proficiency area focuses on the leader's knowledge and actions regarding academic standards, use of performance data, planning and goal setting related to targeted student results, and capacities to understand what results are being obtained. This proficiency area is aligned with Florida Principal Leadership Standard #1.

Indicator 1.1 - Academic Standards: The leader demonstrates understanding of student requirements and academic standards (Common Core Standards and Next Generation Sunshine State Standards).

Narrative: Standards-based instruction is an essential element in the state's plan of action for preparing Florida's students for success in a 21st century global economy. This indicator is focused on the leader's understanding of what students are to know and be able to do. School leaders need to know the academic standards teachers are to teach and students are to master.

Note: Every credit course has specific academic standards assigned to it. Common Core Standards and Next Generation Sunshine State Standards (NGSSS) assigned to each course are found at www.floridastandards.org.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
Every faculty meeting and staff development forum is focused on student achievement on the Common Core Standards and NGSSS, including periodic	The link between standards and student performance is in evidence from the alignment in lesson plans of learning goals, activities and assignments to	Common Core Standards and NGSSS are accessible to faculty and students. Required training on standards-based instruction has been conducted, but the link	Classroom learning goals and curriculum are not monitored for alignment to standards or are considered a matter of individual discretion regardless of course

reviews of student work. The leader can articulate which Common Core Standards are designated for implementation in multiple courses.	course standards. The leader is able to recognize whether or not learning goals and student activities are related to standards in the course descriptions.	between standards and student performance is not readily evident to many faculty or students. Assignments and activities in most, but not all courses relate to the standards in the course descriptions.	description requirements. The leader is hesitant to intrude or is indifferent to decisions in the classroom that are at variance from the requirements of academic standards in the course descriptions. Training for the faculty on standards-based instruction does not occur and the leader does not demonstrate knowledge of how to access standards.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• School leader extracts data on standards associated with courses in the master schedule from the course descriptions and monitor for actual implementation. • Lesson plans are monitored for alignment with correct standards. • Agendas, memoranda, etc. reflect leader's communications to faculty on the role of state standards in curriculum, lesson planning, and tracking student progress. • Common Core Standards shared by multiple courses are identified and teachers with shared Common Core Standards are organized by the leader into collegial teams to coordinate instruction on those shared standards. • Other leadership evidence of proficiency on this indicator.	• Lesson plans identify connections of activities to standards. • Teacher leaders' meeting records verify recurring review of progress on state standards. • Students can articulate what they are expected to learn in a course and their perceptions align with standards in the course description. • Teachers routinely access course descriptions to maintain alignment of instruction with standards. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective [ ] Effective [ ] Needs Improvement [ ] Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 1.1

Highly Effective:	Effective:	Needs Improvement:	Unsatisfactory:
Do you routinely share examples of specific leadership, teaching, and curriculum strategies that are associated with improved student achievement on the Common Core Standards or NGSSS?	How do you support teachers' conversations about how they recognize student growth toward mastery of the standards assigned to their courses?	How do you monitor what happens in classrooms to insure that instruction and curriculum are aligned to academic standards?	Where do you find the standards that are required for the courses in your master schedule?

Indicator 1.2 – Performance Data: The leader demonstrates the use of student and adult performance data to make instructional leadership decisions.

Narrative: This indicator addresses the leader's proficiency in use of student and adult performance data to make instructional leadership decisions. What does test data and other sources of student performance data related to targeted academic goals say about what is needed? What does data about teacher proficiency or professional learning needs indicate needs to be done? The focus is what the leader does with data about student and adult performance to make instructional decisions that impact student achievement.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader can specifically document examples of decisions in teaching, assignment, curriculum, assessment, and intervention that have been made on the basis of data analysis. The leader has coached school administrators in other schools to improve their data analysis skills and to inform instructional decision making.	The leader uses multiple data sources, including state, district, school, and classroom assessments, and systematically examines data at the subscale level to find strengths and challenges. The leader empowers teaching and administrative staff to determine priorities using data on student and adult performance. Data insights are regularly the subject of faculty meetings and professional development sessions.	The leader is aware of state and district results and has discussed those results with staff, but has not linked specific decisions to the data. Data about adult performance (e.g. evaluation feedback data, professional learning needs assessments) are seldom used to inform instructional leadership decisions.	The leader is unaware of or indifferent to the data about student and adult performance, or fails to use such data as a basis for making decisions.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:		Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:	
- Data files and analyses on a wide range of student performance assessments are in routine use by the leader. - Analyses of trends and patterns in student performance over time are reflected in presentations to faculty on instructional improvement needs. - Analyses of trends and patterns in evaluation feedback on faculty proficiencies and professional learning needs are reflected in presentations to faculty on instructional improvement needs. - Leader's agendas, memoranda, etc. reflect recurring attention to performance data and data analyses. - Other leadership evidence of proficiency on this indicator.		- Teachers use performance data to make instructional decisions. - Department and team meetings reflect recurring attention to student performance data. - Teacher leaders identify changes in practice within their teams or departments based on performance data analyses. - Teacher leaders make presentations to colleagues on uses of performance data to modify instructional practices. - Other impact evidence of proficiency on this indicator.	

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective   [ ] Effective   [ ] Needs Improvement   [ ] Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 1.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How do you aggregate data about teacher proficiencies on instructional practices to stimulate dialogue about what changes in instruction are needed in order to improve student performance?	How do you verify that all faculty have sufficient grasp of the significance of student performance data to formulate rational improvement plans?	By what methods do you enable faculty to participate in useful discussions about the relationship between student performance data and the instructional actions under the teachers' control?	How much of the discussions with district staff about student performance data are confusing to you and how do you correct that?

Indicator 1.3 – Planning and Goal Setting: The leader demonstrates planning and goal setting to improve student achievement.

Narrative: Knowing the standards and making use of performance data is expected to play a significant role in planning and goal setting. This indicator is focused on the leader's alignment of planning and goal setting with improvement of student achievement.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader routinely shares examples of specific leadership, teaching, and curriculum strategies that are associated with improved student achievement. Other leaders credit this leader with sharing ideas, coaching, and providing technical assistance to implement successful new initiatives supported by quality planning and goal setting.	Goals and strategies reflect a clear relationship between the actions of teachers and leaders and the impact on student achievement. Results show steady improvements based on these leadership initiatives. Priorities for student growth are established, understood by staff and students, and plans to achieve those priorities are aligned with the actual actions of the staff and students.	Specific and measurable goals related to student achievement are established, but these efforts have yet to result in improved student achievement or planning for methods of monitoring improvements. Priorities for student growth are established in some areas, understood by some staff and students, and plans to achieve those priorities are aligned with the actual actions of some of the staff.	Planning for improvement in student achievement is not evident and goals are neither measurable nor specific. The leader focuses more on student characteristics as an explanation for student results than on the actions of the teachers and leaders in the system.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:		Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:	
• Clearly stated goals are accessible to faculty and students. • Agendas, memoranda, and other documents reflect a comprehensive planning process that resulted in formulation of the adopted goals. • Leader's presentations to faculty provide recurring updates on the status of plan implementation and progress toward goals. • Leader's presentations to parents focus on the school goals for student achievement. • Other leadership evidence of proficiency on this indicator.		• Faculty members are able to describe their participation in planning and goal setting processes. • Goals relevant to students and teachers' actions are evident and accessible. • Students are able to articulate the goals for their achievement which emerged from faculty and school leader planning. • Teachers and students track their progress toward accomplishment of the stated goals. • Other impact evidence of proficiency on this indicator.	

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective   [ ] Effective   [ ] Needs Improvement   [ ] Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 1.3

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What methods of sharing successful planning processes with other school leaders are most likely to generate district-wide improvements?	How will you monitor progress toward the goals so that adjustments needed are evident in time to make "course corrections?"	How do you engage more faculty in the planning process so that there is a uniform faculty understanding of the goals set?	How are other school leaders implementing planning and goal setting?

Indicator 1.4 - Student Achievement Results: The leader demonstrates evidence of student improvement through student achievement results.

Narrative: Engagement with the standards, using data, making plans and setting goals are important. This indicator shifts focus to the leader's use of evidence of actual improvement to build support for continued effort and further improvement.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
A consistent record of improved student achievement exists on multiple indicators of student success.\n\nStudent success occurs not only on the overall averages, but in each group of historically disadvantaged students.\n\nExplicit use of previous data indicates that the leader has focused on improving performance. In areas of previous success, the leader aggressively identifies new challenges, moving proficient performance to the exemplary level. Where new challenges emerge, the leader highlights the need, creates effective interventions, and reports improved results.	The leader reaches the required numbers, meeting performance goals for student achievement.\n\nResults on accomplished goals are used to maintain gains and stimulate future goal setting.\n\nThe average of the student population improves, as does the achievement of each group of students who have previously been identified as needing improvement.	Accumulation and exhibition of student improvement results are inconsistent or untimely.\n\nSome evidence of improvement exists, but there is insufficient evidence of using such improvements to initiate changes in leadership, teaching, and curriculum that will create the improvements necessary to achieve student performance goals.\n\nThe leader has taken some decisive actions to make some changes in time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement, but additional actions are needed to generate improvements for all students.	Evidence of student improvement is not routinely gathered and used to promote further growth.\n\nIndifferent to the data about learning needs, the leader blames students, families, and external characteristics for insufficient progress.\n\nThe leader does not believe that student achievement can improve.\n\nThe leader has not taken decisive action to change time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• The leader generates data that describes what improvements have occurred.\n• Agendas, memoranda, and other documents for faculty and	• Teachers routinely inform students and parents on student progress on instructional goals.\n• Posters and other informational signage informing of student

students communicate the progress made and relate that progress to teacher and student capacity to make further gains. • Evidence on student improvement is routinely shared with parents. • Other leadership evidence of proficiency on this indicator.	improvements are distributed in the school and community. • Team and department meetings' minutes reflect attention to evidence of student improvements. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective   [ ] Effective   [ ] Needs Improvement   [ ] Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 1.4

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How do you share with other school leaders how to use student improvement results to raise expectations and improve future results?	How do you engage students in sharing examples of their growth with other students?	How do you engage faculty in routinely sharing examples of student improvement?	What processes should you employ to gather data on student improvements?

Proficiency Area 2. <u>Student Learning as a Priority</u>: Effective school leaders demonstrate that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success.

Narrative: This proficiency area is aligned with Florida Principal Leadership Standard #2. A learning organization has essential elements regarding the behavior of people in the organization. When all elements are present and interacting, productive systemic change is possible. This proficiency area is focused on the degree to which learning organization elements exist in the school and reflect the following priorities on student learning:

- Supports for personal mastery of each person's job focus on job aspects related to student learning
- Team learning among faculty is focused on student learning
- Processes for exploring and challenging mental models that hamper understanding and progress on student learning are in use
- A shared vision has student learning as a priority
- Systems thinking is employed to align various aspects of school life in ways that promote learning

Indicator 2.1 – Learning Organization: The leader enables faculty and staff to work as a system focused on student learning and engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.

Narrative: Are the elements of a learning organization present among the adults in the school? Are the learning organization elements focused on student learning? Is the system in operation at the school engaging faculty in improving results for under-achieving subgroups? This indicator addresses the systemic processes that make gap reduction possible. Is the leader proficient in building capacity for change?

Note: Indicator 5.4 from Florida Principal Leadership Standard #5 addresses actual success in reducing achievement gaps.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The essential elements of a learning organization (i.e. personal mastery of competencies, team learning, examination of mental models, shared vision, and systemic thinking) are focused on improving student learning	The leader's actions and supported processes enable the instructional and administrative workforce of the school to function as a learning organization with all faculty having recurring opportunities to participate in deepening personal	The leader's actions reflect attention to building an organization where the essential elements of a learning organization (i.e. personal mastery of competencies, team learning, examination of mental models, shared vision, and	There is no or minimal evidence of proactive leadership that supports emergence of a learning organization focused on student learning as the priority function of the organization.

Any works in progress on personal mastery of instructional |

results. Positive trends are evident in closing learning performance gaps among all student subgroups within the school. There is evidence that the interaction among the elements of the learning organization deepen the impact on student learning. The leader routinely shares with colleagues throughout the district the effective leadership practices learned from proficient implementation of the essential elements of a learning organization.	mastery of competencies, team learning, examination of mental models, a shared vision, and systemic thinking. These fully operational capacities are focused on improving all students' learning <u>and</u> closing learning performance gaps among student subgroups within the school.	systemic thinking) are emerging, but processes that support each of the essential elements are not fully implemented, or are not yet consistently focused on student learning as the priority, or are not focused on closing learning performance gaps among student subgroups within the school.	competencies, team learning processes, examinations of mental models, a shared vision of outcomes sought, or systemic thinking about instructional practices are not aligned or are not organized in ways that impact student achievement gaps.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:
- Principal's support for team learning processes focused on student learning is evident throughout the school year. - Principal's team learning processes are focused on student learning. - Principal's meeting agendas reflect student learning topics routinely taking precedence over other issues as reflected by place on the agenda and time committed to the issues. - School Improvement Plan reflects a systemic analysis of the actionable causes of gaps in student performance and contains goals that support systemic improvement. - The principal supports through personal action, professional learning by self and faculty, exploration of mental models, team learning, shared vision, and systems thinking practices focused on improving student learning. - Dialogues with faculty and staff on professional learning goes beyond learning what is needed for meeting basic expectations and is focused on learning that enhances the collective capacity to create improved outcomes for all students. - Other leadership evidence of proficiency on this indicator.	- Team learning practices are evident among the faculty and focused on performance gaps among student subgroups within the school. - Professional learning actions by faculty address performance gaps among student subgroups within the school. - Performance gaps among student subgroups within the school show improvement trends. - Faculty, department, team, and cross-curricular meetings focus on student learning. - Data Teams, Professional Learning Communities, and/or Lesson Study groups show evidence of recurring meetings and focus on student learning issues. - Faculty and staff talk about being part of something larger than themselves, of being connected, of being generative of something truly important in students' lives. - There is systemic evidence of celebrating student success with an emphasis on reflection on why success happened. - Teacher or student questionnaire results address learning organization's essential elements. - Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective   [ ] Effective   [ ] Needs Improvement   [ ] Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 2.1

Highly Effective	Effective	Needs Improvement	Unsatisfactory
Has your leadership resulted in people continually expanding their capacity to create the results they truly desire? Is there evidence that new and expansive patterns of thinking are nurtured? Are the people who make up your school community continually learning to see the "big picture" (i.e. the systemic connections between practices and processes)?	Where the essential elements of a learning organization are in place and interacting, how do you monitor what you are creating collectively is focused on student learning needs and making a difference for all students?	What essential elements of a learning organization have supports in place and which need development? Understanding that systemic change does not occur unless all of the essential elements of the learning organization are in operation, interacting, and focused on student learning as their priority function, what gaps do you need to fill in your supporting processes and what leadership actions will enable all faculty and staff to get involved?	What happens in schools that are effective learning organizations that does not happen in this school? How can you initiate work toward a learning organization by developing effective collaborative work systems (e.g., Data Teams, Professional Learning Communities, Lesson Studies)?

Indicator 2.2 – School Climate: The leader maintains a school climate that supports student engagement in learning.

Narrative: "Climate" at a school is determined by how people treat one another and what is respected and what is not. School leaders who promote a school climate where learning is respected, effort is valued, improvement is recognized, and it is safe to acknowledge learning needs have provided students support for sustained engagement in learning.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader ensures that the school's identity and climate (e.g., vision, mission, values, beliefs, and goals) actually drives decisions and informs the climate of the school. Respect for students' cultural, linguistic and family background is evident in the leader's conduct and expectations for the faculty. The leader is proactive in guiding faculty in adapting the learning environment to accommodate the	The leader systematically (e.g., has a plan, with goals, measurable strategies, and recurring monitoring) establishes and maintains a school climate of collaboration, distributed leadership, and continuous improvement, which guides the disciplined thoughts and actions of all staff and students. Policies and the implementation of those policies result in a climate of respect for student learning needs	Some practices promote respect for student learning needs and cultural, linguistic and family background, but there are discernable subgroups who do not perceive the school climate as supportive of their needs. The school climate does not generate a level of school-wide student engagement that leads to improvement trends in all student	Student and/or faculty apathy in regard to student achievement and the importance of learning is easily discernable across the school population and there are no or minimal leadership actions to change school climate. Student subgroups are evident that do not perceive the school as focused on or respectful of their learning needs or cultural, linguistic and family background or there is no

GCPS 2012   Page |

differing needs and diversity of students. School-wide values, beliefs, and goals are supported by individual and class behaviors through a well-planned management system.	and cultural, linguistic and family background. Classroom practices on adapting the learning environment to accommodate the differing needs and diversity of students are consistently applied throughout the school.	subgroups. The leader provides school rules and class management practices that promote student engagement and are fairly implemented across all subgroups. Classroom practices on adapting the learning environment to accommodate the differing needs and diversity of students are inconsistently applied.	to minimal support for managing individual and class behaviors through a well-planned management system.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• The leader organizes, allocates, and manages the resources of time, space, and attention so that the needs of all student subgroups are recognized and addressed. • There are recurring examples of the leader's presentations, documents, and actions that reflect respect for students' cultural, linguistic and family background. • The leader maintains a climate of openness and inquiry and supports student and faculty access to leadership. • The school's vision, mission, values, beliefs, and goals reflect an expectation that student learning needs and cultural, linguistic and family backgrounds are respected and school rules consistent with those beliefs are routinely implemented. • Professional learning is provided to sustain faculty understanding of student needs. • Procedures are in place and monitored to ensure students have effective means to express concerns over any aspect of school climate. • Other leadership evidence of proficiency on this indicator.	• Classroom rules and posted procedures stress positive expectations and not just "do nots." • All student subgroups participate in school events and activities. • A multi-tiered system of supports that accommodates the differing needs and diversity of students is evident across all classes. • Students in all subgroups express a belief that the school responds to their needs and is a positive influence on their future well-being. • Walkthroughs provide recurring trends of high student engagement in lessons. • Student services staff/counselors' anecdotal evidence shows trends in student attitudes toward the school and engagement in learning. • Teacher/student/parent survey or questionnaire results reflect a school climate that supports student engagement in learning. • The availability of and student participation in academic supports outside the classroom that assist student engagement in learning. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective   [ ] Effective   [ ] Needs Improvement   [ ] Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 2.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
In what ways might you further extend your reach within the district to help others benefit from your knowledge and skill in establishing and maintaining a school climate that supports student engagement in learning?	What strategies have you considered that would ensure that the school's identity and climate (e.g., vision, mission, values, beliefs, and goals) actually drives decisions and informs the climate of the school? How could you share with your colleagues across the district the successes (or failures) of your efforts?	How might you structure a plan that establishes and maintains a school climate of collaboration, distributed leadership, and continuous improvement, which guides the disciplined thought and action of all staff and students?	What might be the importance of developing a shared vision, mission, values, beliefs, and goals to establish and maintain a school climate that supports student engagement in learning?

Indicator 2.3 – High Expectations: The leader generates high expectations for learning growth by all students.

Narrative: The leader who expects little from students and faculty will get less than they are capable of accomplishing. "Every child can learn" takes on new meaning when supported by faculty and school leader expectations that students can and will learn a lot...not just a minimum to get by. Expecting quality is a measure of respect.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader incorporates community members and other stakeholder groups into the establishment and support of high academic expectations. The leader benchmarks expectations to the performance of the state's, nation's, and world's highest performing schools. The leader creates systems and approaches to monitor the level of academic expectations. The leader encourages a culture in which students are able to clearly articulate their diverse personal academic goals.	The leader systematically (e.g., has a plan, with goals, measurable strategies, and a frequent monitoring schedule) creates and supports high academic expectations by empowering teachers and staff to set high and demanding academic expectations for every student. The leader ensures that students are consistently learning, respectful, and on task. The leader sets clear expectations for student academics and establishing consistent practices across classrooms. The leader ensures the use of instructional practices with proven effectiveness in creating success for all students, including those with diverse characteristics and needs.	The leader creates and supports high academic expectations by setting clear expectations for student academics, but is inconsistent or occasionally fails to hold all students to these expectations. The leader sets expectations, but fails to empower teachers to set high expectations for student academic performance.	The leader does not create or support high academic expectations by accepting poor academic performance. The leader fails to set high expectations or sets unrealistic or unattainable goals. Perceptions among students, faculty, or community that academic shortcomings of student subgroups are explained by inadequacy of parent involvement, community conditions, or student apathy are not challenged by the school leader.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:
• School Improvement Plan targets meaningful growth beyond what normal variation might provide. • Test specification documents and state standards are used to identify levels of student performance and performance at the higher levels of implementation is stressed. • Samples of written feedback provided to teachers regarding student goal setting practices are focused on high expectations. • Agendas/Minutes from collaborative work systems (e.g., Data Teams,	• Rewards and recognitions are aligned with efforts for the more difficult rather than easier outcomes. • Learning goals routinely identify performance levels above the targeted implementation level. • Teachers can attest to the leader's support for setting high academic expectations. • Students can attest to the teacher's high academic expectations. • Parents can attest to the teacher's high academic expectations. • Other impact evidence of proficiency on this indicator.

Professional Learning Communities) address processes for "raising the bar." • Other leadership evidence of proficiency on this indicator.	

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective   [ ] Effective   [ ] Needs Improvement   [ ] Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 2.3

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What strategies have you considered using that would increase the professional knowledge opportunities for colleagues across the school district in the area of setting high academic expectations for students?	How might you incorporate community members and other stakeholder groups into the establishment and support of high academic expectations?	What are 2-3 key strategies you have thought about using that would increase your consistency in creating and supporting high academic expectations for every student?	What might be some strategies you could use to create or support high academic expectations of students?

Indicator 2.4 – Student Performance Focus: The leader demonstrates understanding of present levels of student performance based on routine assessment processes that reflect the current reality of student proficiency on academic standards.

Narrative: Lots of talk about high expectations, goal setting, working hard, rigor, and getting results is important, but leaders need to know where students' actual performance levels are to be able to track real progress. Knowing annual test results is useful, but it is not enough. What does the leader do to know whether progress is being made or not and whether "mid-course" corrections are required?

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
Assessment data generated at the school level provides an on-going perspective of the current reality of student proficiency on academic standards. There is evidence of decisive changes in teacher assignments and curriculum based on student and adult performance data. Case studies of effective decisions based on performance data are shared widely with other leaders and throughout the district.	Each academic standard has been analyzed and translated into student-accessible language and processes for tracking student progress are in operation. Power (high priority) standards are widely shared by faculty members and are visible throughout the building. Assessments on student progress on them are a routine event. The link between standards and student performance is in evidence from the posting of proficient student work throughout the building.	Standards have been analyzed, but are not translated into student-accessible language. School level assessments are inconsistent in their alignment with the course standards. Power (high priority) standards are developed, but not widely known or used by faculty, and/or are not aligned with assessment data on student progress. Student work is posted, but does not reflect proficient work throughout the building.	There is no or minimal coordination of assessment practices to provide on-going data about student progress toward academic standards. School level assessments are not monitored for alignment with the implementation level of the standards. No processes in use to analyze standards and identify assessment priorities. No high priority standards are identified and aligned with assessment practices.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• Documents, charts, graphs, tables, and other forms of graphic displays reflecting students' current levels of performance are routinely used by the leader to communicate "current realities." • Documents, charts, graphs, tables, and other forms of graphic displays reflect trend lines over time on student growth on learning priorities. • Teacher schedule changes are based on student data. • Curriculum materials changes are based on student data. • Other leadership evidence of proficiency on this indicator.	• Faculty track student progress practices. • Students track their own progress on learning goals. • Current examples of student work are posted with teacher comments reflecting how the work aligns with priority goals. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective   [ ] Effective   [ ] Needs Improvement   [ ] Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 2.4

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What data other than end of year state assessments would be helpful in understanding student progress at least every 3-4 weeks?	What data other than end of year state assessments would be helpful in understanding student progress on at least a quarterly basis?	What data other than end of year state assessments would be helpful in understanding student progress on at least a semi-annual basis?	What data other than end of year state assessments would be helpful in understanding student progress?

Domain 2 - Instructional Leadership

Narrative: School leaders do many things. Domain 2 of the FSLA addresses a core of leader behaviors that impact the quality of essential elements for student learning growth. The skill sets and knowledge bases employed for this domain generate 40% of the FSLA Score. The success of the school leader in providing a quality instructional framework, appropriately focused faculty development, and a student oriented learning environment are essential to student achievement.

Proficiency Area 3. **Instructional Plan Implementation**: **Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments.**

Narrative: Proficiency Area 3 is focused on Florida Principal Leadership Standard #3 (FPLS). Aligning the key issues identified in the indicators into an efficient system is the leader's responsibility. This area stresses the leader's proficiency at understanding the current reality of what faculty and students know and can do regarding priority practices and goals.

Indicator 3.1 – FEAPs: The leader aligns the school's instructional programs and practices with the Florida Educator Accomplished Practices (Rule 6A-5.065, F.A.C.) and models use of the Florida common language of instruction to guide faculty and staff implementation of the foundational principles and practices.

Narrative: Indicator 3.1 is focused on the school leader's understanding of the Florida Educator Accomplished Practices (FEAPs) and ability to use Florida's common language of instruction. To be effective participants in school, district and statewide communities of practice working collegially for high quality implementation of the FEAPs, educators at the school level must be able to communicate and organize their efforts using the terms and concepts in the FEAPs and the Florida common language of instruction. This indicator is about the school leader's proficiency in making that happen by using a core set of expectations (the FEAPs) and terminology (the common language) to guide and focus teacher discussions on instructional improvements. Florida's common language of instruction is used so that educators in Florida use the core terms in the same way and with a common understanding.

Note: The FEAPs, a FEAPs brochure, and Florida's common language may be explored at http://www.floridaschoolleaders.org.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The instructional program and practices are fully aligned with the FEAPs. Faculty and staff implementation of the FEAPs is consistently proficient and professional conversations among school leadership and faculty about instruction use the Florida common language of instruction and the terminology of the FEAPs. The leader's use of FEAPs and common language resources results in all educators at the school site having access to and making use of the FEAPs and common language. Teacher-leaders at the school use the FEAPs and common language.	The leader's use of FEAPs content and terms from the common language is a routine event and most instructional activities align with the FEAPs. Coordinated processes are underway that link progress on student learning growth with proficient FEAPs implementation. The leader's use of FEAPs and common language resources results in most faculty at the school site having access to and making use of the FEAPs and common language. The leader uses the common language to enable faculty to recognize connections between the FEAPs, the district's evaluation indicators, and contemporary research on effective instructional practice.	The leader demonstrates some use of the FEAPs and common language to focus faculty on instructional improvement, but is inconsistent in addressing the FEAPs. The leader's use of FEAPs and common language resources results in some faculty at the school site having access to and making use of the FEAPs and common language. There are gaps in alignment of ongoing instructional practices at the school site with the FEAPs. There is some correct use of terms in the common language but errors or omissions are evident.	There is no or minimal evidence that the principles and practices of the FEAPs are presented to the faculty as priority expectations. The leader does not give evidence of being conversant with the FEAPs or the common language. The leader's use of FEAPs and common language resources results in few faculty at the school site having access to and making use of the FEAPs and common language.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students, and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• The leader's documents, agendas, memorandum, etc. make reference to the content of the FEAPs and make correct use of the common language. • School improvement documents reflect concepts from the FEAPs and common language. • The leader can articulate the instructional practices set forth in the FEAPs. • Faculty meetings focus on issues related to the FEAPs. • The leader's monitoring practices result in written feedback to faculty on quality of alignment of instructional practice with the FEAPs. • The leader's communications to parents and other stakeholders reflect use of FEAPs and common language references. • Other leadership evidence of proficiency on this indicator.	• Teachers are conversant with the content of the FEAPs. • Teachers can describe their primary instructional practices using the terms and concepts in the FEAPs. • Teachers use the common language and attribute their use to the leader providing access to the online resources. • School level support programs for new hires include training on the FEAPs. • FEAPs brochures and excerpts from the common language are readily accessible to faculty. • Faculty members are able to connect indicators in the district's instructional evaluation system with the FEAPs. • Sub-ordinate leaders (e.g. teacher leaders, assistant principals) use FEAPs and common language terms accurately in their communications. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective   [ ] Effective   [ ] Needs Improvement   [ ] Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 3.1

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How are you able to provide specific feedback to teachers on improving proficiency in the FEAPs and/or common language?	How do you recognize practices reflected in the FEAPs and/or common language as you conduct teacher observations?	Do you review the FEAPs and/or common language resources frequently enough to be able to recall the main practices and principles contained in them?	Do you know where to find the text of the FEAPs and common language?

Indicator 3.2 – Standards-Based Instruction: The leader delivers an instructional program that implements the state's adopted academic standards (Common Core and NGSSS) in a manner that is rigorous and culturally relevant to the students by:

- **aligning academic standards, effective instruction and leadership, and student performance practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals, and**
- **communicating to faculty the cause and effect relationship between effective instruction on academic standards and student performance.**

Narrative: Florida's plan of action for educating our children for the 21st century is based on standards-based instruction. Course descriptions specify the standards that are to be learned in each course. All of the course content in courses for which students receive credit toward promotion/graduation is expected to be focused on the standards in the course description. This indicator addresses the leader's proficiency at making sure all students receive rigorous, culturally relevant standards-based instruction by aligning key practices with the state's academic standards (Common Core, NGSSS, Access Points). The leader does what is necessary to make sure faculty recognize and act on the cause and effect relationship between good instruction (i.e., research-based strategies, rigorous, culturally relevant,) on the "right stuff" (the state standards adapted based on data about student needs).

Note: Course descriptions and the standards for each course may be explored at www.floridastandards.org.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
Processes exist for all courses to ensure that what students are learning is aligned with state standards for the course. The leader has institutionalized quality control monitoring to ensure that instruction is aligned with the standards and is consistently delivered in a rigorous and culturally relevant manner for all students. Teacher teams coordinate work on student mastery of the standards to promote integration of the standards into useful skills. The leader provides quality	Processes exist for most courses to ensure that what students are learning is aligned with state standards for the course. Instruction aligned with the standards is, in most courses, delivered in a rigorous and culturally relevant manner for all students. The leader routinely monitors instruction to ensure quality is maintained and intervenes as necessary to improve alignment, rigor, and/or cultural relevance for most courses. Collegial faculty teamwork is evident in coordinating instruction on Common Core standards that are addressed in	Processes exist for some courses to ensure that what students are learning is aligned with state standards for the course. Instruction is aligned with the standards in some courses. Instruction is delivered in a rigorous manner in some courses. Instruction is culturally relevant for some students. The leader has implemented processes to monitor progress in some courses, but does not intervene to make improvements in a timely manner.	There is limited or no evidence that the leader monitors the alignment of instruction with state standards, or the rigor and cultural relevance of instruction across the grades and subjects. The leader limits opportunities for all students to meet high expectations by allowing or ignoring practices in curriculum and instruction that are culturally, racially, or ethnically insensitive and/or inappropriate. The leader does not know and/or chooses not to interact with staff about teaching using research-based instructional strategies to obtain high levels of achievement for all students.

assistance to other school leaders in effective ways to communicate the cause and effect relationship between effective standards-based instruction and student growth.	more than one course.		

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• The leader's faculty, department, grade-level meeting agendas, minutes, and other documents focus on the alignment of curriculum and instruction with state standards. • School Improvement Plan goals and actions are linked to targeted academic standards. • The leader's presentations to faculty on proficiency expectations include illustrations of what "rigor" and "culturally relevant" mean. • Monitoring documents indicate frequent review of research-based instructional practices regarding alignment, rigor and cultural relevance. • Results of monitoring on research-based instruction are used to increase alignment to standards, rigor, and/ or cultural relevance. • School's financial documents reflect expenditures supporting standards-based instruction, rigor, and/or cultural relevance. • Other leadership evidence of proficiency on this indicator.	• Faculty members routinely access or provide evidence of using content from www.floridastandards.org • Faculty has and makes use of the list of standards associated with their course(s). • Activities and assignments are aligned with standards applicable to the course and those connections are conveyed to students. • Teachers can describe a school wide "plan of action" that aligns curriculum and standards and provide examples of how they implement that plan in their courses. • Teachers attest to the leader's efforts to preserve instructional time for standards-based instruction. • Teachers attest to the leader's frequent monitoring of research-based instructional practices and application of those practices in pursuit of student progress on the course standards. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] **Highly Effective**   [ ] **Effective**   [ ] **Needs Improvement**   [ ] **Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Enter data here:

Reflection Questions for Indicator 3.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What procedures might you establish to increase your ability to help your colleagues lead the implementation of the district's curriculum to provide instruction that is standards-based, rigorous, and culturally relevant?	In what ways can you offer professional learning for individual and collegial groups within the school or district that illustrate how to provide rigor and cultural relevance when delivering instruction on the standards?	What might be 2-3 key leadership strategies that would help you to systematically act on the belief that all students can learn at high levels? How can your leadership in curriculum and instruction convey respect for the diversity of students and staff?	Where do you go to find out what standards are to be addressed in each course? How might you open up opportunities for all students to meet high expectations through your leadership in curriculum and instruction?
What can you share about your leadership actions to ensure that staff members have adequate time and support, and effective monitoring and feedback on proficiency in use of research-based instruction focused on the standards?	How do you engage teachers in deliberate practice focused on mastery of standards-based instruction?	How might you increase the consistency with which you monitor and support staff to effectively use research-based instruction to meet the learning needs of all students? What are ways you can ensure that staff members are aligning their instructional practices with state standards?	Do you have processes to monitor how students spend their learning time? In what ways are you monitoring teacher implementation of effective, research-based instruction? In what ways are you monitoring teacher instruction in the state's academic standards?

Indicator 3.3 – Learning Goals Alignments: The leader implements recurring monitoring and feedback processes to insure that priority learning goals established for students are based on the state's adopted student academic standards as defined in state course descriptions, presented in student accessible forms, and accompanied by scales or rubric to guide tracking progress toward student mastery.

Narrative: "Learning goals" is a high-effect size strategy that uses scales or progressive levels to monitor student growth on the way to mastery of a state academic standard. Learning goals typically take 2-9 weeks of student time to master so are more comprehensive than daily objectives. The essential issue is that the teacher creates "scales" or levels of progress toward mastery of the learning goal. Teacher and students use those scales to track progress toward mastery of the goal(s). This indicator addresses the leader's proficiency at monitoring and providing feedback on teacher and student use of priority learning goals with scales. The leader is expected to go beyond low levels of monitoring that address whether the teacher provides such goals and attends to the levels of student understanding and engagement with the learning goals. Do the students pursue those goals? Do they track their own progress? Is celebrations of success on learning goals focused on how success was achieved more than that is was obtained?

Note: Beginning in the 2012-13 school year, professional learning about learning goals and sample learning goals may be explored at www.floridastandards.org, www.floridaschoolleaders.org, and www.startwithsuccess.org.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
Recurring leadership involvement in the improvement in quality of daily classroom practice is evident and is focused on student progress on priority learning goals. Routine and recurring practices are evident that support celebration of student success in accomplishing priority learning goals and such celebrations focus on how the success was obtained. The leader routinely shares examples of effective learning goals that are associated with improved student achievement. Other leaders credit this leader with sharing ideas, coaching, and providing technical assistance to	Clearly stated learning goals accompanied by a scale or rubric that describes measurable levels of performance, aligned to the state's adopted student academic standards, is an instructional strategy in routine use in courses school wide. Standards-based instruction is an evident priority in the school and student results on incremental measures of success, like progress on learning goals, are routinely monitored and acknowledged. The formats or templates used to express learning goals and scales are adapted to support the complexity of the expectations and	Specific and measurable learning goals with progress scales, aligned to the state's adopted student academic standards in the course description, are in use in some but not most of the courses. Learning goals are posted/provided in some classes are not current, do not relate to the students current assignments and/or activities, or are not recognized by the students as priorities for their own effort. Learning goals tend to be expressed at levels of text complexity not accessible by the targeted students and/or at levels of complexity too simplified to promote mastery of the associated standards.	Clearly stated priority learning goals accompanied by a scale or rubric that describes levels of performance relative to the learning goal are <u>not</u> systematically provided across the curriculum to guide student learning, <u>or</u> learning goals, where provided, are <u>not</u> aligned to state standards in the course description. The leader engages in minimal to non-existent monitoring and feedback practices on the quality and timeliness of information provided to students on what they are expected to know and be able to do (i.e. no alignment of learning goals with state standards for the course). There are minimal or no leadership practices to monitor faculty practices

implement successful use of leaning goals in standards-based instruction.	the learning needs of the students. Clearly stated learning goals aligned to state or district initiatives in support of student reading skills are in use school wide.	Processes that enable students and teachers to track progress toward mastery of priority learning goals are not widely implemented throughout the school.	on tracking student progress on priority learning goals.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:		**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
- Agendas, meeting minutes, and memoranda to the faculty make evident a focus on importance of learning goals with scales to engage students in focusing on what they are to understand and be able to do. - The leader's practices on teacher observation and feedback routinely address learning goals and tracking student progress. - The leader provides coaching or other assistance to teachers struggling with use of the learning goals strategy. - Procedures are in place to monitor and promote faculty collegial discussion on the implementation levels of learning goals to promote alignment with the implementation level of the associated state standards. - Leader's communications to students provide evidence of support of students making progress on learning goals. - Progress monitoring of adult and student performance on targeted priority learning goals is documented, charted, and posted in high traffic areas of the school. - Evidence of the leader's intervention(s) with teachers who do not provide learning goals that increase students' opportunities for success. - Other leadership evidence of proficiency on this indicator.		- Clearly stated learning goals accompanied by a scale or rubric that describes levels of performance relative to the learning goal are posted or easily assessable to students. - Teams or departments meet regularly to discuss the quality of learning goals with scales being employed and adapt them based on student success rates. - Teacher lesson plans provide evidence of the connection of planned activities and assignments to learning goals. - Teacher documents prepared for parent information make clear the targeted learning goals for the students. - Students are able to express their learning goals during walkthroughs or classroom observations. - Students are able to explain the relationship between current activities and assignments and priory learning goals. - Lesson study groups and other collegial learning teams routinely discuss learning goals and scales for progression - Methods of both teachers and students tracking student progress toward learning goals are evident. - Celebrations of student success include reflections by teachers and students on the reasons for the success - Teachers can identify the learning goals that result in the high levels of student learning. - Other impact evidence of proficiency on this indicator	

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] **Highly Effective**   [ ] **Effective**   [ ] **Needs Improvement**   [ ] **Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Enter data here:

Reflection Questions for Indicator 3.3

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What specific strategies have you employed to measure improvements in teaching and innovations in use of learning goals and how can you use such measures as predictors of improved student achievement?	What system supports are in place to ensure that the best ideas and thinking on learning goals are shared with colleagues and are a priority of collegial professional learning?	To what extent do learning goals presented to the students reflect a clear relationship between the course standards and the assignments and activities students are given?	What have I done to deepen my understanding of the connection between the instructional strategies of learning goals and tracking student progress?

Indicator 3.4 – Curriculum Alignments: Systemic processes are implemented to ensure alignment of curriculum resources with state standards for the courses taught.

Narrative: Academic standards are determined at the state level and the curriculum used to enable students to master those standards is determined at the district and school level. Curriculum must be aligned with the standards if it is to support standards-based instruction. Curriculum resources may or may not be fully aligned with the standards assigned to a specific course. The learning needs of students in specific classes may require additional or adapted curriculum materials to address issues of rigor, cultural relevance, or support for needed learning goals. School leaders maintain processes to monitor the appropriateness and alignment of curriculum to standards and intervene to make adjustments as needed to enable students to access curriculum that supports the standards.

Note: Where gaps or misalignments are noted by the processes addressed in this indicator, the leader's actions relevant to Indicator 8.2 (Strategic Instructional Resourcing) should be addressed.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader routinely engages faculty in processes to improve the quality of curriculum resources in regard to their alignment with standards and impact on student achievement and supports replacing resources as more effective ones are available. The leader is proactive in engaging other school leaders in sharing feedback on identification and effective use of curriculum resources that are associated with improved student achievement. Parents and community members credit this leader with sharing ideas or curriculum supports that enable home and community to support student mastery of priority standards.	Specific and recurring procedures are in place to monitor the quality of alignment between curriculum resources and standards. Procedures under the control of the leader for acquiring new curriculum resources include assessment of alignment with standards. Curriculum resources aligned to state standards by resource publishers/developers are used school wide to focus instruction on state standards, and state, district, or school supplementary materials are routinely used that identify and fill gaps, and align instruction with the implementation level of the standards.	Processes to monitor alignment of curriculum resources with standards in the course descriptions are untimely or not comprehensive across the curriculum. Efforts to align curriculum with standards are emerging but have not yet resulted in improved student achievement. Curriculum resources aligned to state standards by text publishers/developers are used school wide to focus instruction on state standards, but there is no to minimal use of state, district, or school supplementary materials that identify and fill gaps, and align instruction with the implementation level of the standards.	There are no or minimal processes managed by the leader to verify that curriculum resources are aligned with the standards in the course descriptions.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• Curriculum is presented to faculty and students as the content reflected in course descriptions rather than the content in a textbook. • School procedures for acquisition of instructional materials include assessment of their usefulness in helping students' master state standards and include processes to address gaps or misalignments. • Course descriptions play a larger role in focusing course content than do test item specification documents. • Agendas, meeting minutes, and memoranda to the faculty make evident a focus on importance of curriculum being a vehicle for enabling students to master standards in the course description. • Media center acquisitions reflect a systematic effort to build curriculum supports that support student mastery of content standards at various levels of implementation. • NGSSS and Common Core standards are routinely used to frame discussions on the quality and sufficiency of curriculum support materials. • Other leadership evidence of proficiency on this indicator.	• Teachers can describe the strengths and weaknesses of primary texts in regard to alignment with standards in the state course description. • Students are able to characterize text books and other school provided resources tools as aids in student mastery of course standards. • Pacing guides focus assignments and activities planned for students on learning goals and state standards rather than coverage of chapters in a text. • Documents can be presented that inform of the alignment between curriculum resources and standards for the course. • Teachers can identify supplementary material used to deepen student mastery of standards. • Parent feedback/questionnaire results indicate recognition that the school is focused on standards-based instruction rather than covering topics or chapters. • Student feedback/questionnaire results indicate recognition that the curriculum is focused on what students are to understand and be able to do. • Results on student growth measures show steady improvements in student learning. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective   [ ] Effective   [ ] Needs Improvement   [ ] Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Enter data here:

Reflection Questions for Indicator 3.4

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What system is in place to ensure that your best ideas and thinking on using curriculum to enable students to master standards are shared with colleagues, particularly when there is evidence at your school of improved student achievement?	What specific school improvement strategies have you employed to measure improvements in teaching and innovations in curriculum that serve as predictors of improved student achievement?	How can you monitor whether the activities and assignments student get that involve use of curriculum resources are aligned with learning goals and standards?	Do you know which standards are addressed in your curriculum?

Indicator 3.5 – Quality Assessments: The leader ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.

Narrative: How do we know what our students already know, what they need to know, and how they are doing as we move forward with instruction? The school leader needs "assessment literacy" to address these questions. Where indicator 1.2 addresses the leader's proficiency in use of student performance data, this indicator focuses on actions taken at the school site to generate interim assessment data and make sure faculty use formative assessment practices to monitor and adjust instruction. Assessment of student progress toward academic standards is an important aspect of tracking student progress. Leaders need to make use of data on interim and formative assessments to guide goal setting and progress monitoring. They need to provide teachers access to quality assessments and promote teacher use of formative assessments as a routine strategy. The leader needs on-going assessment data to inform a variety of decisions regarding such issues as resource allocations, student and teacher schedules, professional learning impacts, and adjustments in plans.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader uses a variety of creative ways to provide professional learning for individual and collegial groups within the district focused on applying the knowledge and skills of assessment literacy, data analysis, and the use of state, district, school, and classroom assessment data to improve student achievement.

Formative assessments are part of the school culture and interim assessment data is routinely used to review and adapt plans and priorities. | The leader systematically seeks, synthesizes, and applies knowledge and skills of assessment literacy and data analysis.

The leader routinely shares knowledge with staff to increase students' achievement.

Formative assessment practices are employed routinely as part of the instructional program.

The leader uses state, district, school, and classroom assessment data to make specific and observable changes in teaching, curriculum, and leadership decisions. These specific and observable changes result in increased achievement for students. | The leader haphazardly applies rudimentary knowledge and skills of assessment literacy and is unsure of how to build knowledge and develop skills of assessment literacy and data analysis.

The leader inconsistently shares knowledge with staff to increase student achievement.

There is inconsistency in how assessment data are used to change schedules, instruction, curriculum, or leadership.

There is rudimentary use of assessment data from state, district, school, and classroom. | The leader has little knowledge and/or skills of assessment literacy and data analysis.

There is little or no evidence of interaction with staff concerning assessments.

The leader is indifferent to data and does not use data to change schedules, instruction, curriculum or leadership.

Student achievement remains unchanged or declines.

The leader does not use assessment data from state, district, school, and classroom. |
| **Leadership Evidence** of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples | | **Impact Evidence** of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative | |

of such evidence may include, but are not limited to the following:	examples of such evidence may include, but are not limited to the following:
• Documents for faculty use that set clear expectations for the use of formative assessments to monitor student progress on mastering course standards • Samples of written feedback provided to teachers regarding effective assessment practices. • Collaborative work systems' (e.g., data teams, professional learning communities) agendas and minutes reflect recurring engagements with interim and formative assessment data. • Faculty meeting agendas and minutes reflect attention to formative and interim assessment processes. • Classroom walkthrough data reveals routine use of formative assessment practices in the classrooms. • Assessment rubrics are being used by the school. • Other leadership evidence of proficiency on this indicator.	• Teachers can describe interactions with the leader where effective assessment practices are promoted. • Teachers' assessments are focused on student progress on the standards of the course. • Teachers attest to the leader's efforts to apply knowledge and skills of effective assessment practices. • Teachers can provide assessments that are directly aligned with course standard. • Teachers attest to the leader's frequent monitoring of assessment practices. • Student folders and progress tracking records reflect use of formative data. • Documents are in use that informs teachers of the alignment between standards and assessments. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective   [ ] Effective   [ ] Needs Improvement   [ ] Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Enter data here:

Reflection Questions for Indicator 3.5

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How might you engage other school leaders in sharing quality examples of formative assessment and use of interim assessment data? What procedures might you establish to increase your ability to help your colleagues provide professional learning for individual and collegial groups within the district focused on applying the knowledge and skills of assessment literacy, data analysis, and the use of state, district, school, and classroom assessment data to improve student achievement?	How might you engage teacher leaders in sharing quality examples of formative assessment practices with other faculty? How can you provide ongoing professional learning for individual and collegial groups within the district focused on applying the knowledge and skills of assessment literacy, data analysis, and the use of state, district, school, and classroom assessment data to improve student achievement?	How are you systematically seeking, synthesizing, and applying knowledge and skills of assessment literacy and data analysis? In what ways are you sharing your knowledge with staff to increase all students' achievement? In what ways are you using state, district, school, and classroom assessment data to make specific and observable changes in teaching, curriculum, and leadership decisions to increase student achievement?	How are you expanding your knowledge and/or skills of assessment literacy and data analysis? What strategies have you considered that would increase your interaction with staff concerning assessments? How are you using your knowledge and skills of assessment literacy to change schedules, instruction, and curriculum or leadership practices to increase student achievement?

Indicator 3.6 – Faculty Effectiveness: The leader monitors the effectiveness of classroom teachers and uses contemporary research and the district's instructional evaluation system criteria and procedures to improve student achievement and faculty proficiency on the FEAPs.

Narrative: School leaders are responsible for monitoring the effectiveness of classroom teachers. This indicator addresses the proficiency and focus of the leader's monitoring processes to maintain awareness of faculty effectiveness and the use of monitoring data to improve student and faculty performance. The focus here is on monitoring teacher use of strategies supported by contemporary research, teacher proficiency on issues contained in the district's teacher evaluation system, what teachers do to improve student achievement, and faculty proficiency on the FEAPs.

Note: Indicator 3.1 is focused on the leader's grasp of the FEAPs whereas this indicator focuses on monitoring the faculties' grasp of the FEAPs. Indicator 4.2 is focused on the leader's use of monitoring data to provide timely feedback.

Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader's monitoring process generates a shared vision with the faculty of high expectations for faculty proficiency in the FEAPs, research-based instructional strategies, and the indicators in the teacher evaluation system. The leader shares productive monitoring methods with other school leaders to support district wide improvements.	The leader's effectiveness monitoring process provides the leader and leadership team with a realistic overview of the current reality of faculty effectiveness on the FEAPs, the indicators in the teacher evaluation system, and research-based instructional strategies. The leader's monitoring practices are consistently implemented in a supportive and constructive manner.	The district teacher evaluation system is being implemented but the process is focused on procedural compliance rather than improving faculty proficiency on instructional strategies that impact student achievement. The manner in which monitoring is conducted is not generally perceived by faculty as supportive of their professional improvement.	Monitoring does not comply with the minimum requirements of the district teacher evaluation system. Monitoring is not focused on teacher proficiency in research-based strategies and the FEAPs.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• Schedules for classroom observation document monitoring of faculty. • Records or notes indicate the frequency of formal and	• The teachers document that the leader initiated professional development focused on issues arising from

informal observations. • Data from classroom walkthroughs is focused on high-effect size strategies and other FEAPs implementation. • Notes and memorandum from follow-up conferences regarding feedback on formal or informal observations reflect attention to FEAPs issues and research-based practices. • Agendas for meetings address faculty proficiency issues arising from the monitoring process. • The leader meets with teachers to provide feedback on their growth in proficiency on instructional strategies. • Leadership team agendas or memoranda focused on issues arising from monitoring. • Principal's resource allocation actions are adjusted based on monitoring data. • Other leadership evidence of proficiency on this indicator.	faculty effectiveness monitoring. • Teacher-leader meeting agendas or memoranda reflect follow-up actions based on feedback from leadership monitoring on FEAPs, teacher evaluation indicators, or research-based strategies. • Lesson study, PLC, or teacher team work is initiated to address issues arising from monitoring process. • Teachers can describe the high-effect size instructional strategies employed across the grades and curriculum and how they are adapted in the teacher's classroom to meet student needs. • Data and feedback from school leader(s) generated from walkthroughs and observations are used by teachers to revise instructional practices. • Other impact evidence of proficiency on this indicator.

Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:

[ ] Highly Effective   [ ] Effective   [ ] Needs Improvement   [ ] Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Enter data here:

Reflection Questions for Indicator 3.6

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How do you convey to highly effective teachers specific feedback that would move them toward even higher levels of proficiency? How do you engage highly effective teachers in sharing a vision of high quality teaching with their colleagues so that there is no plateau of "good enough"?	How do you improve your conferencing skills so your feedback to teachers is both specific enough to be helpful and perceived as support rather than negative criticism?	How do you restructure your use of time so that you spend enough time on monitoring the proficiency of instructional practices and giving feedback to be an effective support for the faculty?	How do you improve your own grasp of what the FEAPs require so that your monitoring has a useful focus?

Proficiency Area 4: Faculty Development: Effective school leaders recruit, retain, and develop an effective and diverse faculty and staff; focus on evidence, research, and classroom realities faced by teachers; link professional practice with student achievement to demonstrate the cause and effect relationship; facilitate effective professional development; monitor implementation of critical initiatives; and provide timely feedback to teachers so that feedback can be used to increase teacher professional practice.

Narrative: This proficiency area is aligned with FPLS standard 4. It moves the focus from "what is the current reality" of faculty proficiency to continuous progress toward what the faculty can achieve with effort and focus.

Indicator 4.1 – Recruitment and Retention: The leader employs a faculty with the instructional proficiencies needed for the school population served.

Narrative: The focus of this indicator is on the leader's actions to staff the school with the best faculty possible for the needs of the school population. It addresses actions taken to anticipate staffing needs, seek out quality applicants, and efforts to retain quality staff once on the faculty.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader tracks the success of her or his recruitment and hiring strategies, learns from past experience, and revisits the process annually to continually improve the process. The leader engages in a variety of traditional and non-traditional recruitment strategies and then prioritizes based on where they find their most effective teachers. Effective recruiting and hiring practices are frequently shared with other administrators and colleagues throughout the	The leader works collaboratively with the staff in the human resources office to define the ideal teacher based upon the school population served. The leader is sensitive to the various legal guidelines about the kind of data that can be sought in interviews. A hiring selection tool that helps interviewers focus on key instructional proficiencies that are aligned with the teacher evaluation criteria is developed and effectively utilized.	The leader relies on the district office to post notices of vacancies and identify potential applicants. Efforts to identify replacements tend to be slow and come after other schools have made selections. Interview processes are disorganized, not focused on the schools needs, and do not improve from year to year.	The leader approaches the recruitment and hiring process from a reactive rather than a proactive standpoint. Consequently, the process may not be well thought out, is disjointed, and not aligned with key success criteria embedded within the teacher evaluation documents essential to organizational success. No coherent plan or process is employed to encourage quality staff to remain on the faculty.

system.	A hiring process is clearly communicated including how staff is involved.		
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:		**Impact Evidence** of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:	
• The leader maintains an updated assessment of the instructional capacities needed to improve faculty effectiveness and uses that assessment in filling vacancies. • Samples of hiring documents (e.g., posting notices, interview questions with look/listen fors) that identify highly desirable instructional proficiencies needed in teacher applicants. • Documentation that the recruitment and select process is subjected to an in-depth review and evaluation for continuous improvement purposes. • The leader has an established record of retaining effective and highly effective teachers on the staff. • The leader has a systematic process for selecting new hires and reviews that process for its impact on faculty effectiveness. • Programs for new and transfer teachers that promote adjustment to the school culture and instructional responsibilities is provided. • Evidence that the leader has shared successful hiring practices with other administrators and colleagues within the district. • Other leadership evidence of proficiency on this indicator.		• Teachers can describe a hiring process that incorporates a specific focus on essential instructional proficiencies needed for the school population served. • Teachers confirm that a critical part of the hiring process includes an evaluation of the effectiveness of the process. • Teacher leaders are involved in monitoring staffing needs and providing input to the leader. • Teachers new to the school can describe effective induction processes that had a positive impact on their adjustment to the school. • Teacher leaders (e.g. department heads, team leaders) can describe the instructional capacities needed in finding candidates to fill vacancies on the faculty. • Other impact evidence of proficiency on this indicator.	

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] **Highly Effective** [ ] **Effective** [ ] **Needs Improvement** [ ] **Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Enter data here:

Reflection Questions for Indicator 4.1

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What can be done to encourage quality teachers to stay with your school and quality applicants to seek to join the faculty?	What connections do you have to reach potential applicants other that the districts personnel office?	Have you gathered data about why teachers choose to leave your faculty? What strategies have you employed to meet the learning needs of your faculty, from novice to veteran to expert?	At what point in the school year do you check on staff retention and estimate future staffing needs? In what ways are professional learning opportunities linked to individual faculty needs?

Indicator 4.2 – Feedback Practices: The leader monitors, evaluates proficiency, and provides timely and actionable feedback to faculty on the effectiveness of instruction on priority instructional goals and the cause and effect relationships between professional practice and student achievement on those goals.

Narrative: Where indicator 3.6 focuses on monitoring to maintain awareness of faculty effectiveness, this indicator focuses on the use of the monitoring process to provide quality and timely feedback to teachers. The feedback processes need to deepen teacher understanding of the impact of their practices on student learning.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader uses a variety of creative ways to provide positive and corrective feedback. The entire organization reflects the leader's focus on accurate, timely, and specific recognition of proficiency and improvement in proficiency. The focus and specificity of feedback creates a clear vision of what the priority instructional goals are for the school and the cause and effective relationship between practice and student achievement on those priority goals. The leader balances individual recognition with team and organization-wide recognition.	The leader provides formal feedback consistent with the district personnel policies, and provides informal feedback to reinforce proficient performance and highlight the strengths of colleagues and staff. The leader has effectively implemented a system for collecting feedback from teachers as to what they know, what they understand, where they make errors, and when they have misconceptions about use of instructional practices. Corrective and positive feedback is linked to organizational goals and both the leader and employees can cite examples of where feedback is used to improve individual and organizational performance.	The leader adheres to the personnel policies in providing formal feedback, although the feedback is just beginning to provide details that improve teaching or organizational performance, or there are faculty to whom feedback Is not timely or not focused on priority improvement needs. The leader tends to view feedback as a linear process; something they provide teachers rather than a collegial exchange of perspectives on proficiency.	There is no or only minimal monitoring that results in feedback on proficiency. Formal feedback, when provided, is nonspecific. Informal feedback is rare, nonspecific, and not constructive.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:		**Impact Evidence** of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples of</u> such evidence may include, but are not limited to the following:	
• Rubrics that distinguish among proficiency levels on evaluation indicators are used by the leader to focus feedback needed improvements in instructional practice.		• Teachers can attest to regularly scheduled formal and informal observations. • Teachers report recognition as team members and as	

GCPS 2012   Page |

• Samples of written feedback provided teachers regarding prioritized instructional practices. • Documentation of an instructional monitoring schedule that supports frequent instructional monitoring by the school's administrative staff. • The leader implements a schedule that results in frequent walkthroughs and observation of teaching and learning • School improvement plan reflects monitoring data analyses. • Evidence the leader has a system for securing feedback from teachers specific to prioritized instructional practices. • The leader's use of time results in at least 2 work days a week spent on monitoring instructional issues (i.e. "watching the game") and providing specific and actionable feedback on instructional practices. • The leader provides feedback that describes ways to enhance performance and reach the next level of proficiency. • Feedback reflects judgment on proficiency, not just a "yes-no" checklist approach. • Other leadership evidence of proficiency on this indicator.	individuals. • Teachers describe feedback from the leader in terms of recognizing instructional strengths and suggestions to take their teaching to a new level. • Teachers report that leader uses a combination of classroom observation and teacher-self assessment data as part of the feedback. • Feedback to teachers, over the course of the year, is based on multiple sources of information (e.g. observations, walkthroughs, videos, self-reflections, lesson studies, PLCs, assessment data,) and from more than one person. • Teacher leaders have opportunities to observe colleagues teaching practices and provide feedback. • Feedback and evaluation data is used by teachers to formulate growth plans. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective   [ ] Effective   [ ] Needs Improvement   [ ] Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Enter data here:

Reflection Questions for Indicator 4.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How frequently do teachers recognize that your feedback is directly linked to improving both their personal performance and that of the school? What might you do to ensure that they see this important connection?	What are some examples of focused, constructive, and meaningful feedback that you provide to your staff? How does this support their learning?	In what ways do you currently recognize faculty in providing feedback and affirmation to them? To what extent do you acknowledge the efforts of teams, as well as that of individuals?	How can frequent, focused, and constructive feedback support teachers in improving their instructional practice?

Indicator 4.3 – High effect size strategies: Instructional personnel receive recurring feedback on their proficiency on high effect size strategies.

Narrative: Teaching is a complex process. The "right thing to do" varies with conditions in the classroom. However, teachers need proficiency on a core repertoire of high importance strategies. These are strategies all teachers are expected to be able to use effectively. This indicator is focused on the leader's proficiency in focusing faculty attention on improvement of those "high effect size" strategies – those with higher probabilities of causing student growth when done correctly and in appropriate circumstances.

Note: Department lists of high-effect size strategies are posted at www.fldoe.org and www.floridaschoolleaders.org

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader uses a variety of creative ways to provide positive and corrective feedback on the implementation of high effect size strategies. As a result, the correct and appropriate implementation of high effect size instructional strategies across the curriculum and grades is a routine part of the learning environment for all students. The entire organization reflects the leader's focus on accurate, timely, and specific recognition of correct and appropriate implementation of high effect size strategies. The leader balances individual recognition on high effect size strategies with team and organization-wide recognition.	In addition to the formal feedback consistent with the district evaluation system indictors, the leader provides recurring informal feedback on high effect size strategies to reinforce proficient performance and highlight the strengths of colleagues and staff. The leader has effectively implemented a system for collecting feedback from teachers as to what they know, what they understand, where they make errors, and when they have misconceptions about use of high effect size strategies. Corrective and positive feedback on high effect size strategies is linked to organizational goals. Both the leader and employees can cite examples of where feedback on high effect size strategies is used to improve individual and organizational performance.	The leader adheres to the district evaluation system requirements for providing formal feedback on high effect size strategies, but the feedback is general rather than providing details that improve teaching or organizational performance related to high effect size strategies. The leader tends to view feedback as a linear process; something they provide teachers rather than two way communications where the leader also learns from the teachers' expertise.	The leader is not aware of the high effect size strategies expected to be used in district schools or fails to communicate them to faculty. Feedback on high effect size strategies is rare, nonspecific, and not constructive.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:		**Impact Evidence** of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:	
• Professional learning supports on the high effective size strategies are readily available to faculty. • Samples of written feedback provided teachers high effect size		• Teachers can attest to regularly scheduled formal and informal observations with feedback on high effect strategies. • Teachers report recognition as team members and as individuals for quality work on high effect strategies.	

instructional strategies. • Walkthrough and observation practices are designed to emphasize feedback on use of high effective size strategies. • School improvement plan includes actions to improve proficiency in high effect size strategies. • Evidence the leader has a system for securing specific feedback from teachers on their implementation of high effect size strategies correctly and in appropriate circumstances. • Documentation of an instructional monitoring schedule that supports frequent (every other week) instructional monitoring of high effect size strategies. • The leader provides feedback that describes ways to enhance performance on high effect size strategies and reach the next level on same. • The leader manages schedules that enable teachers to make observational rounds or view video examples of other teachers using the high effect size strategies. • Other leadership evidence of proficiency on this indicator.	• Teachers describe feedback from the leader in terms of recognizing instructional strengths and suggestions to take their teaching to a new level. • Teachers report that leader uses a combination of classroom observation and teacher-self assessment data as part of the feedback on high effect size strategies. • High effect size strategies provided through various state and district initiatives are employed by teachers to whom the initiatives apply. • Departments routinely discuss their capacity to implement the high effect strategies applicable to their subject area. • Teachers are afforded opportunities to observe mentor teachers using the high effect size strategies. • Lesson study teams use the process to improve application of high effect strategies to the content of targeted lessons. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective   [ ] Effective   [ ] Needs Improvement   [ ] Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Enter data here:

Reflection Questions for Indicator 4.3

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How frequently do teachers recognize that your feedback is directly linked to improving both their personal performance on high effect size strategies and as well as the organizational performance? What might you do to ensure that they see this important connection?	What are some examples of focused, constructive, and meaningful feedback on high effect size strategies that you provide to your staff? How does this support their learning?	In what ways do you currently recognize faculty in providing feedback and affirmation to them on high effect size strategies? To what extent do you acknowledge the efforts of teams, as well as that of individuals?	How can frequent, focused, and constructive feedback support teachers in improving their instructional practice?

Indicator 4.4 - _Instructional Initiatives_: District supported state initiatives focused on student growth are supported by the leader with specific and observable actions including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives. Initiatives include:

- **Monitoring Text Complexity**: The school leader monitors teacher implementation of instructional processes involving complex text with embedding of close reading and rereading of complex text as a routine event incorporating these two processes:
    - o writing in response to text
    - o text-based discussions with students

- **Interventions:** The school leader routinely uses teacher-collected student response data to determine effectiveness of instruction and interventions school-wide, grade-wide, class-wide, and specific to student sub-groups. (MTSS)

- **Instructional Adaptations:** The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications. (MTSS)

- **ESOL Strategies:** The school leader monitors the school and classrooms for comprehensible instruction delivered to ESOL students and the utilization of ESOL teaching strategies appropriate to the students in the class. (ESOL)]

- **Other District Supported Initiatives**: The school leader monitors the school and classrooms for comprehensive implementation of all other instructional initiatives supported by the district as relevant to this school.

Narrative: The Department of Education and/or district-supported initiatives focused on improving student performance require school leader support to be successful at the school site. This indicator addresses the leader's proficiency in supporting such initiatives. Indicator 4.4 also focuses on professional learning needed to implement priority initiatives.

Note: District and FLDOE websites provide support and information about priority initiatives.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
All initiatives are implemented across the grades and subjects as appropriate with full fidelity to the components of each initiative. The leader monitors teachers' implementation of the initiative, tracks the impact of the initiative on student growth, and shares effective practices and impacts with other	Most of the district and state initiatives are implemented across the grades and subjects as appropriate with full fidelity to the components of each initiative. Reading Complexity and MTSS are routine instructional processes in all classes and at all levels of instruction. ESOL strategies are	Some initiatives are implemented across the some of the grades and subjects as appropriate with work in progress to implement the components of each initiative. The leader relies on teachers to	District and state supported initiatives are not supported by the leader with any specific plans, actions, feedback or monitoring. The leader is unaware of what state and district initiatives are expected to

school leaders.	routinely employed with all ELL students. The leader is conversant with the impact the initiative is expected to have and monitors teacher and student implementation of the elements of the initiative.	implement the initiatives and is seldom involved in monitoring or providing feedback on the impact of the initiative's implementation on student growth.	be implemented at the school.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• The initiatives being pursued are explicitly identified and access to supporting resources is provided. • Leader's agendas, memoranda, etc. reflect presentations to faculty on the targeted initiatives. • A Multi-tiered System of Supports (MTSS) and Response to Intervention (RtI) is fully implemented and the leader monitors regularly to sustain implementation. • The leader monitors practices in areas where subject specific strategies are expected and provides feedback on the effective sue of such strategies (e.g. ESOL strategies) • Reading Strategies from Just Read, Florida! are implemented. • The leader can identify all of the initiatives in use and describe how progress is monitored for each. • Other leadership evidence of proficiency on this indicator.	• Classroom teachers describe how they implement the various initiatives. • Video exemplars that support implementing the initiatives are routinely used by faculty. • Online resources and technology supports that deepened understanding of the initiatives are used by faculty. • State or district web-based resources aligned with the initiatives are regularly accessed by faculty, • Teachers have participated in professional development associated with the initiative and implemented the strategies learned. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective   [ ] Effective   [ ] Needs Improvement   [ ] Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Enter data here:

Reflection Questions for Indicator 4.4

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How do you engage your faculty in communities of practice where practices related to the initiatives are shared with faculty in other schools or districts?	How do you use monitoring of these initiatives to identify faculty professional development needs that, if addressed, would improve the quality of implementation?	How do you communicate with district and state resources to learn more about what these initiatives can contribute to my school?	How do you find out what initiatives should be implemented?

Indicator 4.5 – Facilitating and Leading Professional Learning: The leader manages the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and promotes, participates in, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year.

Narrative: Indicator 4.5 is focused on what the leader does to engage faculty in meaningful professional learning (which includes being involved in what the faculty is learning).Professional learning on-the-job is an essential aspect of effective schools. School leaders who manage the school in ways that support both individual and collegial professional learning get better outcomes than those who do not. The leader's personal participation in professional learning plays a major role in making professional learning efforts pay off. This indicator addresses the leader's role as a leader in professional development.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader uses a variety of creative ways to provide professional learning for individual and collegial groups focused on deepening subject matter knowledge and proficiency at high effect size strategies. The leader is personally involved in the learning activities of the faculty in way s that both show support and deepen understanding of what to monitor. The entire organization reflects the leader's focus on accurate, timely, and specific professional learning that targets improved instruction and student learning on the standards in the course descriptions. Leadership monitoring of professional learning is focused on the impact of instructional proficiency on student learning.	The leader provides recurring opportunities for professional learning for individual and collegial groups focused on issues directly related to faculty proficiency at high effect size strategies and student learning needs. The leader removes barriers to time for professional learning and provides needed resources as a priority. Participation in specific professional learning that target improved instruction and student learning is recognized by the faculty as a school priority. Leadership monitoring of professional learning is focused on the impact of instructional proficiency on student learning.	Less than a majority of the faculty can verify participation in professional learning focused on student needs or faculty proficiency at high effect size strategies. Time for professional learning is provided but is not a consistent priority. Minimal effort expended to assess the impact of professional learning on instructional proficiency. Leadership monitoring of professional learning is focused primarily participation with minimal attention given to the impact of instructional proficiency on student learning.	Focused professional development on priority learning needs is not operational. Few faculty members have opportunities to engage in collegial professional development processes on the campus. Individual professional learning is not monitored and is not connected to the school improvement plan or student learning needs.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:		**Impact Evidence** of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:	
• Documents generated by or at the direction of the leader establish a clear pattern of attention to individual professional development.		• Faculty members describe an organizational climate supportive of professional learning and can provide examples of personal involvement.	

GCPS 2012   Page |

• Documents generated by or at the direction of the leader establish a clear pattern of attention to collegial professional development. • Schedules provide evidence of recurring time allocated for professional learning. • Technology is used to provide easy and recurring access to professional learning. • Budget records verify resources allocated to support prioritized professional learning. • Documents generated provide evidence that administrators are monitoring faculty participation in professional learning. • Other leadership evidence of proficiency on this indicator.	• Minutes and/or summary records of lesson study teams, book study groups, and/or PLCs provide evidence that these collegial opportunities are active on the campus. • Agendas, documents, or anecdotal records of teams and/or department meetings reflect recurring engagement in professional learning. • Information on the availability of professional learning is easily accessible for faculty. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective   [ ] Effective   [ ] Needs Improvement   [ ] Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Enter data here:

Reflection Questions for Indicator 4.5

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What strategies have you implemented so that you spread your learning about providing professional learning for individual and collegial groups within your school to your colleagues across the school system?	What might be some creative ways to provide professional learning for individual and collegial groups focused on deepening subject matter knowledge and proficiency at high effect size strategies?	As you think about your leadership in providing professional learning, what are key strategies for you to consider that would help you provide recurring opportunities for professional learning for individual and collegial groups focused on issues directly related to faculty proficiency at high effect size strategies and student learning needs?	How would you describe your efforts to make certain that your professional learning is focused on student needs or faculty proficiency at high effect size strategies?

Indicator 4.6 – Faculty Development Alignments: The leader implements professional learning processes that enable faculty to deliver culturally relevant and differentiated instruction by:

- **generating a focus on student and professional learning in the school that is clearly linked to the system-wide objectives and the school improvement plan,**

- **identifying faculty instructional proficiency needs (including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement),**

- **aligning faculty development practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals,**

- **and using instructional technology as a learning tool for students and faculty.**

Narrative: Faculty development has many aspects. This indicator addresses the leader's proficiency at developing faculty capacity to implement culturally relevant differentiated instruction by <u>aligning</u> the various faculty developments processes and practices with certain key issues (Standards-based content, research-based methods, data for planning, etc. as specified in the text of the standard.)

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader has demonstrated a record of differentiated professional learning for faculty based on student needs. The leader has developed a system of job-embedded professional learning that differentiates training and implementation of instructional priorities based on teacher needs, which help retain proficient and highly exemplary staff. The leader routinely shares professional learning opportunities with other schools, departments, districts, and organizations.	Professional learning includes a plan for the implementation of the prioritized instructional needs (e.g., research-based instruction, data analysis, instructional technology, culturally relevant) aligned to school improvement plan and some effort has been made to differentiate (coaching, mentoring, collaborative teams, coaching) and embed professional development to meet the needs of all faculty members. The leader is able to use data from evaluation of instructional personnel to assess proficiencies and identify priority needs to support and retain proficient and exemplary faculty members.	The leader attempts to implement all of the priority instructional needs without a plan for doing so. The leader is aware of the differentiated needs of faculty and staff members, but professional development is only embedded in faculty meetings at this time, rather than incorporating the use of collaboration, study teams, etc. in order to meet the unique needs of staff.	Professional learning is typically "one size fits all," and there is little or no evidence of recognition of individual faculty needs or matching of faculty needs to student achievement needs. Consequently, retaining proficient and exemplary staff is problematic.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:		**Impact Evidence** of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
• Documentation that professional learning is determined on the basis of		• Staff describes ways that professional learning is culturally relevant to the population served and differentiated to meet their unique	

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student achievement and teacher competency data.

- Evidence that professional learning includes culturally relevant instructional practices.

- Faculty meetings focus on professional learning related to the schools instructional priorities.

- The leader examines data on teacher proficiencies and identifies needs that are subsequently addressed by professional learning.

- Technology resources are provided to maximize faculty access to online learning and sharing video exemplars for quality instructional practices.

- Individualized professional development plans approved by the principal are clearly aligned with school improvement priorities.

- Meeting agendas and memorandum to faculty provide evidence of on-going monitoring of the implementation of critical initiatives (e.g., data analysis, text complexity), standards-based instructional program, multi-tiered system of supports, and differentiated instruction.

- The leader's documents and agendas provide evidence of guiding faculty toward deeper understanding of the cultures of students in the school and how instruction is adapted to improve student engagement in learning.

- Other leadership evidence of proficiency on this indicator.

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instructional needs.

- Lesson study groups and PLCs have explicitly stated goals and a focus for their collegial learning.
- Teachers can articulate a process that helps them develop individualized learning plans.
- Faculty requests for professional learning are filtered to ensure that they relate to identified needs within the school improvement plan.
- Teachers can identify their learning needs as they relate to student learning needs.
- Faculty can demonstrate their use of course descriptions as the source of learning goals and objectives.
- Faculty can provide evidence of culturally relevant and differentiated instruction.
- Other impact evidence of proficiency on this indicator.

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Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective   [ ] Effective   [ ] Needs Improvement   [ ] Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Enter data here:

Reflection Questions for Indicator 4.6

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What procedures have you established to increase professional knowledge opportunities for colleagues across the school system?	What system do you use to prioritize learning needs and empower faculty to create individual learning plans?	What strategies have you employed to meet the learning needs of your faculty, from novice to veteran to expert?	In what ways are professional learning opportunities linked to individual faculty needs?

Indicator 4.7 – Actual Improvement: The leader improves the percentage of effective and highly effective teachers on the faculty.

Narrative: An indicator required by 1012.34 F.S., the focus is on whether the accumulated impact of the leader's actions result in positive trend lines on teacher effectiveness. Evidence gathered from proficiency area #3 provide a base line that, along with teacher rating in the district's teacher evaluation system and student growth measures, enable assessment of whether actual improvement in teacher's proficiency is occurring.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The percentage of teachers rated effective or highly effective increases while the percentage rated needs improvement for two consecutive years declines. Student growth measure and instructional practice ratings are in substantial agreement for at least 75 percent of the faculty.	The percentage of teachers rated effective or highly effective increases or remains stable within five percentage points of the prior year, but there is evidence of specific improvements in student growth measures or proficiency in high effect size strategies.	There is no evidence of improvement in student growth measures for the majority of the teachers rated as effective, needs improvement, or unsatisfactory. There is significant variation between teachers' student growth measures and principal's assessment of instructional practices.	The percentage of teachers rated effective or highly effective declines and cannot be explained by changes in staff membership. There is no evidence of improvement in student growth measures for the majority of the teachers rated as needs improvement or unsatisfactory.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:
• Documents generated by or at the direction of the leader establish that the leader tracks the progress of faculty members on student growth measures and identifies those making demonstrable progress. • Documents generated by or at the direction of the leader establish that the leader tracks the progress of faculty members on high effect size strategies and identifies those making demonstrable progress. • Documents generated by or at the direction of the leader establish that the leader tracks the progress of faculty members	• The percentage of teachers rated highly effective increases. • The percentage of teachers rated effective increases. • The percentage of teachers previously rated as needing improvement (developing) or unsatisfactory decreases. • The percentage of teachers ranking at or above the district average on student growth measures increases. • The percentage of teachers with highly effective rating on high effect size instructional strategies increases. • Lesson studies produce revised lessons with improved student outcomes. • Tracking of learning goals produces data and trend lines showing improvement in teacher effectiveness.

rated as needs improvement or unsatisfactory and can identify specific areas of improvement. • The leader tracks student growth data and teacher assessment data aligned to learning goals to track actual improvement in teacher performance and maintains records of the percentage of staff showing growth over time. • Other leadership evidence of proficiency on this indicator.	• State and district tests show improved student performance. • VAM scores in teacher assessment show improvement and trend lines show improvement in percentage of results based on VAM scores. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective   [ ] Effective   [ ] Needs Improvement   [ ] Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Enter data here:

Reflection Questions for Indicator 4.7

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How well aligned are your assessments of instructional practice with the results of student growth measures? In what ways are you assisting the better performing teachers to improve as much as you are assisting the lower performers?	How would you describe your efforts to improve instruction? In what ways are you providing feedback on instructional practice that result in improved student learning for those teachers most in need of growth?	How would you describe your efforts to understand what instructional improvements are needed and then communicate that in useful ways? What information are you collecting to help you know what is or is not happening in the classrooms where teachers need improvement?	How are you making a difference in the quality of teaching in your school? What are some of the strategies you are employing that help you be aware of where the greatest problems are in terms of instructional proficiency?

Proficiency Area 5: Learning Environment: Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.

Narrative: This proficiency area is aligned with FPLS standard 5. Much of what student's experience in school is a result of decisions and actions by the adults in the school. Learning environments that are success oriented, student centered, treat diversity as an asset, and focus on eliminating achievement gaps support students preparation for fulfilling lives.

Indicator 5.1 – Student Centered: The leader maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy by providing recurring monitoring and feedback on the quality of the learning environment and aligning learning environment practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals.

Narrative: School leaders who monitor what students experience by being enrolled in the leader's school have better insights on how to make the system work than those who do not monitor impact of policies and practices on students. It is the leader's responsibility to know whether student life is equitable, respectful, and supportive of engagement in learning.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader provides clear, convincing, and consistent evidence that they ensure the creation and maintenance of a learning environment conducive to successful teaching and learning for all and shares these practices with others throughout the district. Involves the school and community to collect data on curricular and extra-curricular student involvement to assure equal opportunity for student participation.	The leader provides clear evidence that they create and maintain a learning environment that is generally conducive to ensuring effective teaching practices and learning, although there may be some exceptions. Collects data on curricular and extra-curricular student involvement to assure equal opportunity for student participation.	The leader provides limited evidence that they create a safe school either in planning or actions. Collects data on curricular and extra-curricular student involvement.	The leader provides little to no evidence that s/he make plans for a safe and respectful environment to ensure successful teaching and learning or addresses safety concerns as they arise. Does not collect data on curricular and extra-curricular student involvement.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples		**Impact Evidence** of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative	

of such evidence may include, but are not limited to the following:	examples of such evidence may include, but are not limited to the following:
• Documents that establish safe, respectful, and inclusive school-wide common expectations for students and staff. • Agendas, meeting minutes, etc., show recurring attention to student needs. • The leader's documents reveal a pattern of examining student opportunities for achieving success • Leader has procedures for students to express needs and concerns direct to the leader. • The leader provides programs and supports for student not making adequate progress. • School policies, practices, procedures are designed to address student needs. • Other leadership evidence of proficiency on this indicator.	• Teachers can describe a specific policies, practices, and procedures that result in a safe, respectful, and inclusive student-centered learning environment. • Student questionnaire results reflect satisfaction with school attention to student needs and interests. • Counseling services and safe school programs (e.g. anti-bullying") are implemented. • Tutorial processes are provided and easily accessible by students. • Teachers receive training on adapting instruction to student needs. • Extended day or weekend programs focused on student academic needs are operational and monitored • Parent questionnaire results reflect satisfaction with schools attention to student needs and interests. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective   [ ] Effective   [ ] Needs Improvement   [ ] Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Enter data here:

Reflection Questions for Indicator 5.1

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What practices have you engaged in to increase professional knowledge opportunities for colleagues across the school system regarding your efforts to ensure the creation and maintenance of a learning environment conducive to successful teaching and learning for all?	What evidence would you accept you were ensuring the creation and maintenance of a learning environment conducive to successful teaching and learning for all?	How would you describe your efforts to provide clear evidence that you create and maintain a learning environment that is generally conducive to ensure effective teaching and learning, although there may be some exceptions?	What strategies are you intentionally implementing to create and maintain a safe and respectful environment to ensure successful teaching and learning or addresses safety concerns as they arise?

Indicator 5.2 - Success Oriented: Initiates and supports continuous improvement processes and a multi-tiered system of supports focused on the students' opportunities for success and well-being.

Narrative: The issues in 5.1 focus on monitoring how school policy and practice affect the quality of student lives. This indicator shifts focus from those broad issues to what happens at the school that creates opportunities for student success and students' perceptions that school life is organized to do something good for them. School should be rigorous and demanding but also implemented in ways that create recurring opportunities for success.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
Through all grades and subjects a multi-tiered system of supports is operational providing core universal supports (research-based, high-quality, general education instruction and support; screening and benchmark assessments for all students, and continuous data collection continues to inform instruction). Where student are not successful on core instruction, problem solving is employed to identify and implement targeted supplemental supports (data based interventions and progress monitoring). Where targeted supplemental supports are not successful, intensive individual supports are employed based on individual student needs. Skillful problem solving to ensure staff have adequate time and support, and effectively monitoring teacher's effective use of research-based instruction.	Problem solves skillfully (e.g., conceptualizing, applying, analyzing, synthesizing, and/or evaluating information) to provide adequate time, resources, and support to teachers to deliver the district's curriculum to all students. Celebrations of student success are common events and are focused on recognition of the methods and effort expended so students understand what behaviors led to the success. Most grades and subject track student learning growth on priority instructional targets. MTSS operational across the grades and subjects.	Problem solving efforts are unskillfully used to provide adequate time, resources, and support to teachers to deliver the district's curriculum to students. Celebrations of student success are provided but are inconsistent in focusing on how/why students succeeded. MTSS operational in some classes.	No actions other than use of slogans and exhortations to succeed are taken by the leader to address practices and process that actually enable success. MTSS not operational.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:		**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	

• Agendas, memorandum, and other documents provide direction on implementation of MTSS. • Agendas, memorandum, and other documents reflect recurring discussion with faculty on continuous progress monitoring practices. • The leader recognizes the accomplishments of individual teachers, student, groups and the whole school via newsletters , announcements, websites, social media and face-to-face exchanges) • Leader solicits student input on processes that support or hamper their success. • Leader does surveys and other data collections that assess school conditions that impact student well-being. • Data collection processes are employed to collect student, parent, and stakeholder perception data on the school supports for student success. • Other leadership evidence of proficiency on this indicator.	• Teachers' records reveal data-based interventions and progress monitoring. • Teacher-directed celebrations of student success identify causes of success. • Supplemental supports are provided in classes. • Faculty and student describe the leader as one who is genuinely committed to student success in school and life. • Faculty teams, departments, grade levels or collegial learning teams who have worked together on student success are recognized. • Teacher and student tracking of progress results in data on student success. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective   [ ] Effective   [ ] Needs Improvement   [ ] Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Enter data here:

Reflection Questions for Indicator 5.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What supports do you need to provide to deepen the faculty's capacity to provide intensive individual supports? How do you share effective continuous progress practices with oth4r school leaders?	How do you enable teachers proficient at MTSS to share the process with other teachers? What continuous progress practices should be shared with the entire faculty?	How do you monitor instructional practice to assess the quality of implementation of MTSS? How do you monitor the impact of targeted supplemental supports? What barriers to student success are not being addressed in your school?	How do you obtain training on what the MTSS model requires and how do you convey the expectations inherent in the model to your faculty?

Indicator 5.3 – <u>Diversity</u>: To align diversity practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals, the leader recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning, and promotes school and classroom practices that validate and value similarities and differences among students.

Narrative: "Diversity practices" refers to the capacity of teachers and school leaders to recognize the many variations in students that impact learning growth (e.g. learning processes, prior learning experiences, family and cultural backgrounds); implement practices that respect diversity in learning needs (e.g. multi-tiered system of supports) and make adjustments at the classroom level that make use of student strengths and promote growth needs.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader shares with others throughout the district strategies that help them put into action their belief that all students can learn at high levels by leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff. The leader provides an instructional program where recurring adaptations in instructional to address variations in student learning needs, styles, and learning strengths are routine events in all classes.	The leader systematically acts on the belief that all students can learn at high levels by leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff. Classroom practices consistently reflect appropriate adjustments based on cultural, racial, ethnic backgrounds of students. The leader's expectations that teachers adapt instructional strategies to meet individual student needs are an accepted part of the shared vision of the leader and faculty.	The leader inconsistently acts on the belief that all students can learn at high levels by sometimes leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff. The leader has taken some actions that set expectations for teachers adapting instructional strategies to meet individual student needs and such individualization is evident in some but not most classes.	The leader limits opportunities for all students to meet high expectations by allowing or ignoring practices in curriculum, instruction, and assessment that are culturally, racially, or ethnically insensitive and/or inappropriate. Takes no actions that set expectations for teachers adapting instructional strategies to meet individual student needs.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:		Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
• Documents that support the use of diversity as an asset in the		• Teachers can describe a specific policies, practices, and	

development and implementation of procedures and practices. • Agendas, memorandum, etc., reflecting recurring attention at faculty meetings to capacity to recognize diversity issues and adapt instruction accordingly. • Leader's actions in providing professional learning for faculty that deepens understanding of a range of diversity issues and evidence of monitoring for implementation in the classroom of appropriate diversity practices. • School policies, practices, procedures that validate and value similarities and differences among students. • The school leader collects and reviews agenda and minutes from departmental or team meetings to monitor attention to diversity issues in pursuit of student learning growth. • Other leadership evidence of proficiency on this indicator.	procedures that validate and value similarities and differences among students. • Professional development opportunities are provided for new teachers regarding ways to adapt instruction to address diversity issues in the student body and community. • Student questionnaire results reflect belief that their individual characteristics are respected by school leader and faculty. • Parent questionnaire results reflect belief that their individual characteristics are respected by school leader and faculty. • A multi-tiered system of supports (MTSS) is implemented in the classrooms in ways that respect and make adjustments for diversity factors. • The school provides an interactive website for students, parents, and the community designed to be "user friendly" and sensitive to diversity issues in the community, providing information of interest to various segments of the school community • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective   [ ] Effective   [ ] Needs Improvement   [ ] Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Enter data here:

Reflection Questions for Indicator 5.3

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What procedures might you establish to increase your ability to help your colleagues develop curriculum, instruction, and assessment that reflect and respect the diversity of students and staff?	What strategies might you employ so that you could share with others throughout the district practices that help them put into action your belief that all students can learn at high levels by leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff?	How might you increase the consistency with which you act on the belief that all students can learn at high levels by sometimes leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff?	How might you expand the opportunities for all students to meet high expectations by leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff?

Indicator 5.4 – Achievement Gaps: The leader engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps associated with student subgroups within the school.

Narrative: Where indicator 5.3 is focused on the broad array of diversity factors that impact success of individual students and student sub-groups, indicator 5.4 focuses on <u>academic growth</u> of specific sub-groups whose academic performance lags behind what they are capable of achieving. The leader is expected to prepare the faculty to do what is needed to meet the academic improvement needs of the sub-group(s).

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader has created a self-regulating system based on data that guarantees regular and predictable success of all sub-groups, even if conditions change from one year to another. Achievements gaps have been eliminated or substantially minimized with trend lines consistently moving toward elimination of such gaps.	Processes to minimize achievement gaps within all impacted subs-groups are employed for all sub-groups with positive trend lines showing reduction of gaps for all subgroups. The leader consistently applies the process of inquiry and/or has enabled development of processes that generate greater understanding of the school's current systems and their impact on sub-group academic achievement.	Sub-groups within the school and associated with achievement gaps have been identified and some processes are underway to understand root causes. Some actions to minimize the gaps have been implemented but either do not reach all sub-group students or have inconsistent or minimal results. The leader inconsistently applies the process of inquiry and/or has enabled only limited efforts to develop of processes that generate greater understanding of the school's current systems and their impact on sub-group academic achievement.	The leader does not identify nor implement strategies to understand the causes of sub-group achievement gaps. No changes in practices or processes have been implemented under the leader's direction that is designed to address achievement gaps. The leader does not apply the process of inquiry and/or develop processes that generate greater understanding of the school's current systems and their impact on sub-group academic achievement.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:		**Impact Evidence** of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
• The leader uses statistical analyses identifying academic needs of sub-group members.		• Faculty and staff can describe the school-wide achievement goals focused on narrowing achievement gaps and relate how that implement	

• Written goals are developed and provided to faculty that focus on reducing or eliminating achievement gaps for students in under-performing sub-groups and for students with disabilities. • Documents reflecting the leader's work in deepening faculty understanding of cultural and development issues related to improvement of academic learning growth by sub-group students. • The leader develops school policies, practices, procedures that validate and value similarities and differences among students. • Leader's actions in support of engaging sub-group students in self-help processes and goal setting related to academic achievement. • The leader personally engages students in under-performing sub-groups with support, encouragement, and high expectations. • Leader's take actions in aligning parent and community resources with efforts to reduce achievement gaps. • Other leadership evidence of proficiency on this indicator.	those goals to impact individual students. • Under-achieving sub-group students are enrolled in advanced classes and presented with high expectations. • Teachers can describe specific policies, practices, and procedures that help them use culture and developmental issues to improve student learning. • Faculty and staff can explain how goals eliminate differences in achievement for students at different socioeconomic levels. • English language learners, and students with disabilities • Teacher records reflecting tracking sub-group student progress on targeted learning goals related to academic achievement. • Student questionnaire results (from sub-group students) reflecting recognition of school efforts to improve their academic performance. • Parent questionnaire results from sub-group parents reflecting recognition of school efforts to improve student achievement. • Lesson study groups focused on improving lessons to impact achievement gap. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective   [ ] Effective   [ ] Needs Improvement   [ ] Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Enter data here:

Reflection Questions for Indicator 5.4

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What strategies might you employ to increase your ability to help your colleagues understand how the elements of culture are impacted by the current systems (e.g., curriculum, instruction, assessment, etc.) in order to improve student achievement?	What are one or two critical steps you could take that would shift your examination of culture to a point that they become a self-regulating system based on data that guarantees regular and predictable success even if conditions change?	How might you systematically apply the process of inquiry to develop methods of generating greater understanding of the cultures of individuals within the building and how the elements of culture are impacted by the current systems (e.g., curriculum, instruction, assessment) to improve student achievement?	Why do sub-groups students like those in your school not perform as well as similar groups in other schools? In what ways might you demonstrate greater understanding of cultures and their impact on the current systems in your school to improve student learning?

Domain 3: Organizational Leadership

Narrative: This domain addresses proficiencies that impact the quality of a broad array of school operations. The focus is applying these proficiencies to improve student achievement, instructional leadership, and professional conduct.

Proficiency Area 6 – Decision Making: Effective school leaders employ and monitor a decision-making process that is based on vision, mission, and improvement priorities using facts and data; manage the decision making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; establish personal deadlines for themselves and the entire organization; and use a transparent process for making decisions and articulating who makes which decisions.

Narrative: This proficiency area is aligned to FPLS standard #6. How decisions are made can be as important as what decisions are made. The leader's proficiency at balancing the various aspects of decision-making is the focus of this area.

Indicator 6.1 – Prioritization Practices: The leader gives priority attention to decisions that impact the quality of student learning and teacher proficiency, gathering and analyzing facts and data, and assessing alignment of decisions with school vision, mission, and improvement priorities.

Narrative: Leaders make many decisions. Those that impact student learning and teacher proficiency require priority attention. The focus is the leader's ability to make sure that decisions on student learning and faculty proficiency are not lost among the lower priority issues or given inadequate attention because of all the other things leaders do.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader produces clear, convincing, and consistent evidence that demonstrates an understanding of learning, teaching, and student development to inform all decisions and continuously uses this information to enhance teaching and learning. The leader produces clear, convincing, and consistent evidence that, on an ongoing basis, all decisions are made in a way that promotes the school's vision and	The leader's decisions consistently demonstrate an understanding of learning, teaching, and student development. The leader produces clear evidence of making most decisions in a way that supports the school's vision and mission regarding student learning and faculty proficiency.	The leader provides limited evidence that demonstrates understanding of learning, teaching, and student development to inform decisions or is inconsistent in using this information to enhance decisions about teaching and learning. The leader produces limited evidence that the school's vision and mission impacts decision making.	The leader provides little or no evidence that demonstrate awareness of learning, teaching, and student development to inform decisions. The leader produces little to no evidence of making decisions that are linked to the school's vision and mission. Decisions adverse to student growth and/or faculty development are made.

mission. Effective decision-making practices are frequently shared with other administrators and colleagues throughout the system.			

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:
• The school's vision and mission statement developed under this leader is focused on student growth and improving faculty proficiency. • Staff evaluations and professional development documents emphasize student learning or faculty proficiency growth. • Documents showing the development and modification of teacher and student schedules are based on data about student needs. • Leader's meeting schedules reflect recurring attention to student learning and faculty proficiency issues. • Artifacts substantiating school improvement and curriculum review/revision are based on student learning needs or assessments of teacher proficiency. • Other leadership evidence of proficiency on this indicator.	• Teachers can describe a decision-making process that reflects an emphasis on vision, mission, student learning, and teacher proficiency requirements. • Teachers can recall decisions that were made resulting in changes to their teaching schedule to support student learning. • Team and department meeting minutes reflect student learning and faculty proficiency as priority issues. • Sub-ordinate leaders give priority attention to issues impacting student learning and teacher proficiency. • Principal's secretary prioritizes mail based on relation to student learning and faculty growth. • Office staff handles routine events to protect leader's time for instructional and faculty development issues. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective   [ ] Effective   [ ] Needs Improvement   [ ] Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 6.1

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What procedures have you established to increase professional knowledge opportunities for colleagues across the school system?	What system do you use to prioritize learning needs and empower faculty to create individual learning plans?	What strategies have you employed to meet the learning needs of your faculty, from novice to veteran to expert?	How should your awareness of learning, teaching, and student development inform decisions?
How do you promote and foster continuous improvement with new staff? What changes might you make to your decision-making process for further improvement?	How might you reinforce and establish your efforts so that direct reports and your entire school community understand the link between decisions and your priorities?	Why is it necessary to explicitly reference your vision and mission, even though they are visibly posted in high traffic areas of your school?	How might you better align your decisions with the vision and mission of your school?

Indicator 6.2 – Problem Solving: The leader uses critical thinking and data-based problem solving techniques to define problems and identify solutions.

Narrative: Problem solving is an essential support to decision making. The leader's skill in using thinking skills and data to define problems and identify solutions is the focus here.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader demonstrates the ability to construct a clear and insightful problem statement with evidence of relevant contextual factors.

The leader identifies multiple approaches for solving a problem and proposes one or more solutions/hypotheses that indicate a deep comprehension of the problem. The solutions are sensitive to contextual factors as well as all of the following: ethical, logical, and cultural dimensions of the problem.

The leader's evaluation of solutions is comprehensive and includes all of the following: history of the problem, logic/reasoning, feasibility and impact of the solution.

The solution is implemented in a manner that addresses each of the contextual factors of the problem. A thorough review of the results is conducted to determine need for further work. | The leader demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors and the problem statement is adequately detailed.

The leader identifies multiple approaches for solving a problem.

The leader's solutions are sensitive to contextual factors as well as at least one of the following: ethical, logical, or cultural dimensions of the problem.

Evaluation of solutions is adequate and includes: history of the problem, reviews logic and reasoning, examines feasibility of solution, and weighs impact.

The solution is implemented and the results reviewed with some consideration for further work. | The leader is beginning to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but the problem statements are superficial or inconsistent in quality.

Typically, a single "off the shelf" solution is identified rather than designing a solution to address the contextual factors.

The solution is implemented in a manner that addresses the problem statement but ignores relevant factors. Results are reviewed with little, if any, consideration for further work. | The leader demonstrates a limited ability to identify a problem statement or related contextual factors.

Solutions are vague or only indirectly address the problem statement.

Solutions are implemented in a manner that does not directly address the problem statement and are reviewed superficially with no consideration for further work. |
| Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following: | | Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following: | |
| •   Samples of problem statements, contextual factors, recommended approaches, proposed solutions, evaluation, and | | •   Teachers can personally attest to the problem-solving skills of the leader. | |

review with consideration for further work are presented. • A well-established problem-solving process can be described by the leader. • Data records reveal the range of problems addressed and after-implementation data collections. • Reports and newsletters to stakeholders inform of problems addressed and the impact of solutions implemented. • Other leadership evidence of proficiency on this indicator.	• Teachers report a high degree of satisfaction with the problem-solving process established by the leader. • Teacher and/or students describe participating in problem solving led by the school leader. • Multi-tiered System of Supports (MTSS) is fully operational in classrooms. • Sub-ordinate leaders are engaged in data-based problem solving. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective   [ ] Effective   [ ] Needs Improvement   [ ] Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 6.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What might be some of the things you learned about problem solving that will influence your leadership practice in the future?	What can you do to enable your sub-ordinate leaders to be more effective in problem solving?	What are some specific recollections (data) that come to mind that define your thinking about effective problem solving?	How would you describe your problem solving process?

Indicator 6.3 – Quality Control: The leader maintains recurring processes for evaluating decisions for effectiveness, equity, intended and actual outcome(s); implements follow-up actions revealed as appropriate by feedback and monitoring; and revises decisions or implementing actions as needed.

Narrative: Decisions are made....but there is a follow-up process. What was the impact of the decisions? The focus here is the leader's follow-up on decisions and capacity to make revisions where needed.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader can provide clear and consistent evidence of decisions that have been changed based on new data. The leader has a regular pattern of decision reviews and "sunsetting" in which previous decisions are reevaluated in light of the most current data. There is a culture of open acknowledgement of undesired outcomes in which the leader and everyone in the organization can discuss what is not working without fear of embarrassment or reprisal.	The leader has a record of evaluating and revising decisions based on new data. Review of decision and follow-up actions are consistently timely.	The leader has some processes for acquiring new information on impact of decisions and appears to be willing to reconsider previous decisions, but does not have a clear or consistent record of making changes where needed or as soon as needed.	There is little or no evidence of reflection and reevaluation of previous decisions. Sub-ordinate leaders are not encouraged to evaluate prior decisions.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• Examples of documents related to previous decisions that indicate re-evaluation in light of emerging data or trends. • Evidence that re-evaluations in light of emerging data or trends resulted in changes or adjustments in actions. • A well-articulated problem-solving process can be produced. • Principal's work schedule reflects time for monitoring the implementation of priority decisions.	• Teachers can attest to having participated in a re-evaluation of a decision based on emerging trends and data. • Teachers report confidence in the decisions being made by the leader. • Sub-ordinate leaders' records reveal time committed to gathering data and following up on impact and implementation of leader's decisions. • Sub-ordinate leaders' records reveal time committed to gathering data and following up on impact and implementation of the sub-ordinate leaders' decisions. • Other impact evidence of proficiency on this indicator.

• Other leadership evidence of proficiency on this indicator.	

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective   [ ] Effective   [ ] Needs Improvement   [ ] Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 6.3

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How do you continue to clarify the decision-making process in a dynamic, changing environment?	Why is it necessary for you as a school leader to reevaluate prior decisions and programs in light of emerging research, personal experience, and changing situations?	What will you do from now on to ensure previous decisions and programs are revisited and evaluated on a routine basis?	When do you take time with your leadership team to reflect on decisions that have been made? In what ways do you evaluate decisions on the basis of student achievement?

Indicator 6.4 – Distributive Leadership: The leader empowers others and distributes leadership when appropriate.

Narrative: A school is too complex for one person to make all decisions. Some of the functions of leadership must be shared with others. Developing capacity for success in a workforce requires enabling other people to be responsible for meaningful decisions. The leader's capacity to share the "right stuff" and distribute decision making among other appropriate staff is the focus here.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
Innovation and improvement in instructional processes, faculty development, or school operations have resulted from distributive leadership.	The leader creates opportunities for staff to demonstrate leadership skills by allowing them to assume leadership and decision-making roles.	Some well-understood leadership roles other than the school principal are functioning and contributing to effective and timely decisions on some school priorities, but there are recurring delays in reaching decisions on other issues.	There is no or only minimal evidence that anyone other than the principal has a meaningful role in making timely decisions.
The leader encourages staff members to accept leadership responsibilities outside of the school building.	The leader supports the decisions made as part of the collective decision-making process.	Decisions are often rushed or made without appropriate input due to lack of planning and implementation of development activities by staff members.	The leader rarely seeks input on significant issues from a variety of stakeholder groups (e.g. faculty leaders, teachers, student, parents, community, or business leaders).
The leader incorporates teacher and support staff into leadership and decision-making roles in the school in ways that foster the career development of participating teachers.	Decision-making delegations are clear: Sub-ordinates know what decisions are made by the leader, which by the leader after input from others, and which are delegated to sub-ordinates to decide.		
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:		Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:	
• Organizational charts or other documents reveal how leadership is distributed and informs who is involved in what.		• Sub-ordinate leaders and teacher leaders report meaningful roles in decision making. • Minutes, agendas, and other records of meetings held by sub-	

GCPS 2012   Page |

• School improvement plan process reflects involvement by a variety of parties. • Evidence of shared decision-making and distributed leadership is present in leader's memorandums, e-mails, and other communications. • Leader's communication to faculty and stakeholders recognizes the role of those to whom leadership functions were distributed. • Other leadership evidence of proficiency on this indicator.	ordinate leaders reflect their involvement in significant decision making. • Teachers are able to identify which colleagues have a leadership or decision making role in any given issue. • Teacher and or parent surveys reflect satisfaction with access to sub-ordinate and teacher leaders rather than requiring access only to the principal. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective   [ ] Effective   [ ] Needs Improvement   [ ] Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 6.4

Highly Effective	Effective	Needs Improvement	Unsatisfactory
To what extent do you have a systematic process in place for delegating authority to subordinates?	How might you increase the range and scope of tasks and responsibilities you delegate to key individuals or teams? In what areas do faculty and staff bring expertise that will improve the quality of decisions at your school?	Under what circumstances would you be willing to release increased decision-making authority to your staff and faculty? How might you use the function of delegation to empower staff and faculty at your school?	What factors prevent you from releasing responsibilities to staff?

Indicator 6.5 – Technology Integration: The leader employs effective technology integration to enhance decision making and efficiency throughout the school. The leader processes changes and captures opportunities available through social networking tools, accesses and processes information through a variety of online resources, incorporates data-driven decision making with effective technology integration to analyze school results, and develops strategies for coaching staff as they integrate technology into teaching, learning, and assessment processes.

Narrative: Technology was a separate standard in the 2005 Florida Principal Leadership Standards (FPLS). By 2011 the state had made great strides toward accepting technology into the schools. In the 2011 FPLS, technology moved from a separate general "pro-technology" standard to focused applications of technology embedded in several standards. This indicator focuses on technology integration and the leader's use of technology to improve decision-making processes in several priority areas.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader mentors other school leaders on effective means of acquiring technology and integrating it into the decision-making process.

The leader provides direct mentoring and coaching supports so that new staff and new sub-ordinate leaders are quickly engaged in effective use of technology supports needed to enhance decision-making quality. | Technology support for decision-making processes is provided for all of the staff involved in decision making on school instructional and faculty improvement efforts.

Technology integration supports all of the following processes: decision-making prioritization, problem solving, decision evaluation and distributed leadership.

Engages sub-ordinate leaders in developing strategies for coaching staff on integration of technology. | Technology support for decision-making processes is provided for some, but not all of the staff involved in decision making on school instructional and faculty improvement efforts.

Technology integration supports some, but not all of the following processes: decision-making prioritization, problem solving, decision evaluation and distributed leadership. | There is no or only minimal evidence that decision-making prioritization, problem solving, decision evaluation or distributed leadership processes are supported by technology integration.

Decision making is not supported by a well-understood system of procedures to identify problems and generate solutions.

Technology integration does not support data exchanges, project management, and feedback processes. |
| Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following: | | Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following: | |
| • School improvement plan reflects technology integration as a support in improvement plans.

• Leader has a technology integration plan used to provide | | • Sub-ordinate leaders integrate technology into their work functions and use technology to streamline the process.
• Data from faculty that supports decision making and monitoring impact of decisions are shared via technology. | |

GCPS 2012   Page |

technology supports to the degree possible with available resources. • School website provides stakeholders with information about and access to the leader. • Technology tools are used to aid in data collection and analyses and distribution of data findings. • Evidence that shared decision -making and distributed leadership is supported by technology. • Technology used to enhance coaching and mentoring functions. • Other leadership evidence of proficiency on this indicator.	• PowerPoint presentations, e-mails, and web pages of faculty members support involvement in decision making and dissemination of decisions made. • Faculty use social network methods to involve students and parents in data collection that supports decision making and to inform stakeholders of decisions made. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective [ ] Effective [ ] Needs Improvement [ ] Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 6.4

Highly Effective	Effective	Needs Improvement	Unsatisfactory
To what extent do you have a systematic process in place for delegating authority to subordinates?	How might you increase the range and scope of tasks and responsibilities you delegate to key individuals or teams? In what areas do faculty and staff bring expertise that will improve the quality of decisions at your school?	Under what circumstances would you be willing to release increased decision-making authority to your staff and faculty? How might you use the function of delegation to empower staff and faculty at your school?	What factors prevent you from releasing responsibilities to staff?

Proficiency Area 7. <u>Leadership Development</u>: Effective school leaders actively cultivate, support, and develop other leaders within the organization, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders.

Narrative: This proficiency area aligns to Standard 7. Leaders are developed by other leaders. This is a process critical to an organization's capacity to improve over time and sustain quality processes. This proficiency area focuses on what leaders do to develop leadership in others.

Indicator 7.1 – Leadership Team: The leader identifies and cultivates potential and emerging leaders, promotes teacher-leadership functions focused on instructional proficiency and student learning, and aligns leadership development practices with system objectives, improvement planning, leadership proficiency needs, and appropriate instructional goals.

Narrative: The FPLS are based on a presumption that the school leader works with and through a team of other people to insure coordination and focus of school operations and improvements. Leadership teams get things done!

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The participants in the school's leadership team function independently with clear and efficient implementation of their role(s) and work in a collegial partnership with other leadership team participants to coordinate operations on student growth and faculty development. Leadership development processes employed by the school leader are shared with other school leaders as a model for developing quality leadership teams. The leader has specifically identified at least two emerging leaders in the past year, and has entered them into the ranks of leadership training or provided personal mentoring on site. Other school leaders cite this leader as a mentor in identifying and cultivating emergent leaders.	Those who are assigned or have accepted leadership functions have consistent support from the school leader in focusing their efforts on instructional improvement and faculty development. The leader has specifically identified and cultivated potential and emerging leaders for the major functions of the school. The leader has personally mentored at least one emerging leader to assume leadership responsibility in instructional leadership or at an administrative level, with positive results.	The leader has identified staff for leadership functions, follows district personnel guidelines for accepting applications for new leaders, but has not implemented any systemic process for identifying emergent leaders, or is inconsistent in application of such a process. The leader provides some training to some of the people assigned leadership functions, but does not involve staff other than those in the designated roles.	The leader does not recognize the need for leadership by other people. Staff with leadership titles (e.g., department heads, team leaders, deans, assistant principals) has little or no involvement in processes that build leadership capacities. Persons under the leader's direction are unable or unwilling to assume added responsibilities. There is no or only minimal evidence of effort to develop leadership potential in others.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• Organizational charts identify the leadership roles and team members. • The leader has a system for identifying and mentoring potential leaders. • The leader can cite examples in which s/he coached several emerging leaders to assume greater levels of responsibility within the organization. • Minutes, e-mails, and memorandums reflecting exchanges among leadership team members are focused on school improvement goals, student growth, and faculty development. • The leader's communications to faculty and stakeholders reflect recognition of the leadership team. • Other leadership evidence of proficiency on this indicator.	• Teachers at the school can describe informal and formal opportunities to demonstrate and develop leadership competencies. • Teachers at the school report that leadership development is supported and encouraged. • Current leadership team members can describe training or mentoring they receive from the school leader regarding leadership. • Teachers can describe processes that encourage them to be involved in school improvement and prepare for leadership roles. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective   [ ] Effective   [ ] Needs Improvement   [ ] Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 7.1

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How do you provide guidance and mentorship to emerging leaders outside of your personal job description and leadership responsibilities? How would you describe the system you use to ensure that emerging leaders pursue job opportunities when they are available? How might you embed this preparation into their job duties, and what changes will you need to make to help build such leadership capacity at your school?	How have you designed the school improvement process to develop leadership capacity from existing faculty? What strategies and lessons might you impart to your direct reports to better prepare them for expanded leadership opportunities?	What process do you employ to encourage participation in leadership development? When do you release responsibility to your assistants to own key decisions? How do you leverage school improvement activities to build leadership capacity for assistants and emerging teacher leaders?	What process is available to you that help you screen and develop potential leaders? How might you spend time explicitly preparing your assistants to assume your role as principal? What steps would you take to spend more time in preparing your assistants to assume your role as principal?

Indicator 7.2 – Delegation: The leader establishes delegated areas of responsibility for sub-ordinate leaders and manages delegation and trust processes that enable such leaders to initiate projects or tasks, plan, implement, monitor, provide quality control, and bring projects and tasks to closure.

Narrative: Leadership teams engage other skilled people in the business of the school. However, involvement does not insure effective organizations. This indicator focuses on the distribution of responsibility and whether sub-ordinate leaders have been delegated all that is needed to succeed.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
Staff throughout the organization is empowered in formal and informal ways. Faculty members participate in the facilitation of meetings and exercise leadership in committees and task forces; other employees, including noncertified staff, exercise appropriate authority and assume leadership roles where appropriate. The climate of trust and delegation in this organization contributes directly to the identification and empowerment of the next generation of leadership.	There is a clear pattern of delegated decisions, with authority to match responsibility at every level in the organization. The relationship of authority and responsibility and delegation of authority is clear in personnel documents, such as evaluations, and also in the daily conduct of meetings and organizational business.	The leader sometimes delegates, but also maintains decision-making authority that could be delegated to others. Clarity of the scope of delegated authority is inconsistent from one delegation to another. Actions taken by those to who tasks are delegated are sometimes overruled without explanation.	The leader does not afford subordinates the opportunity or support to develop or to exercise independent judgment. If delegation has occurred there is a lack of clarify on what was to be accomplished or what resources were available to carry out delegated tasks.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:		Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:	
• A Responsibility Matrix or chart of "who does what" provides evidence that the leader trust others within the school by identifying how leadership responsibilities are delegated to other faculty members on his or her staff. • The leader's processes keep people from performing redundant activities. • The leader has crafted "job descriptions" for sub-ordinate leaders' roles that clarify what they are to do and have the delegated authority to do.		• Teachers report that areas of delegated responsibility include authority to make decisions and take action within defined parameters. • Faculty and staff can cite examples of delegation where the leader supported the staff member's decision. • Faculty report that building leaders express high levels of confidence in their capacity to fulfill obligations relevant to the shared task of educating children. • Staff to whom responsibility has been delegated in turn delegates appropriate aspects of their tasks to other staff thus expanding engagement. • Other impact evidence of proficiency on this indicator.	

• Communications to delegated leaders provide predetermined decision-making responsibility. • Documents initiating projects and tasks identify personal responsibility for success at the beginning of the project. • Delegation and trust are evident in personnel evaluations. • Delegation and trust are evident in the school improvement plan as a variety of school staff are identified as being directly responsible for various components of the planning effort. • Meeting minutes provide evidence of delegation and trust being extended to select members of the faculty. • Other leadership evidence of proficiency on this indicator.	

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective   [ ] Effective   [ ] Needs Improvement   [ ] Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 7.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
To what extent do you have a systematic process in place for delegating authority to subordinates?	How might you increase the range and scope of tasks and responsibilities you delegate to key individuals or teams? In what areas do faculty and staff bring expertise that will improve the quality of decisions at your school?	Under what circumstances would you be willing to release increased decision-making authority to your staff and faculty? How might you use the function of delegation to empower staff and faculty at your school?	What factors prevent you from releasing responsibilities to staff?

Indicator 7.3 – Succession Planning: The leader plans for and implements succession management in key positions.

Narrative: When the leader is off campus – who is in charge? When the leader changes jobs or retires, who is prepared to take over? What about the school's subs-ordinate leaders? Who takes over for them? Succession planning is building relationships and preparation processes for involving others in ways that prepare them to move into key positions as they become vacant.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
In addition to the practices at the effective level, the leader systematically evaluates the success of the succession program, making adjustments as needed and engaging sub-ordinate leaders in succession management processes in their own areas of responsibility. Central office personnel rely upon this leader to share highly successful succession planning practices with other leaders throughout the district.	The leader proficiently implements a plan for succession management in key positions that includes identification of key and hard-to-fill positions for which critical competencies have been identified. In conjunction with central office staff, the leader identifies and evaluates applicant pools, collects information on competency levels of employees in identified applicant pools and identifies competency gaps. Based on an analysis of these gaps, the leader develops and uses programs and strategies for smooth succession including temporary strategies for getting work done during vacancy periods.	Inasmuch as the leader understands the need to establish a plan for succession management, the plan remains simply that - a plan - as thoughts about the plan and its component parts have yet to be implemented. The leader primarily relies on central office staff to identify and evaluate applicant pools, the competency levels of employees in identified applicant pools, and the competency gaps. Little to no effort on the part of the leader is made to increase the competency level of the potential successor leaders within the faculty or such efforts are limited in scope.	The leader takes little or no actions to establish a plan for succession management. Staff are hired to fill vacancies in key positions that do not possess the critical instructional capabilities required of the school, which compromises the school's efforts to increase student academic achievement, and no processes to remedy the trend are taken.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:		**Impact Evidence** of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:	
• Documents generated by or at the direction of the leader establish a clear pattern of attention to individual professional development that addresses succession management priorities. • The leader has processes to monitor potential staff departures. • The leader accesses district applicant pools to review options as soon as district processes permit. • Informal dialogues with faculty routinely explore their interests in		• Select teachers can attest to having been identified into applicant pools for leadership in key and hard-to-fill positions that may develop in the future. • Select teachers report that the principal has identified various competency levels needed for key or hard-to-fill leadership positions. • Select teachers describe providing the leader feedback as to gaps in their personal competency for which the leader has developed professional learning experiences. • Teachers can describe transparent processes for being considered for leadership positions within the school.	

expanded involvement and future leadership roles. • Leader has documents or processes to inform potential leaders of the tasks and qualifications involved in moving into leadership roles. • A succession management plan that identifies succession problems, key and hard-to-fill positions for which critical competencies have been identified, and key contacts within the school community. • Other leadership evidence of proficiency on this indicator.	• Sub-ordinate leaders engage other faculty in competency building tasks that prepare them for future leadership roles. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective   [ ] Effective   [ ] Needs Improvement   [ ] Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 7.3

Highly Effective	Effective	Needs Improvement	Unsatisfactory
In what ways might you further extend your reach within the district to help others throughout the district benefit from your knowledge and skill in succession management practices? What have you prepared to assist your successor when the time comes?	In what ways are you interacting with central office personal to share highly effective succession planning practices with other leaders throughout the district? What are some of your strategies you have employed that help your school get work done during vacancy periods?	What are the key components of within your succession management plan? What might be the one or two personal leadership practices to which you will pay particular attention as you implement your succession management plan?	In what ways would a plan for succession management be helpful to you as you move to replace key and hard-to-fill positions at your school?

Indicator 7.4 – Relationships: The leader develops sustainable and supportive relationships between school leaders, parents, community, higher education, and business leaders.

Narrative: This is a fundamentally important skill set. Leaders get quality work done through other people. The skill set of relationship building, including networking and engaging others in a shared vision, are hallmarks of quality leaders.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
While maintaining on-site work relationships with faculty and students as a priority, the leader finds ways to develop, support, and sustain key stakeholder relationships with parent organizations, community leaders, and businesses, and mentors other school leaders in quality relationship building. The leader has effective relationships throughout all stakeholder groups and models effective relationship building for other school leaders.	The leader systematically (e.g., has a plan, with goals, measurable strategies, and a frequent-monthly-monitoring schedule) networks with all key stakeholder groups (e.g., school leaders, parents, community members, higher education, and business leaders) in order to cultivate, support, and develop potential and emerging leaders. Leader has effective collegial relationships with most faculty and subordinates.	The leader is inconsistent in planning and taking action to network with stakeholder groups (e.g., school leaders, parents, community members, higher education, and business leaders) to support leadership development. Relationship skills are employed inconsistently.	The leader makes no attempt to or has difficulty working with a diverse group of people. Consequently, the leader does not network with individuals and groups in other organizations to build collaborative partnerships in support of leadership development.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:
• Documentation can be provided describing the leader's plan—with goals, measurable strategies, and a frequent-monthly-monitoring schedule—to develop sustainable and supportive relationships with key stakeholder groups in support of potential and emerging leaders. • Documentation can be provided as to the relationships with other building leaders the leader has established in support of potential and emerging leaders within the school. • Documentation can be provided as to the relationships with parents, community members, higher education, and business leaders the leader has established in support of potential and emerging leaders within the school.	• Parents report that the leader has developed sustainable and supportive relations with them in support of potential and emerging leaders at the school. • Community members report that the leader has developed sustainable and supportive relations with them in support of potential and emerging leaders at the school. • Higher education members within the area report that the leader has developed sustainable and supportive relations with them in support of potential and emerging leaders at the school. • Business leaders within the area report that the leader has developed sustainable and supportive relations with them in support of potential and emerging leaders at the school. • Other impact evidence of proficiency on this indicator.

• Other leadership evidence of proficiency on this indicator.	

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective   [ ] Effective   [ ] Needs Improvement   [ ] Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 7.4

Highly Effective	Effective	Needs Improvement	Unsatisfactory
In what ways might you further extend your reach within the district to help others throughout the district benefit from your knowledge and skill in establishing relationships among key stakeholder groups?	What strategies are you employing so you can share your experiences relative to establishing relationships with key stakeholders to support potential and emerging leaders?	In what ways are you working to establish networks with key stakeholder groups to cultivate and support potential and emerging leaders in your school?	How might your relationships with faculty and key stakeholder groups help to cultivate and support potential and emerging leaders in your school?

Proficiency Area 8. <u>School Management</u>: Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment; effectively manage and delegate tasks and consistently demonstrate fiscal efficiency; and understand the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything.

Narrative: This proficiency area aligns with Standard 8. A school is an "organization." School leaders manage implementation of many rules, regulations, and policies. However, the "organization" is the people working together to provide learning to students. What leaders do to manage those people and the environment in which they work is the focus of this area.

Indicator 8.1 – Organizational Skills: The leader organizes time, tasks, and projects effectively with clear objectives, coherent plans, and establishes appropriate deadlines for self, faculty, and staff.

Narrative: Time, tasks, and projects all need organization to have the desired impact. This indicator focuses on the key aspects of organization essential to school success.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader uses project management as a teaching device, helping others understand the interrelationship of complex project milestones throughout the organization. The leader uses complex project management to build system thinking throughout the organization. Project plans are visible in heavily trafficked areas, so that accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources. Successful project results can be documented.	Project management documents are revised and updated as milestones are achieved or deadlines are changed. The leader understands the impact of a change in a milestone or deadline on the entire project, and communicates those changes to the appropriate people in the organization. Task and project management and tracking of deadlines are routinely monitored with an emphasis of issues related to instruction and faculty development.	Project management methodologies are vague or it is unclear how proposed project management tools will work together in order to help keep tasks and projects on time and within budget. The impact of changes in an action plan or deadline is inconsistently documented and communicated to people within the organization.	There is little or no evidence of time, task or project management focused on goals, resources, timelines, and results.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the		**Impact Evidence** of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to	

following:	the following:
• Examples of projects that have been adjusted based on the input from a variety of sources. • Examples of timely completion of learning environment improvement projects focused on issues like safety, efficiency, effectiveness, or legal compliance. • Examples of multiple projects and timelines managed by the leader by strategically delegating time, resources, and responsibilities. • School Improvement Plan implementation records reveal planning of tasks with clear stages of progress and timelines to measure progress. • Leadership responsibility matrix or chart describes how management of tasks and projects are allocated and reflects monitoring tasks. • School financial information showing meeting deadlines and procedures and processes for assessing the adequacy of fiscal resources budgeted to tasks. (Is there a way to recognize when funds will run short or if there will be an excess which can be repurposed?) • Examples of "systems planning tools" (e.g., tree diagram, matrix diagram, flowchart, PERT Chart, Gant Chart) are used that display the chronological interdependence of the project events that unfold over time. • Tasks and reports for parties outside the school are monitored for timely completion. • Other leadership evidence of proficiency on this indicator.	• Reports that require teacher input are submitted on time and in compliance with expectations. • Sub-ordinate leaders' records reveal specific levels of fiscal support to projects delegated to them and processes for tracking the expenses are implemented. • Random sampling (informal interviews) with teachers reveals consistent capacity of staff to describe ongoing projects and tasks. • Random sampling (informal interviews) with teachers reveals consistent capacity of staff to describe how school leadership monitors work in progress and due dates. • Minutes, agendas, records and/or anecdotal information from teachers reveal the preponderance of teacher meetings have clear objectives or purposes focused on system instructional goal, professional learning, or improvement planning. • School-wide teacher questionnaire results related to school management issues reflect awareness of a positive impact of organization on school operations. • Teachers are aware of time and task management processes and contribute data to them. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective   [ ] Effective   [ ] Needs Improvement   [ ] Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 8.1

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How much of your work on organization of time and projects is reactive to establish conformity with deadlines and short term situations and how much is proactive focused on creating capacity for continuous improvement.? Are you able to identify and articulate to others the systemic connections between the various projects and tasks you manage?	To what extent are tasks and major tasks delineated in your overall project design? What might you do to emphasize the most important components over minor tasks? How do you distinguish between the support needed for high priority projects and tasks that impact student achievement or faculty development and compliance with projects that have fixed due dates for parties outside the building?	How do you ensure unanticipated changes do not derail or prevent completion of key projects at your school? How do you monitor whether work needed to meet deadlines is proceeding at a necessary pace?	What changes in your practice are needed to ensure necessary projects are identified, realistically designed, carefully implemented, and supported with sufficient time and resources? How to you distribute workloads so the appropriate people are involved and with sufficient clarity on goals and timeframes to get work done?

Indicator 8.2 – Strategic Instructional Resourcing: The leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and a supportive learning environment.

Narrative: Resources are always limited. How well a leader does at putting resources where they are needed and when they are needed to support instructional goals is the focus here. Do teachers and students get what they need when they need it?

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader regularly saves resources of time and money for the organization, and proactively redeploys those resources to help the organization achieve its strategic priorities. Results indicate the positive impact of redeployed resources in achieving strategic priorities. The leader has established processes to leverage existing limited funds and increase capacity through grants, donations, and community resourcefulness.	The leader leverages knowledge of the budgeting process, categories, and funding sources to maximize all available dollars to achieve strategic priorities. The leader has a documented history of managing complex projects, meeting deadlines, and keeping budget commitments. The leader documents a process to direct funds to increase student achievement that is based on best practice and leveraging of antecedents of excellence in resources, time, and instructional strategies.	The leader sometimes meets deadlines, but only at the expense of breaking the budget; or, the leader meets budgets, but fails to meet deadlines. The leader lacks proficiency in using the budget to focus resources on school improvement priorities. Resources are not committed or used until late in the year or are carried over to another year due to lack of planning and coordination. The leader makes minimal attempts to secure added resources.	The leader has no clear plan for focusing resources on instructional priorities and little or no record of keeping commitments for schedules and budgets.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:
• School financial information shows alignment of spending with instructional needs. • Documents are provided to faculty that indicate clear protocols	• School-wide teacher questionnaire results reveal satisfaction with resources provided for instructional and faculty development. • Staff receipt books, activity agreements, and fundraiser requests reflect priority attention to instructional needs.

for accessing school resources. • School Improvement Plan and spending plans are aligned. • Leader's documents reveal recurring involvement in aligning time, facility use, and human resources with priority school needs. • Schedules and calendars for use of the facility reflect attention to instructional priorities. • Other leadership evidence of proficiency on this indicator.	• Teachers can describe the process for accessing and spending money in support of instructional priorities. • Teachers can provide examples of resource problems being taken on by school leadership as a priority issue to be resolved. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective   [ ] Effective   [ ] Needs Improvement   [ ] Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 8.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How would you describe the systematic method for pursuing grants, partnerships, and combining community resources you have implemented to support increases to student achievement?	To what extent are faculty and staff aware of your budgeting expectations? How are your budgeting expectations delineated, published, and communicated?	Have there been instances in which you failed to meet deadlines or where expenditures resulted in budget overruns? What did you learn from that experience and how did you apply lessons from it?	When resources are limited, what actions do you take as the school leader to allocate them most efficiently?

Indicator 8.3 – Collegial Learning Resources: The leader manages schedules, delegates, and allocates resources to provide recurring systemic support for collegial learning processes focused on school improvement and faculty development.

Narrative: Team learning is an essential element in a learning organization. Does the leader provide needed supports to collegial learning? Are barriers to success removed? Everyone working in isolation reduces the probability of improvements. Collegial processes need resource support. This indicator assesses the leader's proficiency at providing that support.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader leverages knowledge of the budgeting process, categories, and funding sources to maximize the impact of available dollars on collegial processes and faculty development. Results indicate the positive impact of deployed resources in achieving a culture of deliberate practice focused on school improvement needs. The leader has established processes to support collegial processes and faculty development through grants, business or higher education partnerships, and/or community resourcefulness.	The leader has established routines regarding allocation of time and facility resources that result in wide faculty participation in collegial processes and faculty development. School fiscal resources are allocated to support collegial processes and faculty development. Clear delegations of responsibility are evident that involve highly effective faculty in sustaining collegial processes and faculty development.	The leader lacks proficiency in using budget, work schedules, and/ or delegation of involvement to focus time and resources on collegial processes and faculty development. There is a lack of sustained and focused resource allocation on these issues.	The leader has little or no record of making plans or keeping commitments to provide resources or build schedules of events that support collegial processes and faculty development.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:
• School financial information identifies resources employed in support of collegial learning. • Procedures for collegial groups to reserve rooms for meetings are provided to all faculty. • Protocol for accessing school resources to support collegial	• Teachers routinely recount examples of collegial work, team learning or problem solving focused on student achievement. • Lesson study groups, PLC's, and other forms of collegial learning teams are operational. • School-wide teacher questionnaire results reflect teacher participation in collegial learning groups. • Teachers' professional learning plans incorporate participation

learning needs. • School Improvement Plan reflects role(s) of collegial learning teams. • Leader's memorandums, e-mails, and other documents reflect support for team learning processes both on-campus and via digital participation on communities of practice. • Master schedules are modified to promote collegial use through common planning times. • Other leadership evidence of proficiency on this indicator.	in collegial learning. • Department, team, or grade level meetings devote a majority of their time to collegial learning processes. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective   [ ] Effective   [ ] Needs Improvement   [ ] Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 8.3

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How would you describe the systematic method for pursuing grants, partnerships, and combining community resources you have implemented to support increases in the quality of collegial processes?	To what extent are faculty and staff aware of your focus on collegial processes? How are faculty given opportunities to request or recommend time or resource allocations that support collegial processes and faculty development?	Have there been instances in which you failed to act on opportunities to support collegial processes or faculty development? What did you learn from that experience and how did you apply lessons from it?	When resources are limited, what actions do you take as the school leader to reallocate them to the high impact functions like collegial processes and faculty development?

Proficiency Area 9. Communication: Effective school leaders use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by:

- **Practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community;**

- **Managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school; and**

- **Recognizing individuals for good work; and maintaining high visibility at school and in the community.**

Narrative: The "voice of the school" represents a core set of communication processes that shape perceptions about the school – the leader's communications central among them. The leader must manage the "voice of the school" so clear, coherent and accurate information flows to faculty, students, and stakeholders. The perceptions of those involved in the success of the school need to be heard, acknowledged, and understood.

Indicator 9.1 – Constructive Conversations: The leader actively listens to and learns from students, staff, parents, and community stakeholders and creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important issues.

Narrative: Skillful "speaking" is important. So is skillful listening. People can engage in conversation on many things, but some things are more important to school improvement than others. Making sure speaking and listening occurs on the important issues is a leader's task.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
In addition to the practices at the effective level, the highly effective leader routinely mentors others within the district to effectively employ key active listening skills (e.g. wait time, paraphrasing, asking clarifying questions) when interacting with diverse stakeholder groups about high achievement for all students.	The leader systematically (e.g., has a plan, with goals, measurable strategies, and a frequent-monthly-monitoring schedule) and reciprocally listens to and communicates with students, parents, staff, and community using multiple methods (i.e., oral, written, and electronic) to seek input/ feedback and to inform instructional and leadership practices.	The leader's involvement in regard to listening to and communicating with students, parents, staff, and community is primarily unplanned and/or initiated by others rather than the leader "reaching out."	The leader's visibility within the community is virtually non-existent; conducts little to no interactions with stakeholders regarding the work of the school.
There is evidence of the leader making use of what was learned in	The leader systematically	The leader has only a few methods to seek input/feedback with the intent to inform instructional and leadership practices.	The leader is isolated from students, parents, staff, and community and engages in no or minimal listening to and communicating with them to seek input/feedback and inform instructional and leadership

GCPS 2012   Page |

constructive conversations with others in the leader's subsequent actions, presentations, and adjustments to actions.	communicates with diverse stakeholders about high achievement for all students.	The leader's communications with stakeholders about high achievement for all students are not carefully planned and implemented.	practices. The leader avoids engaging faculty and/or stakeholders in conversations on controversial issues that need to be addressed in the interest of school improvement.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:
• Samples of communication methods used by the leader. • A School Improvement Plan that demonstrates knowledge of the specific school community and the impact of community factors on learning needs of students and faculty. • A school-wide plan to engage families and community in understanding student needs and participating in school improvement efforts. • Evidence of opportunities for families to provide feedback about students' educational experiences. • Logs of community interaction (e.g., number of volunteers, community members in the school, telephone conversations and community presence at school activities). • Leader writes articles for school or community newspapers. • Leader makes presentations at PTSA or community organizations. • Leader hosts informal "conversations" with faculty, parents, and/or business leaders to share perceptions about the school and pertinent educational issues. • The leader can identify influential "opinion leaders" in the school community and has processes for engaging them in school improvement efforts. • Other leadership evidence of proficiency on this indicator.	• Students confirm that the leader is a good listener and effectively uses a wide variety of methods of communication to describe expectations and seek input/feedback. • Faculty members confirm that the leader is a good listener and effectively uses a wide variety of methods of communication to describe expectations and seek input/feedback. • Parents and community members confirm that the leader is a good listener and effectively uses a wide variety of methods of communication to describe expectations and seek input/feedback. • Local newspaper articles report involvement of school leader and faculty in school improvement actions. • Letters and e-mails from stakeholders reflect exchanges on important issues. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective   [ ] Effective   [ ] Needs Improvement   [ ] Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected**):**

Reflection Questions for Indicator 9.1

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How might you further expand your influence over your colleagues within the district relative to the implementation of effective listening and communication techniques?	What support might you provide your colleagues within the school that would help them become as capable in the area of listening and communicating as you?	How would you describe your efforts to implement a plan to communicate with various stakeholders within your school community? What might be some of the things you are taking away from this experience that will influence your communication practice in the future?	How might listening with the intent to learn from students, staff, parents, and community stakeholders be beneficial to the successful operation of the school?

Indicator 9.2 – Clear Goals and Expectations: The leader communicates goals and expectations clearly and concisely using Florida's common language of instruction and appropriate written and oral skills, communicates student expectations and performance information to students, parents, and community, and ensures faculty receives timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.

Narrative: Proficiency in the competencies addressed in this indicator impacts success on many other indicators. The most successful school leaders are able to provide clear goals and expectations on every aspect of school operations and instructional leadership. You need to do the "school leader's two step." Having clear goals and expectations is step one, communicating them so others can act on them is step two.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
Clear evidence communication on goals and expectations is present, including open forums, focus groups, surveys, personal visits, and use of available technology. Ensures that all community stakeholders and educators are aware of the school goals for instruction, student achievement, and strategies and progress toward meeting these goals. The leader coaches others within the district to effectively employ the Florida common language of instruction in communicating school goals and expectations.	The leader conducts frequent interactions with students, faculty, and stakeholders to communicate and enforce clear expectations, structures, and fair rules and procedures. Utilizes a system of open communication that provides for the timely, responsible sharing of information with the school community using a variety of formats in multiple ways through different media in order to ensure communication with all members of the school community. Is proficient in use of the Florida common language of instruction to align school goals with district and state initiatives.	Expectations and goals are provided and communicated in a timely, comprehensible and actionable form regarding some student and faculty performance issues. Designs a system of open communication that provides for the timely, responsible sharing of information to, from, and with the school community on goals and expectations, but it is inconsistently implemented. Has a limited capacity to employ Florida's common language of instruction in aligning school goals and expectations with district and state initiatives.	Expectations and goals regarding student and faculty performance are not provided or are not communicated in a timely, comprehensible and actionable form. The leader's actions demonstrate a lack of understanding of the importance of establishing clear expectations, structures, rules, and procedures for students and staff. Uses terms in the Florida common language of instruction incorrectly thus misguiding others.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:		**Impact Evidence** of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:	
• Evidence of visibility and accessibility (e.g., agendas of meetings, newsletters, e-mail correspondence, appointment book, etc.) is provided. • Evidence of formal and informal systems of communication that include a variety of formats (e.g., written, oral) in multiple ways through different		• Faculty routinely access www.floriodastandards.org to align course content with state standards. • Staff survey results reflect awareness and understanding of priority goals and expectations. • Parent survey results reflect understanding of the priority academic improvement goals of the school.	

media (e.g., newsletter, electronic) used to communicate goals and expectations for how to accomplish the goals. • School safety and behavioral expectations are accessible to all. • Dissemination of clear norms and ground rules for standards- based instruction and Multi-tiered System of Supports (MTSS) is provided. • School Improvement Plan is based on clear actionable goals. • Leader is able to access Florida's common language of instruction via online resources. • Other leadership evidence of proficiency on this indicator.	• Parents' communications to the school reflect understanding of the goals and expectations that apply to their children. • PTSA/Booster club operations and participation addresses support for school academic goals. • Student survey results reflect understanding of goals and expectations that apply to the students. • Sub-ordinate leaders use Florida's common language of instruction. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective   [ ] Effective   [ ] Needs Improvement   [ ] Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 9.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What additional strategies have you established to diffuse your practices on goals and expectations among your colleagues across the school system? How does feedback from key stakeholder groups inform the work of the school?	How might you articulate to faculty the benefits that could be gained by the school if parents and community members understood the rationale for most decisions on goals and expectations?	How might you improve your consistency of interactions with stakeholders regarding the work of the school? Knowing that some teachers and parents are reluctant to initiate conversations with school leaders, what strategies have you employed or considered in which you—as the leader— would initiate communication on priority goals and expectations?	What are your priority goals for school improvement? How do you know whether others find them clear and comprehensible?

Indicator 9.3 – Accessibility: Maintains high visibility at school and in the community, regularly engages stakeholders in the work of the school, and utilizes appropriate technologies for communication and collaboration.

Narrative: Leaders need to be seen by those they are to lead...and those who are asked to engage in rigorous effort on the leader's goals need access to the leader. While leaders must manage their time, they must also make sure those who need access can get it in reasonable ways and timeframes. In a 21st century technological society use of social networking and other technologies to promote accessibility is a valuable leadership competency.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
In addition to the practices at the effective level, the leader initiates processes that promote sub-ordinate leaders access to all through a variety of methods stressing the need for engagement with stakeholder groups. The leader serves as the "voice of the school" reaching out to stakeholders and advocating for school needs. The leader mentors other school leaders on quality processes for accessibility, engaging stakeholders, and using technologies to expand impact.	Leader provides timely access to all through a variety of methods using staff and scheduling practices to preserve time on instructional priorities while providing processes to enable access for parents and community. Leader is consistently visible within the school and community focusing attention and involvement on school improvement and recognition of success. Stakeholders have access via technology tools (e.g., e-mails, phone texts, video conferencing, websites) so that access is provided in ways that do not minimize the leader's time for instructional leadership and faculty development.	Leader's actions to be visible and accessible are inconsistent or limited in scope. Limited use of technology to expand access and involvement. Leadership is focused within the school with minimal outreach to stakeholders.	Leader is not accessible to staff, student, or stakeholders and does not engage stakeholders in the work of the school. Leader has low visibility to students, staff, and community.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:		**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:	
• Leader's work schedule reflects equivalent of two work days a week in classrooms and interacting with students and teachers on instructional issues. • Meeting schedules reflect frequency of access by various		• School office staff have effective procedures for routing parents and stakeholders to appropriate parties for assistance and informing the leader when direct involvement of the leader is necessary.	

stakeholders. • Executive business partnerships engaging local business leaders in ongoing support of school improvement. • E-mail exchanges with parents and other stakeholders. • Websites or weblogs provide school messaging into the community. • Leader's participation in community events. • Leader has established policies that inform students, faculty, and parents on how to get access to the leader. • Leader monitors office staff implementation of access policies to insure timely and responsive accessibility. • Other leadership evidence of proficiency on this indicator.	• Sub-ordinate leaders' involvement in community events where school issues may be addressed. • "User friendly" processes for greeting and determining needs of visitors. • Newspaper accounts reflecting leader's accessibility. • Teacher and student anecdotal evidence of ease of access • Parent surveys reflect belief that access is welcomed. • Office staff handles routine requests for access in ways that satisfy stakeholders' needs without disrupting leader's time on instructional issues, but gives school leader timely notice when his/her personal involvement should occur without delay. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective   [ ] Effective   [ ] Needs Improvement   [ ] Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 9.3

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How can you involve sub-ordinate leaders as high visibility assets of the school?	What uses can you make of modern technology to deepen community engagement and expand your accessibility to all?	How can you assess what students, faculty, and stakeholders think of your level of accessibility?	What work habits would you need to change to be more visible to students, faculty, and stakeholders?

Indicator 9.4 – Recognitions: The leader recognizes individuals, collegial work groups, and supporting organizations for effective performance.

Narrative: Leading is about enabling others to succeed. Recognition of the successes and contributions of others is a key leadership function. Recognition from the leader is motivating and focusing. The recognition needed is more than "good job." It identifies what people did to generate the success being recognized. Recognizing the way in which people succeed encourages them to continue those practices and informs others "by what methods" they may do the same.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
In addition to meeting effective level criteria, the leader utilizes recognition reward, and advancement as a way to promote the accomplishments of the school. Shares the methods that lead to success with other leaders. Engages community groups in supporting and recognizing rigorous efforts to overcome past failures.	The leader systematically (e.g., has a plan, with goals, measurable strategies, and a frequent-monthly-monitoring schedule) recognizes individuals for praise, and where appropriate rewards and promotes based on established criteria. Recognizes individual and collective contributions toward attainment of strategic goals by focusing on what was done to generate the success being celebrated.	The leader uses established criteria for performance as the primary basis for recognition, and reward, but is inconsistent or untimely in doing so, with some people deserving of recognition not receiving it.	The leader does not celebrate accomplishments of the school and staff, or has minimal participation is such recognitions.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:
• Faculty meeting agendas routinely include recognitions of progress and success on goals. • Rigorous effort and progress points of collegial work groups are recognized and the methods they employed shared. • Samples of recognition criteria and reward structures are utilized. • Documents (e.g. written correspondence, awards, agendas, minutes, etc.) supporting the recognition of individuals are based on established criteria. • Communications to community groups are arranged recognizing student, faculty, and school accomplishments. • Other leadership evidence of proficiency on this indicator.	• Teachers attest to the leader's recognition of them as individuals and as team members. • Teachers describe feedback from the leader that acknowledges specific instructional strengths or improvements. • Teachers report that the leader uses a combination of methods to promote the accomplishments of the school. • Students report both formal and informal acknowledgements of their growth. • Bulletin boards or other media display evidence of student growth. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective   [ ] Effective   [ ] Needs Improvement   [ ] Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 9.4

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What might be some of the potential benefits that would come from you sharing your talents in this area with your colleagues in the district?	In what ways are you utilizing the recognition of failure as an opportunity to improve? How do you enable those that make progress to share "by what method" they did so?	How might you compare your beliefs about the importance of providing individual and collective praise to your actual practice? What do you want to be most aware of as you make future plans in this area?	As you assess the importance of acknowledging failures and celebrating accomplishments, what assumptions are guiding you?

Domain 4 - Professional and Ethical Behavior

Narrative: This domain is focused on the professional integrity and dedication to excellence of the school leader. The indicators in this domain focus on behaviors essential to success as a school leader.

Proficiency Area 10 – Professional and Ethical Behaviors: Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research, engage in professional development opportunities that improve personal professional practice and align with the needs of the school system, and generate a professional development focus in their school that is clearly linked to system-wide strategic objectives.

Narrative: There are two broad proficiency areas that are the focus of evaluation of behavior and ethics. One is approached as Proficiency Area 10 of the FSLA which is focused on Florida Principal Leadership Standard #10 (FPLS). The indicators in proficiency area 10 address resiliency, professional learning, commitment, and conduct. The other major professional behavior area, Deliberate Practice, is a separate metric, scored separately and, when combined with the overall FLSA score, generates the Leadership Practice Score.

Indicator 10.1 – Resiliency: The leader demonstrates resiliency in pursuit of student learning and faculty development by:

- **staying focused on the school vision,**
- **reacting constructively to adversity and barriers to success,**
- **acknowledging and learning from errors,**
- **constructively managing disagreement and dissent with leadership,**
- **bringing together people and resources with the common belief that the organization can grow stronger when it applies knowledge, skills, and**
- **productive attitudes in the face of adversity.**

Narrative: The lead indicator in this FSLA domain is focused on resiliency. Leadership takes strength of character and a capacity to "weather the storm(s)" to get quality results. It includes learning from mistakes and sticking with it until you get it right.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader builds resilience in colleagues and throughout the organization by habitually highlighting and praising "good mistakes" where risks were taken, mistakes were made, lessons were learned, and both the individual and the organization learned for the future. The leader encourages constructive dissent in which multiple voices are encouraged and heard; the final decision is made better and more broadly supported as a result. The leader is able to bounce back quickly from adversity while remaining focused on the vision of the organization. The leader offers frank acknowledgement of prior personal and organizational failures and clear suggestions for system-wide learning resulting from those lessons. The influence of previous evaluations has a positive impact not only on the leader, but on the entire organization.	The leader readily acknowledges personal and organizational failures and offers clear suggestions for personal learning. The leader uses dissent to inform final decisions, improve the quality of decision-making, and broaden support for his or her final decision. The leader admits failures quickly, honestly, and openly with direct supervisor and immediate colleagues. Non-defensive attitude exists in accepting feedback and discussing errors and failures. There is evidence of learning from past errors. Defined structures and processes are in place for eliciting input. Improvement needs noted in the leader's previous evaluations are explicitly reflected in projects, tasks, and priorities.	The leader is able to accept evidence of personal and organizational failures or mistakes when offered by others, but does not initiate or support the evidence gathering. Some evidence of learning from mistakes is present. The leader tolerates dissent, but there is very little of it in public. The leader sometimes implements unpopular policies unenthusiastically or in a perfunctory manner. The leader tolerates dissent, but there are minimal to no systemic processes to enable revision of levels of engagement, mental models, and/or misconceptions. The leader is aware of improvement needs noted in previous evaluations, but has not translated them into an action plan.	The leader is unwilling to acknowledge errors. When confronted with evidence of mistakes, the leader is defensive and resistant to learning from mistakes. The leader ignores or subverts policy decisions or initiatives focused on student learning or faculty development that are unpopular or difficult. Dissent or dialogue about the need for improvements is absent due to a climate of fear and intimidation and/or apathy. No evidence or reference to previous leadership evaluations is present in the leader's choices of tasks and priorities.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students, and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• The leader offers frank acknowledgement of prior personal and organizational failures and clear suggestions for system-wide learning resulting from those lessons. • The leader builds resilience in colleagues and throughout the organization by habitually highlighting and praising "good mistakes" where risks were taken, mistakes were made, lessons were learned, and both the individual and the organization learned for the future. • The leader demonstrates willingness to question district authority and policy leaders appropriately with evidence and constructive criticism, but once a district decision is made, fully supports, and professionally implements organizational policy and leadership decisions. • The leader recognizes and rewards thoughtful dissent. • The leader's previous evaluations are explicitly reflected in projects, tasks, and priorities. • The leader offers evidence of learning from dissenting views • Improvement plans reflect changes in leadership practices. (either from one year to the next or amending of current plans based on new insights). • The leader accepts and implements leadership and policy with fidelity	• Faculty, staff, parents, and community members express perceptions that their concerns and dissent receive fair consideration and are welcome input from the leader even when they disagree with policies or practices being implemented. • Faculty or students share anecdotes of practices/policies they previously challenged or resisted but, due to principal's resilience, they have changed ways of working without acting in dysfunctional or harmful ways to others within the organization. • The principal's resilience in pursuit of school improvements has generated a school climate where faculty and staff feel comfortable voicing concerns and disagreements and perceive that their concerns are treated as a basis for deepening understanding. • Previously resisted policies and practices are now perceived by faculty or students as appropriate and are being implemented with fidelity. • Results of staff, student, or community questionnaire regarding the leader's vision and impact on school improvement efforts. • Changes advocated by the leader and implemented despite resistance have had a positive impact on student growth.

and district and state initiatives are represented by the leader in a thorough way citing the student data, research base, and performance goals relevant to these initiatives. • Other leadership evidence of proficiency on this indicator.	• Faculty and staff describe the school leader as unwavering in commitment to raising student achievement. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective   [ ] Effective   [ ] Needs Improvement   [ ] Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 10.1

Highly effective	Effective	Needs Improvement	Unsatisfactory
What additional insights are you gaining about the challenges of reconciling points of view disagreements and fully supporting and executing organizational policy and leadership decisions? What additional insights have you gained about the value of supporting processes that enable faculty to reflect on and modify their own mental models based on evidence rather than assumptions?	How might you reconcile your opinions with final decisions in supporting and implementing organizational policy and leadership decisions? How can you help your staff grow to acknowledge and implement systems for gaining multiple perspectives in decision-making?	When or how is it appropriate to challenge policy and leadership decisions, if at all? What leadership practices, structures, and processes could you put in place that would help staff know that dissent is welcomed as part of an informed decision-making process?	How do you deal with decisions with which you are uncomfortable? Do you think about the impact when unpopular or difficult policy decisions are undermined, ignored, or executed with public disagreement or lack of enthusiasm from yourself or your staff? What needs to be done to establish enough trust that faculty and staff feel free to present opposing views with you in an open, sharing way?

Indicator 10.2 – Professional Learning: The leader engages in professional learning that improves professional practice in alignment with the needs of the school and system and demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.

Narrative: Professional learning is addressed in several FSLA indicators, each from a different perspective. Indicator 4.5 is focused on what the leader does to engage faculty in meaningful professional learning (which includes being involved in what the faculty is learning). Indicator 4.4 focuses on professional learning needed to implement priority initiatives. Indicator 4.6 addresses alignment of faculty professional learning with improvement of instruction. The Deliberate Practice metric concentrates on a very few issues where the leader drives for deep learning and personal mastery of a few "thin slices." Indicator 10.2 is focused on the impact of the leader's professional learning – does the leader's learning result in improved performance?

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
Performance improvements linked to professional learning are shared with other leaders thus expanding impact.

The leader approaches every professional learning opportunity with a view toward multidimensional impact.

Knowledge and skills are shared throughout the organization and with other departments, schools, and districts.

Rather than merely adopting the tools of external professional learning, this leader creates specific adaptations so that learning tools become part of the culture of the organization and are "home-grown" rather than externally generated.

The leader provides evidence of leverage, applying each learning opportunity throughout the organization. This leader creates forms, checklists, self-assessments, and other tools so that concepts learned in professional development are applied in the daily lives of | The leader routinely shows improvement in areas where professional learning was implemented.

The leader engages in professional learning that is directly linked to organizational needs.

The priority is given to building on personal leadership strengths.

The leader personally attends and actively participates in the professional learning that is required of other leaders in the organization.

The leader personally attends and actively participates in the professional learning required of teachers.

There is clear evidence of the actual application of personal learning in the organization. Where learning has not been applied within the organization, this leader rigorously analyzes the cause for this and does not continue investing time and money in professional learning | The leader demonstrates some growth in some areas based on professional learning.

The leader actively participates in professional learning, but it is reflective of a personal agenda rather than addressing the strategic needs of the organization.

The leader attends professional learning for colleagues, but does not fully engage in it and set an example of active participation.

The leader has given intellectual assent to some important learning experiences, but can give only a few specific examples of application to the organization. | There is no or only minimal impact of professional learning on the leader's performance.

The leader might introduce a professional learning program, but does not participate in the learning activities along with the staff.

The leader is not strategic in planning a personal professional learning focus aligned with the school or district goals.

Even on those rare occasions when the leader engages in professional learning, the purpose appears to be merely collecting information rather than reflecting on it and applying it to the organization. Professional learning is an expense, not an investment in constructive improvements. |

teachers and leaders throughout the organization.	programs that lack clear evidence of success when applied in the organization.		
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:		**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students, and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
• The leader is an active participant in professional learning provided for faculty. • The leader's professional growth plan includes professional learning topics that are directly linked to the needs of the school or district. • Evidence the leader has applied lessons learned from the research to enhance personal leadership practices. • Case studies of action research shared with subordinates and/or colleagues. • Forms, checklists, self-assessments, and other learning tools the leader has created that help the leader apply concepts learned in professional development. • Membership and participation in professional learning provided by professional organizations. • The leader shares professional learning with other school leaders. • Other leadership evidence of proficiency on this indicator.		• Teachers' anecdotal evidence of the leader's support for and participation in professional learning. • The frequency with which faculty members are engaged in professional learning with the school leader. • Changes in student growth data, discipline data, etc., after the leader's professional development. • Teachers can articulate professional learning shared by the leader after the leader's professional learning was implemented. • Other impact evidence of proficiency on this indicator.	

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective   [ ] Effective   [ ] Needs Improvement   [ ] Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 10.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What has been most effective in creating a focus on professional learning? How might you lead this effort across the district? How have you synthesized new professional learning into existing learning for more sophisticated application? How have you applied this learning to support and encourage the growth of other leaders? How will you leverage your professional learning throughout the school, district, and beyond?	To what degree do you explicitly identify the focus areas for professional development in faculty and grade level/department meetings? How will you determine whether application of your own professional learning is impacting student achievement and the school as a whole? How are you adjusting application when clear evidence of success is not apparent?	How are you investing your professional learning and applying it to your school on daily basis? How do you apply this learning in multiple leadership venues?	What steps can you take to participate in professional learning focused on school and district goals with your staff? What steps can you take to begin to apply professional learning to your daily work?

Indicator 10.3 – Commitment: The leader demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community.

Narrative: Leaders are committed to carrying out the role of school leader in ways that benefit others: Students – faculty – community. Barriers to having that impact are not seen as reasons to give up but as problems to be solved.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The messaging and support systems of the effective principal are expanded to engage parents and the community at large in participating in actions that promote student success and mitigate or eliminate multiple barriers to success. The principal's actions on behalf of students form a foundation of mutual respect between students, faculty and the community.	There are programs and processes within the school that focus all students on the importance of success in school and multiple tiers of support to assist them in overcoming barriers to success. Positive slogans and exhortations to succeed are supported with specific and realistic guidance and supports on how to succeed and overcome barriers. The schools vision of success for all students is shared with the community at large.	The leader demonstrates professional concern for students and for the development of the student's potential but implementation of processes to identify barriers to student success have limited scope and have resulted in actions to mitigate those barriers and provide supports for success only for some students. There are gaps in processes that engage all faculty in understanding the student population and the community in which they live. Some student sub-groups do not perceive the school as focused on their best interests.	Other than slogans and exhortations to do better, there is minimal or no evidence of principal leadership being employed to implement the FEAPs and FPLS for the benefit of students in the school, and the leader is not perceived by staff, students, or community as a sincere and effective advocate for the students.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
- Agenda, memorandum, and other documents show a recurring emphasis on student success with specific efforts to remove barriers to success. - Agenda, memorandum, and other documents show a recurring emphasis on deepening faculty understanding of the students and the community in which they live. - The leader can describe the challenges present in the students' lives and provide specific examples of efforts undertaken to	- Student results show growth in all sub-groups. - Faculty members' anecdotal evidence describes a leader focused on and committed to student success. - Parent and community involvement in student supports are plentiful and address the needs of a wide range of students. - Student work is commonly displayed throughout the community. - News reports in local media draw attention to positive actions of students and school. - Other impact evidence of proficiency on this indicator.

support student success.	
• Barriers to student achievement or faculty development are identified in the SIP, and strategies are implemented to address them.	
• Other leadership evidence of proficiency on this indicator.	

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective   [ ] Effective   [ ] Needs Improvement   [ ] Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 10.3

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What actions are needed to sustain the role of the school in generating a community wide effort to insure students succeed?	What outreach can you initiate to expand the involvement of parents and community leaders in supporting student success and deepening understanding of the barriers and actions that mitigate them?	Have you presented an effective challenge to perceptions that student apathy or lack of parent involvement are acceptable explanations for lack of success by some students or sub-groups?	Do you know enough about the students and the community in which they live to recognize the barriers that prevent success by all of the students?

Indicator 10.4 – Professional Conduct. The leader Adheres to the Code of Ethics (Rules 6B-1.001) of the Education Profession in Florida and to the Principles of Professional Conduct for the education profession (Rules 6B-1.006, F.A.C.).

Narrative: State Board Rules define specific expectations for the conduct and ethical behaviors for Florida educators.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
There is clear, convincing, and consistent evidence that the school leader abides by the spirit, as well as the intent, of policies, laws, and regulations that govern the school and the education profession in the state of Florida, and inspires others within the organization to abide by that same behavior. The leader clearly demonstrates the importance of maintaining the respect and confidence of his or her colleagues, of students, of parents, and of other members of the community, as a result the leader achieves and sustains the highest degree of ethical conduct and serves as a model for others within the district.	There is clear evidence that the leader values the worth and dignity of all people, the pursuit of truth, devotion to excellence (i.e., sets high expectations and goals for all learners, then tries in every way possible to help students reach them) acquisition of knowledge, and the nurture of democratic citizenship. The leader's primary professional concern is for the student and for the development of the student's potential. Therefore, the leader acquires the knowledge and skills to exercise the best professional judgment and integrity. The leader demonstrates the importance of maintaining the respect and confidence of his or her colleagues, of students, of parents, and of other members of the community. As a result the leader adheres to the prescribed ethical conduct.	The leader's behaviors enable recurring misunderstanding and misperceptions about the leader's conduct and ethics as expressed in the Code and Principles. There are segments of the school community whose developmental needs are not addressed and leadership efforts to understand and address those needs is not evident. The leader has only a general recollection of issues addressed in the Code and Principles and there is limited evidence that the school leader abides by the spirit, as well as the intent, of policies, laws, and regulations that govern the school and the education profession in the state of Florida.	The leader's patterns of behavior are inconsistent with the Code of Ethics, Rule 6B-1.001, or disciplinary action has been initiated based on violation of the Principles of Professional Conduct, Rule 6B-1.006.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:		**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
• Samples of written feedback from teachers regarding the leader's judgment and/or integrity on issues related to the learning environment, instructional improvement or school		• Teacher, student, parent anecdotal evidence reflecting respect for the principal's ethics and conduct. • Recognition by community and parent organizations of the	

GCPS 2012   Page |

organization. • Samples of written feedback provided by parents regarding the leader's judgment and/or integrity on issues related to the learning environment, instructional improvement or school organization. • School improvement plan's focus on student success and evidence of actions taken to accomplish such plans. • School safety and behavioral expectations promoted by the leader for the benefit of students. • Other leadership evidence of proficiency on this indicator.	principal's impact as a role model for student and adults in the community. • Parent or student questionnaire results. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective   [ ] Effective   [ ] Needs Improvement   [ ] Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 10.4

Highly Effective: Leaders action's or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
How might you expand your influence within the district so that others achieve and sustain your high degree of ethical conduct?	What might be some strategies you could pursue that would inspire others within the organization to demonstrate your level of ethical behavior?	How might you be more overt in demonstrating that you abide by the spirit, as well as the intent, of policies, laws, and regulations that govern the school and the education profession in the state of Florida?	In what ways are you demonstrating that you abide by the spirit, as well as the intent, of policies, laws, and regulations that govern the school and the education profession in the state of Florida?

EVALUTION FORM: ANNUAL PERFORMANCE LEVEL
This form is used to calculate a Summa**tive Performance Level**

Name:

School: _____   School Year: _____

Evaluator: _____   District: _____

Evaluator's Title: _____   Date Completed: _____

Examine all sources of evidence for each of the four domains, using the results from the FSLA process as it applies to the school leader's performance. Incorporate the Deliberate Practice Score. Refer to the Scoring Guide to rate FSLA and Deliberate Practice… Assign an overall evaluation of the school leader' performance, sign the form and obtain the signature of the school leader.

A.   Leadership Practice Score

      FSLA score _____ x .80 = _____

      Deliberate Practice Score x .20 = _____

      Combined score is Leadership Practice Score: _____

B.   Student growth Measure Score: _____

C.   Performance Score: _____

Performance Score ranges	Performance Level Rating
480 to 600	Highly Effective
301 to 479	Effective
149 to 300	Needs Improvement
0 to 148	Unsatisfactory

Performance levels   **( ) Highly Effective   ( ) Effective   ( ) Needs Improvement   ( ) Unsatisfactory**

School Leader Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

FSLA Template updated 3/29/12 and posted on FSL website

APPENDIX G

Gadsden's Guidance Counselor Evaluation Tool

School: _____   **School Year:** _____

Guidance Counselor: _____   **Grade Level:** _____

Principal: _____   **Date:** _____

Domain 1: Student Achievement 3 Proficiency Areas - 12 Indicators 20% Contribution	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Proficiency Area 1 – Planning/Preparation				
Indicator 1.1 - Development of Guidance Programs				
Indicator 1.2 - Establishment of Short and Long Range Plans				
Indicator 1.3 - Communication of Goals and Services				
Indicator 1.4 - Establishment of Priorities for Student Services				
Proficiency Area 2 – Intervention/Direct Services				
Indicator 2.1 – Provide Counseling				
Indicator 2.2 – Recognition of Cultural Differences				
Indicator 2.3 – Recognition of Student Distress				
Indicator 2.4 – Student and Parent Orientation				
Indicator 2.5 – Provision of Interventions for At-risk Students				
Indicator 2.6 - Implementation of Programs for Career Awareness				
Proficiency Area 3 – Student Growth/Achievement				
Indicator 3.1 - Review of Student Records and Indicators				
Indicator 3.2 - Collaboration with Others				
Domain 2: Instructional Support 2 Proficiency Areas – 5 Indicators 40% Contribution	**Highly Effective**	**Effective**	**Developing/Needs Improvement**	**Unsatisfactory**
Proficiency Area 4 – Collaboration				
Indicator 4.1 – Develop short- and long-range plans based on school, district, and state priorities.				
Indicator 4.2 – Define goals and objectives for the assigned curriculum, program, or service assignment.				
Indicator 4.3 – Plan with teachers and administrative leaders to develop and implement the school / district program.				
Proficiency Area 5 – Staff Development				
Indicator 5.1 - Establish Effective Working Relationships				
Indicator 5.2 - Conference with Others				
Domain 3: Organizational Leadership 2 Proficiency Areas – 13 Indicators 20% Contribution	**Highly Effective**	**Effective**	**Developing/Needs Improvement**	**Unsatisfactory**
Proficiency Area 6 – Administrative/Management				
Indicator 6.1 - Review, Evaluate, and Select Support Materials				
Indicator 6.2 - Implement School-wide Counseling Services and Activities				
Indicator 6.3 - Establish an Environment for Effective Counseling				
Indicator 6.4 - Establish and Follow Intervention Procedures				

	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Indicator 6.5 - Maintain Student Records				
Indicator 6.6 - Participate in School-wide Events				
Indicator 6.7 - Use Technology Resources Effectively				
Proficiency Area 7 – Assessment/Evaluation				
Indicator 7.1 - Demonstrate Assessment Knowledge				
Indicator 7.2 - Coordinate Testing				
Indicator 7.3 - Communicate Regarding Assessment				
Indicator 7.4 - Exercise Confidentiality				
Indicator 7.5 - Use Relevant Assessment Data				
Indicator 7.6 - Evaluate Counseling Program Objectives				
Domain 4: Professional and Ethical Behaviors **1 Proficiency Area – 5 Indicators** **20% Contribution**	**Highly Effective**	**Effective**	**Developing/Needs Improvement**	**Unsatisfactory**
Proficiency Area 8 – Professional Responsibilities				
Indicator 8.1 - Model and Maintain High Professional Standards				
Indicator 8.2 - Identify Student/School Issues				
Indicator 8.3 - Use Positive Interpersonal Skills				
Indicator 8.4 - Prepare Reports and Maintain Records				
Indicator 8.5 - Perform Other Duties as Assigned				

APPENDIX H

Gadsden's Media Specialist Evaluation Tool

School:		**School Year:**		
Media Specialist:		**Grade Level:**		
Principal:		**Date:**		

Domain 1: Student Achievement 3 Proficiency Areas - 12 Indicators 20% Contribution	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Proficiency Area 1 – Planning/Preparation				
Indicator 1.1 - Development of short and long range goals and objectives				
Indicator 1.2 - Plan with teachers and instructional leaders				
Indicator 1.3 - Develop schedules and organize resources				
Indicator 1.4 - Review and support the School Improvement Plan				
Proficiency Area 2 – Intervention/Direct Services				
Indicator 2.1 – Teach library media skills				
Indicator 2.2 – Provide instruction on the use of media resources, services, and equipment				
Indicator 2.3 – Provide reference assistance				
Indicator 2.4 – Enhance the application of critical, creative, and evaluative thinking capabilities				
Indicator 2.5 – Apply principles of learning and effective teaching				
Indicator 2.6 - Recognize overt indicators of student distress or abuse				
Proficiency Area 3 – Student Growth/Achievement				
Indicator 3.1 - Conduct effective media services program				
Indicator 3.2 - Provide appropriate educational opportunities				
Domain 2: Instructional Support 2 Proficiency Areas – 7 Indicators 40% Contribution	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Proficiency Area 4 – Collaboration				
Indicator 4.1 – Collaborate with teachers				
Indicator 4.2 – Participate in curriculum planning and development				
Indicator 4.3 – Implement an effective public relations program				
Indicator 4.4 - Develop relationships with other library, education, and information agencies				
Proficiency Area 5 – Staff Development				
Indicator 5.1 - Establish a collection of current professional resources				
Indicator 5.2 - Train faculty in use of media resources				
Indicator 5.3 - Update professional skills and knowledge				
Domain 3: Organizational Leadership 2 Proficiency Areas – 10 Indicators 20% Contribution	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Proficiency Area 6 – Administrative/Management				
Indicator 6.1 - Develop and implement policies and procedures				
Indicator 6.2 - Administer the media center budget				

	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Indicator 6.3 - Maintain complete and accurate records				
Indicator 6.4 - Assign, instruct, and supervise support staff				
Indicator 6.5 - Coordinate the acquisition of media resources				
Indicator 6.6 - Provide for use of current technologies				
Indicator 6.7 - Facilitate the use and maintenance of media center materials and equipment				
Proficiency Area 7 – Assessment/Evaluation				
Indicator 7.1 - Solicit ongoing feedback				
Indicator 7.2 - Establish a system of records for evaluating media materials and equipment				
Indicator 7.3 - Assist with testing responsibilities				
Domain 4: Professional and Ethical Behaviors **1 Proficiency Area – 6 Indicators** **20% Contribution**	**Highly Effective**	**Effective**	**Developing/Needs Improvement**	**Unsatisfactory**
Proficiency Area 8 – Professional Responsibilities				
Indicator 8.1 - Model and Maintain High Professional Standards				
Indicator 8.2 - Complete required reports				
Indicator 8.3 - Set high standards and expectations				
Indicator 8.4 - Support school improvement initiatives, services and programs				
Indicator 8.5 - Contribute to the overall mission of the school				
Indicator 8.6 - Perform duties as assigned				

APPENDIX I

Gadsden's Academic Coach Evaluation Tool

School:		School Year:	
Academic Coach:		Content Area:	
Principal:		Date:	

Domain 1: Student Achievement 2 Proficiency Areas - 8 Indicators 20% Contribution	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Proficiency Area 1 – Student Growth/Achievement				
Indicator 1.1 – Conduct curriculum, program, or service area responsibilities in a manner which ensures that student growth and achievement is continuous and appropriate for age group, subject area and/or student program classification.				
Indicator 1.2 – Coach teachers to facilitate changes in instructional practices, behaviors, attitudes, and expectations to strongly impact student achievement.				
Proficiency Area 2 – Assessment / Evaluation				
Indicator 2.1 – Develop and assist teachers in using assessment strategies to support the continuous development of learners.				
Indicator 2.2 – Interpret and use data (including but not limited to standardized and other test results) for planning, decision-making, and program evaluation.				
Indicator 2.3 – Assist school personnel in the collection, analysis and use of data for assessment, evaluation, and decision-making.				
Indicator 2.4 – Evaluate assigned area of responsibility, program, or services using established criteria.				
Indicator 2.5 – Communicate, in understandable terms, program evaluation results knowledgeably and responsibly to professional colleagues and others who need access to the information.				
Indicator 2.6 – Solicit evaluation of curriculum, program, or service area from teachers, principals, and other appropriate stakeholders.				
Indicator 2.7 – Use evaluation results to improve programs or services.				
Domain 2: Instructional Support 4 Proficiency Areas - 33 Indicators 40% Contribution	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Proficiency Area 3 – Planning/Preparation				
Indicator 3.1 – Develop short- and long-range plans based on school, district, and state priorities.				
Indicator 3.2 – Define goals and objectives for the assigned curriculum, program, or service assignment.				
Indicator 3.3 – Plan with teachers and administrative leaders to develop and implement the school / district program.				
Indicator 3.4 – Identify specific intended outcomes that are challenging, meaningful, and measurable.				
Indicator 3.5 - Revise curriculum, program, or service delivery based on assessments.				
Indicator 3.6 – Plan and prepare programs and activities considering students' culture, learning style, special needs, and socio-economic background.				
Indicator 3.7 – Serve on school / district committees for the planning and implementation of programs and / or services.				
Indicator 3.8 – Plan and prepare strategies which support school				

improvement plans and the District mission.				
Indicator 3.9 – Select, develop, modify, and / or adapt materials and resources which support learning objectives and address varying learning styles, backgrounds, and special needs.				
Indicator 3.10 – Participate, as requested, in the planning and use of educational facilities that will support the objectives of the District.				
Proficiency Area 4 – Administrative / Management				
Indicator 4.1 – Establish and maintain a positive, organized, and safe environment.				
Indicator 4.2 – Establish and maintain effective and efficient record keeping procedures.				
Indicator 4.3 – Use technology resources effectively.				
Indicator 4.4 – Manage time effectively.				
Indicator 4.5 – Assist teachers in establishing routines and procedures and working with students on consistently following them.				
Indicator 4.6 – Develop routines and efficient techniques for minimizing time required for administrative and organizational activities.				
Indicator 4.7 – Manage materials and equipment effectively.				
Indicator 4.8 – Assist in identifying program or service needs and in developing the budget for the assigned area of responsibility.				
Proficiency Area 5 – Intervention / Direct Services				
Indicator 5.1 – Demonstrate knowledge and understanding of assigned curriculum, program or service area.				
Indicator 5.2 – Provide assistance and coordination in curriculum development, alignment, implementation, and evaluation.				
Indicator 5.3 – Model principles of learning and effective teaching in instructional delivery.				
Indicator 5.4 – Assist school administrators and teachers in understanding programs and implications for instructional practice.				
Indicator 5.5 – Model the use of a variety of instructional strategies appropriate for teaching students from diverse backgrounds with different learning styles and special needs.				
Indicator 5.6 – Disseminate and interpret current trends and research related to curriculum, instruction, technology, and related areas.				
Indicator 5.7 – Use appropriate materials, technology, and resources to help teachers to implement effective instructional strategies.				
Indicator 5.8 – Assist teachers in providing appropriate instruction and modifications for students with special needs, including exceptional education students and students who have limited proficiency in English.				
Indicator 5.9 – Provide support and assistance to teachers in implementing teaching strategies, identifying appropriate activities, organizing and managing the classroom, selecting materials, and addressing needs of individual students.				
Indicator 5.10 – Facilitate the implementation of programs, activities, and strategies designed to achieve school improvement objectives.				
Proficiency Area 6 – Staff Development				
Indicator 6.1 – Plan, implement, and evaluate in-service for teachers, administrators, and other school staff.				
Indicator 6.2 – Engage in continuing improvement of professional knowledge and skills.				
Indicator 6.3 – Assist others in acquiring knowledge and understanding of particular area of responsibility.				
Indicator 6.4 - Keep abreast of development in instructional methodology, learning theory, curriculum trends, and content.				
Indicator 6.5 – Conduct a personal assessment periodically to determine professional development needs with reference to specific assignment.				

GCPS 2012   Page |

Domain 3: Organizational Leadership 2 Proficiency Areas - 7 Indicators 20% Contribution	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Proficiency Area 7 – Collaboration				
Indicator 7.1 – Communicate effectively, orally and in writing, with other professionals, students, parents, and community.				
Indicator 7.2 – Interact with parents, community agencies, and business to support school and District priorities.				
Indicator 7.3 – Provide accurate and timely information to teachers, administrators, and community.				
Indicator 7.4 – Work with teachers and other professional educators in curriculum development, special activities, and sharing ideas and resources.				
Proficiency Area 8 – Decision Making				
Indicator 8.1 – Gives priority attention to decisions that impact the quality of student learning and teacher proficiency, gathering and analyzing facts and data, and assessing alignment of decisions with vision, mission, and improvement priorities.				
Indicator 8.2 – Uses critical thinking and problem solving techniques to define problems and identify solutions.				
Indicator 8.3 – Employs effective technology integration to enhance decision making and efficiency throughout the school. The leader processes changes and captures opportunities available through social networking tools, accesses and processes information through a variety of online resources, incorporating data-driven decision making with effective technology integration to analyze school results, and develops strategies for coaching staff as they integrate technology into teaching, learning, and assessment processes.				
Domain 4: Professional and Ethical Behaviors **2 Proficiency Area – 12 Indicators** **This domain contributes 20% of the GACA Score**	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Proficiency Area 9 – Professional Responsibilities				
Indicator 9.1 – Act in a professional and ethical manner and adhere at all times to the Code of Ethics and Principals of Professional Conduct.				
Indicator 9.2 – Perform all assigned duties.				
Indicator 9.3 – Demonstrate attention to punctuality, attendance, records, and reports.				
Indicator 9.4 – Maintain confidentiality of student and other professional information.				
Indicator 9.5 – Comply with policies, procedures, and programs.				
Indicator 9.6 – Support school improvement initiatives by active participation in school activities, services, and programs.				
Indicator 9.7 – Perform other incidental tasks consistent with the goals and objectives of this position.				
Proficiency Area 10 – Assessment and Other Services				
Indicator 10.1 – The use of the adopted performance appraisal systems for instructional and other employees.				
Indicator 10.2 – The accurate and timely filing of all school reports.				
Indicator 10.3 – The completion of required professional development services.				
Indicator 10.4 – The analyzing and reporting of the results of the School Improvement Teams' efforts on student performance.				
Indicator 10.5 – Assist in establishing and maintaining a positive collaborative relationship with the students' families to increase student achievement.				