

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

September 23, 2014

6:00 P.M.

THIS MEETING IS OPEN TO THE PUBLIC

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

ITEMS FOR CONSENT

5. REVIEW OF MINUTES
  - a. August 19, 2014, 4:30 p.m. – School Board Workshop
  - b. August 19, 2014, 6:00 p.m. – Regular School Board Meeting
  - c. September 2, 2014, 6:00 p.m. – Special School Board Meeting
  - d. September 9, 2014, 6:00 p.m. – Final Budget Hearing

ACTION REQUESTED: The Superintendent recommends approval.

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

- a. Personnel 2014 – 2015

ACTION REQUESTED: The Superintendent recommends approval.

7. AGREEMENTS/PROJECT/GRANT APPLICATIONS

- a. Approval of Accounts Receivable Payment Plan and In-Kind Contribution  
**SEE PAGE #10**

Fund Source: General Fund

Amount: \$6,024.25 received over time and \$6,024.25 provided as in-kind  
and written off accounts receivable balance

ACTION REQUESTED: The Superintendent recommends approval.

- b. 2014 – 15 Purchase Orders - **SEE PAGE #14**
- Fund Source: General Fund \$410,726.36 for SRO  
Federal Food Service \$114,400 for weekly food delivery  
Amount: Listed in fund source above
- ACTION REQUESTED: The Superintendent recommends approval.
- c. Federal Programs Purchase Orders - **SEE PAGE #20**
- Fund Source: Federal  
Amount: \$58,249.05
- ACTION REQUESTED: The Superintendent recommends approval.
- d. Contracted Music Therapy with Hakeem Leonard, MT-BC of Healing Hearts  
**SEE PAGE #28**
- Fund Source: IDEA  
Amount: \$22,000.00
- ACTION REQUESTED: The Superintendent recommends approval.
- e. Agreement Between The School Board of Gadsden County Public Schools and ProCare Therapy, Inc. – **SEE PAGE #31**
- Fund Source: FEFP Dollars  
Amount: \$58.00 - \$62.00 (per hour for actual hours worked)
- ACTION REQUESTED: The Superintendent recommends approval.
- f. FSU Multi-Disciplinary Services 2014 -2015 School Year – **SEE PAGE #35**
- Fund Source: IDEA Dollars  
Amount: \$25,000.00 est.
- ACTION REQUESTED: The Superintendent recommends approval.
- g. Vision Services for Exceptional Students – **SEE PAGE #41**
- Fund Source: FEFP Dollars  
Amount: \$14,500.00 (est.)
- ACTION REQUESTED: The Superintendent recommends approval.
- h. Gadsden County SSTRIDE Program Support and Expansion - **SEE PAGE #45**
- Fund Source: FEFP  
Amount: \$49,852.68
- ACTION REQUESTED: The Superintendent recommends approval.
- i. Agreement Between the Gadsden County School District and Tallahassee Community College – **SEE PAGE #55**
- Fund Source: N/A  
Amount: N/A
- ACTION REQUESTED: The Superintendent recommends approval.



- j. Gadsden County School Board Head Start 2014 – 2015 Refunding Application and Program Improvement Plan – **SEE PAGE #60**

Fund Source: Head Start  
Amount \$2,585,789.00

ACTION REQUESTED: The Superintendent recommends approval.

- k. Gadsden Charter Academy Application – **SEE PAGE #130**

Fund Source: N/A  
Amount: N/A

ACTION REQUESTED: The Superintendent recommends denial.

8. STUDENT MATTERS - **SEE ATTACHMENT**

- a. Student Expulsion - See back-up material

Case #01-1415-0211

ACTION REQUESTED: The Superintendent recommends approval.

9. SCHOOL FACILITY/PROPERTY

- a. Contingency Change – Havana Middle School Addition – **SEE PAGE #440**

Fund Source: 379  
Amount: \$48,227.00

ACTION REQUESTED: The Superintendent recommends approval.

- b. Millwork Package for New Havana Middle School Classroom Wing  
**SEE PAGE #442**

Fund Source: 379  
Amount: \$102,999.02

ACTION REQUESTED: The Superintendent recommends approval.

- c. Furniture Package for Havana Middle School New Classrooms  
**SEE PAGE #460**

Fund Source: 379  
Amount: \$224,992.71

ACTION REQUESTED: The Superintendent recommends approval.

- d. Replace HVAC Units – Havana Middle School Gymnasium – **SEE PAGE #474**

Fund Source: 340  
Amount: \$36,271.00

ACTION REQUESTED: The Superintendent recommends approval.

- e. Boiler Replacement at St. John Elementary School, Building One (1)  
**SEE PAGE #499**

Fund Source: 340

Amount: 17,284.00

ACTION REQUESTED: The Superintendent recommends approval.

- f. 5-Year Work Plan – **SEE PAGE #512**

Fund Source: N/A

Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- g. Request to Delete and Dispose from Capital Assets – Furniture, Fixtures and Equipment (07/01/13 – 06/30/14) – **SEE PAGE #529**

Fund Source: All Funds

Amount: \$488,489.91

ACTION REQUESTED: The Superintendent recommends approval.

#### 10. EDUCATIONAL ISSUES

- a. Gadsden County Controlled Open Enrollment Plan – **SEE PAGE #617**

Fund Source: N/A

Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- b. 2014 – 2015 District Parental Involvement Plan – **SEE PAGE #623**

Fund Source: N/A

Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- c. 2014 – 2015 District Assessment Schedule – **SEE PAGE #637**

Fund Source: N/A

Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- d. District Digital Classroom Plan – **SEE PAGE #647**

Fund Source: N/A

Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- e. PreK – 12 Adopted Courses – **SEE PAGE #688**

Fund Source: N/A

Amount: N/A

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



*"Building A Brighter Future"*

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

September 23, 2014

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

Dear School Board Members:

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

## Item 6A Instructional and Non-Instructional Personnel 2014-2015

The following reflects the total number of full-time employees in this school district for the 2013-2014 school term, as of September 23, 2014.

<u>Description Per DOE Classification</u>	<u>DOE Object#</u>	<u>#Employees September 2014</u>
Classroom Teachers and Other Certified	120 & 130	433.00
Administrators	110	50.00
Non-Instructional	150, 160, & 170	390.00
		<b>873.00</b>

Sincerely,

Reginald C. James  
Superintendent of Schools

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

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

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

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

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

**AGENDA ITEM 6A, INSTRUCTIONAL AND NON INSTRUCTIONAL 2014/2015****INSTRUCTIONAL**

<b><u>Name</u></b>	<b><u>Location</u></b>	<b><u>Position</u></b>	<b><u>Effective Date</u></b>
Anderson, Pamela	HES	Teacher	08/18/2014
Arroyo, Shontavianna	GWM	Teacher	08/12/2014
Bradley, Lorraine	JASMS	Teacher	09/11/2014
Conyers, Andrika	WGHS	Teacher	08/25/2014
Critelli, Susan	GWM	Teacher	08/18/2014
Earnest, Kimlyn	GWM	Teacher	09/22/2014
Figgers, Cynthia	JASMS	Teacher	09/15/2014
Hanley, Zonnelle	EGHS	Teacher	08/11/2014
Henderson, Jacob	EGHS	Teacher	08/11/2014
Ivery, April	JASMS	Teacher	08/14/2014
Johnson, Ashley	JASMS	Teacher	08/11/2014
Lewis, Jari	EGHS	Teacher	08/11/2014
Murray-Dicken, Shelia	EGHS	Teacher	09/15/2014
Narcisse, Jean	CPA	Teacher	08/11/2014
Nunn, Aina	GEMS	Teacher	09/15/2014
Potter, Bridget	EGHS	Teacher	09/02/2014
Reynolds, Treneshia	JASMS	Teacher	08/12/2014
Wilson, Sandra	GRES	Teacher	08/11/2014
Wyche, Monique	EGHS	Teacher	08/11/2014

**NON-INSTRUCTIONAL**

<b><u>Name</u></b>	<b><u>Location</u></b>	<b><u>Position</u></b>	<b><u>Effective Date</u></b>
Alls, Billy	HES	Custodial Asst.	08/19/2014
Bradwell, Gwendolyn	GTI	Office Manager	09/15/2014
Burke, Keyichee	FSH	Assistant Secretary	09/22/2014
Cole, Jermaine	Transportation	Bus Driver	08/18/2014
Draper, Terrance	Transportation	Bus Driver	08/18/2014
Evans, Maxine	EGHS	SFS Worker	09/15/2014
Fagg, Willie	GWM	Ed. Paraprofessional	09/15/2014
Smith, Barbara	Maintenance	Administrative Asst.	08/11/2014
Washington, Alex	PreK	Ed. Paraprofessional	09/08/2014
Wimes, Adrienne	GWM	Ed. Paraprofessional	08/27/2014
York, Ajene	EGHS	SFS Worker	09/15/2014

**INSTRUCTIONAL****Annual**

Bradley, Lorraine

**Head Start****Annual**

McCall, Carolyn

McPherson, Gloria

\*Correction from July 22, 2014 Board Meeting

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Lynn, Faye	EGHS	Custodial Asst.	08/04/2014
West, Mashayla	EGHS	Teacher	08/11/2014

**RESIGNATION**

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Bradwell, Gwendolyn*	GTI	Secretary	09/15/2014
Cannon, Steve	Transportation	Bus Driver	08/22/2014
Chavez, Paulette	HES	Teacher	09/10/2014
Green, Jeannette	SSES	Teacher	09/05/2014
Key, Elijah	HOPE	Teacher	07/21/2014

**TRANSFERS**

<u>Name</u>	<u>Location/Position Transferring From</u>	<u>Location/Position Transferring To</u>	<u>Effective Date</u>
Grant, Jacquelyn	SSES/Teacher	GWM/Teacher	09/08/2014
Davis, Pearl	EGHS/Teacher	CPA/Teacher	09/15/2014
Hayes, Andrea	CPA/Secretary	EGHS/Secretary	09/15/2014
Kelly, Deborah	EGHS/Secretary	CPA//Secretary	09/15/2014
Lightfoot, Erica	SSES/Teacher	WGHS/Teacher	08/22/2014
Stoll, Rebecca	GBES/Teacher	CES/Teacher	09/08/2014
Stephens, Vann	GBES/Teacher	CES/Teacher	09/09/2014
Williams, Eddie	GTI/Teacher	CPA/Teacher	09/09/2014

**OUT OF FIELD**

<u>Name</u>	<u>Location</u>	<u>Out of Field Area</u>	<u>Area of Certification</u>
Conyers, Andreka	WGHS	Foreign Language	English
Hemmingway, Judith	GEMS	Middle Grades	Elementary Education
Lightfoot, Erica	WGHS	Math	PreK-Third
McGriff-Gibson, Mathella	HES	Library Media Specialist	Ele. Ed., Reading
Nunn, Aina	GEMS	Gifted	Elementary Education
Rollinson, Latonya	SJES	Library Media Specialist	ESOL, PreK-3, Reading

**RETIREMENT**

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Knight, Homer	Transportation	Bus Driver	08/29/2014

\*Resigned to accept another position within the District

**Substitutes****Teacher**

Breedlove, Emerald  
Bryant, Samathlyn  
Draper, Katrina  
Franks, Helen  
Gipson, Rhonda  
Hall, Shinika  
Hawk, Demarien  
Jackson, Bianca  
Johnson, Dennis  
Lee, Emma  
Pruitt, Beatrice  
Whatley, Nekeshier  
Williams, Courtney  
Wood, Terrance

**Bus Driver**

Knight, Devonta  
McMillon, Eric

**SFS**

Dantley, Brittany\*  
Kenon, Jennie\*

\*SFS and Custodial

## SUMMARY SHEET

### RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7a

DATE OF SCHOOL BOARD MEETING: September 23, 2014

TITLE OF AGENDA ITEMS: Approval of Accounts Receivable Payment Plan and In-kind Contribution

DIVISION: Finance Department

PURPOSE AND SUMMARY OF ITEMS: To approve the restructuring of the accounts receivable due to the District from the Boys and Girls Club with payment plan terms and approval of the write off amount given to the Boys and Girls Club as an In-kind contribution.

FUND SOURCE: General Fund

AMOUNT: \$6,024.25 received over time and \$6,024.25 provided as in-kind and written off accounts receivable balance

PREPARED BY: Kim Ferree

POSITION: Assistant Superintendent for Business Services

### INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

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

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

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





Kimberly Ferree &lt;ferreek@gcpsmail.com&gt;

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**Follow Up - Repayment of Invoices**

2 out of 2 pages

**Lee Wagner** <lwagner@bgcbb.org>

Wed, Aug 20, 2014 at 5:24 PM

To: ferreek@gcpsmail.com

Hello Mrs. Ferree,

Per our telephone conversation several weeks ago regarding the outstanding Boys & Girls Club invoices, I truly apologize for just now getting back with you. In the midst of dealing with various issues my first month on the job as well as moving our administrative offices this particular issue completely slipped through the cracks.

If the offer still stands, I will get you the letter next week requesting that 50% of the debt totaling \$12,048.50 be forgiven in addition to requesting that a repayment plan of \$50.00 per month for the remaining balance of the invoices in the amount of \$6,024.25 be accepted.

Again, please accept my apology. Thank you again for your assistance.

Lee Wagner

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**Kimberly Ferree** <ferreek@gcpsmail.com>

Wed, Aug 20, 2014 at 6:17 PM

To: Lee Wagner &lt;lwagner@bgcbb.org&gt;

Please send me the letter so I can take it to my Board for their approval at our September 2nd meeting. I am hopeful that they will agreeable to this proposed arrangement and will consider the 50 % write off as in kind contribution to your not for profit. Thank you for following up with this.

[Quoted text hidden]

—

Kimberly S. Ferree, CPA  
Assistant Superintendent for Business and Finance  
Phone (850) 627-9651 Ext. 1222

September 4, 2014

Mrs. Kim Ferree  
Asst. Superintendent for Business & Finance  
The School Board of Gadsden County  
35 Martin Luther King, Jr. Blvd.  
Quincy, FL 32351

Dear Mrs. Ferree,

Thank you for your assistance with trying to find a win-win resolution to the issue of unpaid invoices in the amount of \$12,048.50 dating back to February of 2012.

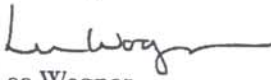
As indicated in your letter dated June 10, 2014, transportation arrangements and payment terms were made via a verbal agreement. I must convey my concerns that we are obligated to repay an amount of this magnitude based on a verbal agreement.

However, you presented a very fair "potential" resolution to the issue with your recommendation that we agree to repay half of the aforementioned amount which would be \$6,024.25 in monthly installments. This recommendation is of course pending approval of the School Board of Gadsden County.

On behalf of the Boys & Girls Clubs of the Big Bend organization, we would be very receptive to this arrangement. Our current financial circumstances would allow us to submit a monthly payment in the amount of \$50.00 - \$100.00 (interest free) until the debt is paid in full. When possible, we would submit a much larger amount. Payments would begin in October of 2014.

Thank you again for your assistance with this issue. I look forward to hearing back from you once the School Board has made a decision.

Sincerely,

  
Lee Wagner  
CEO



**BOYS & GIRLS CLUBS  
OF THE BIG BEND**

306 Laura Lee Avenue  
Tallahassee, FL 32301  
(850) 656-8100

**BOARD OF DIRECTORS**

Todd Sumner, Chair  
Troy Johnson, Finance Chair

Tonya Chavis  
Lily Etemadi  
Lee Garner  
Letreze Gooding  
DeWayne Harvey  
Kirk Headley-Perdue  
Brian Horton  
David Hulse

**CLUB LOCATIONS**

**Administrative Office &  
Main Office for Tallahassee School Sites**  
306 Laura Lee Avenue  
Tallahassee, FL 32301  
(850) 656-8100

**Carrie Wilson Boys & Girls Club  
at Miccosukee**  
15011 Cromatic Road  
Tallahassee, FL 32309  
(850) 894-2094

**Boys & Girls Club at Havana**  
705 South US Hwy 27  
Havana, FL 32333  
(850) 519-XXXX

**Boys & Girls Club at Chattahoochee**  
715 South Main Street  
Chattahoochee, FL 34324  
(850) 663-2251

Thank you to the following  
sponsors for ensuring that  
Great Futures Start Here.

**ADS**  
ADVANCED DRYING SYSTEMS

**ALLSTATE  
CONSTRUCTION, INC.**  
Building Quality for Life

A United Way Agency



United Way of the Big Bend

North Florida Community Foundation will accept  
contributions to our endowment.

**View Our  
Profile On**     
**Find Earn/Save Orgs**  
An organization of the  
Community Foundation of North Florida

INVOICE #	INVOICE DATE	VENDOR	INVOICE AMOUNT	TRIP NUMBER	DATE RECEIVED	AMOUNT RECEIVED	JOURNAL #
		2011-12 OUTSTANDING INVOICES					
2012112	2/28/2012	Crossroad Academy	596.55				
2012126	5/11/2012	Boys & Girls Club of the Big Bend	281.50				
2012127	5/11/2012	Boys & Girls Club of the Big Bend	365.50				
2012128	5/11/2012	Boys & Girls Club of the Big Bend	720.00				
2012129	5/11/2012	Boys & Girls Club of the Big Bend	1,260.00				
2012130	5/11/2012	Boys & Girls Club of the Big Bend	1,260.00				
2012132	5/16/2012	Wash Cty PAEC FL Rural Turnaround	266.00				
2012133	6/1/2012	PAEC	102.00				
2012134	6/1/2012	Kiwanis Club	133.50				
		2012-13 INVOICES					
2012153	7/17/2012	GEMS-Gov Man/Tal Mus/AMC Movie/Marine Lab	1,146.30		?		
2012154	7/17/2012	Havana EL -Tallahasse Jr. Museum	559.05		?		
2012155	7/17/2012	West Gadsden - Second Harvest	159.75		?		
2012156	7/17/2012	George W. Munroe - Wakulla Springs	348.00		?		
2012157	7/17/2012	GTI -Keiser University	171.00		?		
2012158	7/17/2012	East Gadsden -Music Student/Seminole Bowl	516.00		?		
2012159	7/17/2012	Chattahoochee EL - Capitol- Kinder.Students	180.00		?		
2012160	7/17/2012	St. John EL-Wakulla Sp./CapitolWild Adv/YMCA	1,796.85		?		
				2183			
				2285			
2012167	8/1/2012	Boys & Girls Club of the Big Bend	4,827.00	2287			
2012187	10/8/2012	Boys & Girls Club of the Big Bend	150.00				
2012188	10/8/2012	Boys & Girls Club of the Big Bend	904.50	2594			
				2690			
				2691			
2012196	10/12/2012	East Gadsden High Band	729.00	2697			
				2729			
				2730			
2012199	10/26/2012	East Gadsden High Band	508.50	2731			

Excerpt



## SUMMARY SHEET

### RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7b

DATE OF SCHOOL BOARD MEETING: September 23, 2014

TITLE OF AGENDA ITEMS: 2014-15 Purchase Orders

DIVISION: Finance Department

PURPOSE AND SUMMARY OF ITEMS: to review and approval purchase orders listed below:

PO Number	Vendor	Purpose
186825	Barkley Security	School Resource Officers (and contract Extension)
186828	Gadsden Co Sheriff's Office	School Resource Officers
186834 & 186835	Chapman Bruijn Produce	Weekly food delivery

FUND SOURCE: General Fund \$410,726.36 for SRO  
Federal Food Service \$114,400 for weekly food delivery

AMOUNT: listed in fund source above

PREPARED BY: Kim Ferree

POSITION: Assistant Superintendent for Business Services

### INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

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

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

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

VENDOR

## Contract Extension Agreement

This CONTRACT EXTENSION AGREEMENT Second Year Renewal ("Extension") is dated as of July 01, 2014 (the "Effective Date"), by and between School Board of Gadsden County, located at 35 Martin Luther King Jr. Blvd, Quincy, Florida 32351 ("School Board"), and Barkley Security Agency , located at 18229 Blue Star Hwy PO Box 1726 Quincy, Florida 32353-1726, ( Barkley Agency"), (collectively, the "Parties".)

WHEREAS the Parties entered into a Uniformed Security Guard Services (RFP 1011-07 USGS) Bid Award for 3 years with 2-(1) year extensions, if mutually agreed upon. August 2010-June 2013. (the "Original Contract").

WHEREAS the Parties hereby agree to extend the term of the Original Contracts Second Year Renewal in accordance with the terms of the Original Contract as well as the terms provided herein.

In consideration of the mutual covenants contained herein, the School Board and the Agency, mutually covenant and agree as follows:

- The Original Contract, which a copy is attached hereto as a part of this extension, will end on June 30, 2015.
- The parties agree to extend the Original Contract for the Second Year Renewal period, which will begin August 18, 2014 and will end on June 30, 2015.
- The extension binds and benefits both Parties and any successors or assigns. This document, including the attached copy Original Contract, is the entire agreement between the Parties.

All other terms and conditions of the Original Contract remain unchanged. The School Board has a new Safety Coordinator, Bruce James, who coordinates Safe Schools for the District.

\_\_\_\_\_

Robert Barkley, President

Barkley Security Agency, Quincy FL

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

\_\_\_\_\_

Reginald James, Superintendent of Schools

School Board of Gadsden County, Quincy, FL

Roger Milton, Chairman

School Board of Gadsden County, Quincy, FL

\_\_\_\_/\_\_\_\_/\_\_\_\_

Date

\_\_\_\_/\_\_\_\_/\_\_\_\_

Date



VENDOR





DATE  
07/02/14

**T2**  
THE SCHOOL BOARD OF GADSDEN COUNTY  
35 MARTIN LUTHER KING, JR., BLVD. QUINCY, FLORIDA 32351  
PHONE (850) 627-9651 FAX (850) 627-2760  
[www.gcps.k12.fl.us](http://www.gcps.k12.fl.us)

PURCHASE ORDER NO.  
186835

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

**VENDOR** FC07010000

**SHIP TO THIS ADDRESS**

CHAPMAN BRUIJN PRODUCE, INC  
DBA CHAPMAN PRODUCE  
3436 WEEMS ROAD  
TALLAHASSEE FL 32317

SCHOOL FOOD SVC-GADSDEN CO  
203-A MARTIN LUTHER KING JR BL  
QUINCY FL 32351

PRINCIPAL / SUPERVISOR

COMPTROLLER

SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
----------	-------------	-------------	------------	-------

FFV-BLKT ORDER OCT '14-JUN '15

BDAPVD:  
GCSB-  
6320-J.

LOCAL VENDOR  
RULE FOR PURCHASING, CONTRACTING  
GOODS/SVCS: (EXEMPT) PURCHASES  
FOR FOOD PRODUCT, REQUIRED BY  
THE BOARD'S FOOD SVC PRGM...  
PURSUANT TO F.A.C. 6A.7.0411  
(2)(1)(2)

89300.00 89300.00

NOTE: BACK DOOR DELIVERY, ORDERED  
WEEKLY AS NEEDED BY SCHOOLS.  
TERM-2 OCT 1, 2014--JUNE 30, 2014

PAY TERMS: NET 30

**TOTAL 89,300.00**

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

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL	89,300.00	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	
410	7600	570	0041	4103210		18300.00	
410	7600	570	0141	4103210		10000.00	
410	7600	570	0171	4103210		10000.00	
410	7600	570	0091	4103210		15000.00	
410	7600	570	0201	4103210		16000.00	
410	7600	570	0151	4103210		10000.00	
410	7600	570	0191	4103210		10000.00	

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7c

DATE OF SCHOOL BOARD MEETING: September 23, 2014

TITLE OF AGENDA ITEM: Federal Programs Purchase Orders

DIVISION: Federal

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

PURPOSE AND SUMMARY OF ITEM:

<u>Vendor</u>	<u>PO#</u>	<u>Fund</u>	<u>Amount</u>
Edu Dev Assoc – Acaletics	186605	420	\$ 1,200.00
Progressive Edu Consltng Group	186801	420	\$15,000.00
Edu Dev Assoc – Acaletics	186856	420	\$ 9,324.00
Edu Dev Assoc – Acaletics	186873	420	\$13,686.00
PSTB Consulting, LLC.	186937	420	\$14,000.00
Curriculum Associates	186966	420	\$ 1,386.00
Curriculum Associates	186967	420 (portion 110)	\$ 3,653.05

FUND SOURCE: Federal

AMOUNT: \$58,249.05

PREPARED BY: Rose Raynak

POSITION: Director of Federal Programs

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INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

       Number of ORIGINAL SIGNATURES NEEDED by preparer.

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

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

~~DATE~~

PURCHASE ORDER NO.

186605

**FAX (850) 627-2760**

[www.qcps.k12.fl.us](http://www.qcps.k12.fl.us)

FEDERAL ID # 59-6000615

**VENDOR**

VE03450000

## SHIP TO THIS ADDRESS

EDU DEV ASSOC-ACALETICS  
DBA ACALETICS  
14052 NW 82ND AVE  
MIAMI LAKES FL 33186

FL 330161547

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

PRINCIPAL SUPERVISOR

COMPTROLLER

SUPERINTENDENT

QUANTITY	UNIT PRICE	TOTAL PRICE
1	100	100
2	200	400
3	300	900
4	400	1600
5	500	2500
6	600	3600
7	700	4900
8	800	6400
9	900	8100
10	1000	10000

PRODUCT NO.

DESCRIPTION

UNIT PRICE

TOTAL

ATTN: ROSE RAYNAK/DM

WHAT:

ALGEBRA 1 EOC PROGRAM  
\*ONGOING ASSESSMENT/MONITORING  
PACKAGE (STDNT BOOKS GR 7-8)  
\*SUPPLEMENTAL IN-CLASS/HOME  
MATERIAL (STDNT BOOKS GR 7-8)

25

FEE: \$48.00 EACH FOR 25 SETS  
SITE: HAVANA MIDDLE SCHOOL

48.00	1200.00
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PAY TERMS: NET 30

TOTAL	1,200.00
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1. All correspondence/shippments 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.

[illegible]

VENDOR



PURCHASE ORDER NO

07/02/14

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

186647

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

**VENDOR** VP14450000

SHIP TO THIS ADDRESS

PROGRESSIVE EDU CONSLTNG GROUP  
310 CHARLES WILLIS DR.  
MIDWAY FL 32343

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
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ATTN: ROSE RAYNAK/DM

BD APPROVED

\*\*VENDOR NOT SUBRECIPIENT\*\*

WHAT: PROVIDE AND DEVELOP MATH ASSESSMENTS

WHEN: JULY 2, 2014 - JUNE 30, 2015

FEE: NOT TO EXCEED \$15,000.00

15000.00	15000.00
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Vendor Not Subrecipient

PAY TERMS: NET 30

TOTAL	15,000.00
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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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[illegible]

VENDOR

## DATE \_\_\_\_\_

07/02/14




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

186856

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

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

PRINCIPAL / SUPERVISOR 		COMPTROLLER 	SUPERINTENDENT 	
QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL

180

**WHAT:**

\*\*\*VENDOR NOT SUBRECIPIENT\*\*\*  
ALGEBRA 1 EOC FOR GRADES 9-12  
(SEE ATTACHED QUOTE)

51.80

9324.00

Ship to: GCSB Warehouse  
203 Martin Luther King Jr Blvd  
Quincy, FL 32351

PAY TERMS: NET 30

TOTAL	9,324.00
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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.

[illegible]

VENDOR



VENDOR









# THE SCHOOL BOARD OF GADSDEN COUNTY

DATE

PURCHASE ORDER NO.

09/08/14

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

186967

PHONE (850) 627-9651

FAX (850) 627-2760

[www.gcps.k12.fl.us](http://www.gcps.k12.fl.us)

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

**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
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ATTN: ROSE RAYNAK /DM

\*\*\*SAM VERIFIED\*\*\*

8	15309.9	READY FL LAFS TEACH BOOK GR 2	17.00	136.00
9	15310.9	READY FL LAFS TEACH BOOK GR 3	17.00	153.00
5	15311.9	READY FL LAFS TEACH BOOK GR 4	17.00	85.00
8	15312.9	READY FL LAFS TEACH BOOK GR 5	17.00	136.00
35	RS15313	READY FL LAFS STUDENT GR 6	10.20	357.00
5	15313.9	READY FL LAFS TEACH BOOK GR 6	17.00	85.00
5	15314.9	READY FL LAFS TEACH BOOK GR 7	17.00	85.00
6	15315.9	READY FL LAFS TEACH BOOK GR 8	17.00	102.00
8	RS15321	READY FL LAFS TEACH PCKG GR K	128.35	1026.80
9	RS15322	READY FL LAFS TEACH PCKG GR 1	128.35	1155.15
1		SHIPPING & HANDLING	332.10	332.10
		<b>TOTAL</b>		<b>3,653.05</b>

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	3,653.05 AMOUNT	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT				
420	5100	360	0191	4221250	100		332.10	
420	5100	360	0041	4221250	100		332.10	
420	5100	360	0151	4221250	100		332.10	
420	5100	360	0201	4221250	100		332.10	
420	5100	360	0091	4221250	100		332.10	
420	5100	360	0171	4221250	100		332.10	
420	5100	360	0061	4221250	102		332.10	
420	5100	360	0211	4221250	102		332.10	
420	5100	360	0141	4221250	100		332.10	
420	5100	360	0051	4221250	100		332.10	
110	5100	360	0101	1109990	100		332.05	

VENDOR

*Handwritten signature*

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7d

DATE OF SCHOOL BOARD MEETING: September 23, 2014

TITLE OF AGENDA ITEM: **Contracted Music Therapy with Hakeem Leonard, MT-BC of Healing Hearts**

DIVISION: **Exceptional Student Education**

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

PURPOSE AND SUMMARY OF ITEM:

***This contract provides music therapy for students with moderate to severe disabilities at Stewart Street Elementary, East Gadsden High School, Shanks Middle School, and other schools as necessary.***

FUND SOURCE: **IDEA**

AMOUNT: **\$22,000.00**

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

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 2

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

Be sure that the COMPTROLLER has signed the budget page.

This form is to be duplicated on light blue paper.

Summary for  
Revised 0591

Proof read by: *Heather R. Francis*



## **CONTRACT**

### **Contract for Music Therapy Services**

**Dates of Services:** August 18, 2014 through June 2, 2015

#### **Services Provided for Gadsden County Schools:**

Each Music Therapy session will be designed by Music Therapist-Board Certified (MT-BC), according to student or group's referred and assessed needs, taking into account consultation and recommendations of teachers and staff. MT-BC will create a music therapy treatment plan both by group (for group sessions) and by individual (for individual sessions). Documentation will be taken for each music therapy session on music therapy documentation forms. Feedback, in the form of documentation and/or verbally, will be provided to teachers and staff at the school and district level at end of the year and the end of the semester (by request) to show progress in reaching goals/objectives.

One day of music therapy services will consist of 5 hours of work, including direct student contact, preparation, and documentation. The first month of school, MT-BCs will conduct music therapy assessments, observations, and teacher meetings for consultative music therapy groups. MT periodic reassessment, such as seeking out IEP plans to identify goals and observation of students in the natural school setting, will also be included within work time, when necessary to perform such tasks. When implementing services, each day of music therapy will be broken down into an average of 4 hours of direct student contact and 1 hour of preparation and documentation time. Healing Hearts must turn in sign-in sheets (with signatures of a school representative and the music therapist facilitating services) and invoice in order to receive payment, with the exception of the following provisions.

The MT-BCs reserve the right to complete documentation and planning, follow-up emails with teachers and/or administration, away from the school sites when school-mandated scheduling interferes with the scheduling of music therapy services. This will not effect direct student contact hours. Proof of this provision will be the documentation. This work will also be reflect on the invoice.

Up to two (2) full days at the beginning of the school year and two (2) full days at the end of school year will be allotted Healing Hearts to bill while doing work from home. The purpose of these days is to produce initial/beginning of the year treatment plans and to produce final/end of the year documentation, respectively. Any request for formal mid-year documentation will also be billed for an additional two (2) half-days. Proof of this provsion will be the document. This work will also be reflect on the invoice.

Healing Hearts Music Therapy requests a 24-hour notice for cancellations of sessions (due to field trips, etc.) or school will be billed. A minimum of 2.5 hours will be billed to East Gadsden County High or Stewart Street or 1 hour at Shanks if the MT-BC arrives on campus to provide services and groups/classes/individual is not able to be seen or cancels without notification. If the MT-BC needs to cancel the school will not be billed. Provision of access to records which are directly pertinent to this contract will be given to the Gadsden County School District, the Comptroller General of the United States, and the Federal Grantor agency, or any of their duly authorized representatives for the purpose of making audit transcriptions.

All student records will be retained for three years after final payment and all other pending matters are completed.

**Liability:**

Hakeem Leonard shall hold harmless, indemnify and defend the indemnities against any claim, action, loss, damage, injury, liability, cost or expense of whatsoever kind or nature including, but not limited to attorneys fees and costs arising out of bodily injury to persons including death or damage to tangible property arising out of or incidental to the performance of the Contract (including goods and services provided thereto) by or on behalf of Hakeem Leonard, whether or not due to or caused in part by the negligence or culpability of the indemnity. The following shall be deemed to be indemnities: The School Board of Gadsden County, Florida, and its members, officers and employees.

Within five (5) days of the School Board approving this agreement, Healing Hearts representatives shall provide proof of the following insurance coverage in the amounts indicated:

Commercial General Liability	\$1,000,000
------------------------------	-------------

**Fee Schedule:**

The music therapist will deliver *up to two (2) days per week at a rate of \$280.00 per day or \$56 per hour.* Assignment of students/sessions will result from collaborative effort by the school site and the district office.

**Contract valid for dates of services specified above but may be discontinued by either party with 30 days prior written notice.**

**Signature of Owner**

\_\_\_\_\_  
**Hakeem Leonard, PhD, MT-BC**

\_\_\_\_\_  
**Date**

**Official Address:**

Healing Hearts Music Therapy, LLC  
1503 Forrest Lane  
Bainbridge, GA 39817  
(706) 593-4524

**Signature of Approval:**

\_\_\_\_\_  
**Gadsden County Superintendent of Schools**

\_\_\_\_\_  
**Date**



## SUMMARY SHEET

### RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7e

Date of School Board Meeting: September 23, 2014

TITLE OF AGENDA ITEM: Agreement between The School Board of Gadsden County Public Schools and ProCare Therapy, Inc.

DIVISION: EXCEPTIONAL STUDENT EDUCATION

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

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

This contract will provide Physical Therapy, Physical Therapy Assistant and Speech /Language Services to Exceptional Students in Gadsden Schools. These therapists will provide needed services in positions not filled by the Gadsden County School Board.

FUND SOURCE: FEFP Dollars

AMOUNT: \$58.00 – \$62.00(per hour for actual hours worked)

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

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 3

CHAIRMAN'S SIGNATURE: page(s) numbered 3

Be sure that the COMPTROLLER has signed the budget page.

This form is to be uplicated on light blue paper.

summary.for  
revised 0591

Proof read by: Kelvin R. Francis



## CLIENT SERVICES AGREEMENT



ProCare Therapy (hereafter referred to as "ProCare"), and

### Gadsden County Schools

*(Client Name)*

35 Martin Luther King Jr. Blvd

*(Street Address)*

Quincy, FL 32351

*(City, State, Zip)*

(hereafter referred to as "Client")

enter into this non-exclusive Client Services Agreement for the purpose of referring and placing Healthcare Professionals ("HCPs") with Client. This Agreement shall govern the overall terms of the relationship, while a separate Assignment Confirmation (Addendum A) for each placement will outline specifics as to bill rates, personnel, and assignment lengths.

1. **Scope of Services.** ProCare will use its commercially reasonable efforts to provide HCPs for assignment with Client. ProCare will be responsible for payment of each HCP's wages and applicable payroll taxes, deductions, and insurance, including workers compensation, general liability and professional liability coverage for the benefit of the HCPs. If a HCP is unable to complete the specified assignment, ProCare will use its commercially reasonable efforts to find a replacement in a timely manner.
2. **Independent Contractor.** The parties hereto specify and intend that the relationship of each to the other is that of an independent contractor, that each HCP shall be an employee of ProCare and that no qualified HCP shall at any time be an employee of Client, unless the parties shall otherwise agree in writing. ProCare agrees to provide and maintain all payroll services for any qualified HCP placed with Client, to maintain payroll records and to withhold and remit all payroll taxes and social security payments. ProCare does not ordinarily use subcontractors in providing services. Should the need to use a separate staffing firm or independent contractor arise, ProCare will notify Client in advance of the assignment in order to receive approval of this arrangement.
3. **Insurance.** ProCare will maintain Worker's Compensation and Employer Liability insurance in accordance with state regulations. General Liability insurance will be maintained at a minimum level of one million dollars (\$1,000,000) per occurrence and two million dollars (\$2,000,000) aggregate. Excess liability insurance will be maintained at a minimum level of five million dollars (\$5,000,000) per occurrence/aggregate. Professional Liability insurance will be maintained at a minimum level of one million dollars (\$1,000,000) per occurrence and three million dollars (\$3,000,000) aggregate.
4. **Competency.** ProCare will conduct comprehensive pre-employment screening to provide licensed HCPs who meet applicable professional standards. ProCare will endeavor to present only HCPs who are qualified for Client's open position(s) on job requirements established by Client either verbally or in writing. While ProCare will make every effort to pre-screen job candidates based on these requirements, Client acknowledges the candidate assignment decision is ultimately the responsibility of the Client. To this end, ProCare will make available to Client all appropriate HCP records that ProCare may permissibly disclose (e.g. skills checklist(s), work history, etc.) and will facilitate an interview between Client and HCP in order to assist Client in the hiring decision.
5. **On-Site Responsibility.** Client is responsible for providing all support, facilities, training, direction, materials, supplies, and means for the HCP to complete the assignment. Client acknowledges that ProCare is not providing nursing or healthcare services, but rather is providing candidate identification and placement services. As such, Client is responsible for the HCP's adherence to the applicable standard of care and acknowledges that ProCare is not responsible for the HCP's on-site performance. Client warrants that its facilities and operations will comply at all times with all federal, state and local safety and health laws, regulations and standards, including OSHA standards, and that Client will be responsible for providing all safety training and equipment, and for each HCP's compliance with health and safety requirements, including those instituted by Client.
6. **Employment of HCPs.** Client agrees that it will not directly or indirectly, personally or through an agent or agency, contract with or employ any HCP introduced or referred by ProCare for a period of (24) months after the latest date of introduction, referral, or placement. If Client or its affiliate enters into such a relationship or refers HCP to a third party for employment, Client agrees to pay an amount equal to \$18,500 or thirty-five (35) percent (whichever is greater) of the HCP's first year's annual salary, including any signing bonus, as agreed upon at the time of hiring. Payment is due and payable to ProCare upon start date.
7. **Equal Opportunity.** It is the policy of ProCare to provide equal opportunity to all HCPs for employment. ProCare and Client will screen based on merit only. All HCPs will be free from discrimination due to race, religion, color, sex, national origin, age, or disability.
8. **Payment Terms.** Client will be billed bi-weekly for all services provided during the previous two weeks. Payment is due upon receipt of invoice and shall be considered in default thirty (30) days from issuance of ProCare invoice, after which time a default charge will be imposed at one and one-half percent (1½%) per month on unpaid balances (annual percentage rate of eighteen percent (18%)) or the maximum legal interest rate, whichever is lower. Client agrees to pay all necessary collection costs of amounts past due, including



## CLIENT SERVICES AGREEMENT



reasonable attorney's fees and costs. ProCare reserves the right, at its option, to discontinue any extension of credit. Please provide billing address below:

<i>Client to complete billing information</i>	Client Name:	<u>Gadsden County Schools</u>
	Billing Address:	<u>35 Martin Luther King Jr. Blvd</u>
	City, State, Zip:	<u>Quincy, FL 32351</u>
	Attention:	<u>Sharon Thomas</u>
	Telephone:	<u>850.627.9651 ext1239/1240</u>

9. **Limitation of Liability.** NEITHER PARTY SHALL BE LIABLE TO THE OTHER WHATSOEVER FOR ANY SPECIAL, CONSEQUENTIAL, INDIRECT, EXEMPLARY OR PUNITIVE DAMAGES, INCLUDING ANY DAMAGES ON ACCOUNT OF LOST PROFITS, LOST DATA, LOSS OF USE OF DATA, OR LOST OPPORTUNITY, WHETHER OR NOT PLACED ON NOTICE OF ANY SUCH ALLEGED DAMAGES AND REGARDLESS OF THE FORM OF ACTION IN WHICH SUCH DAMAGES MAY BE SOUGHT. THE FEES AND BILLINGS DUE UNDER THIS AGREEMENT ARE NOT CONSIDERED SPECIAL DAMAGES OR LOST PROFITS AND SHALL NOT BE LIMITED BY THESE PROVISIONS.
10. **Incident and Error Tracking.** Client will report to ProCare any performance issues, incidents, errors and other events related to the care and services provided by ProCare employees. ProCare will document reported incidents in employee's personnel file and track all such events for quality assurance purposes. Client will report to ProCare any performance issues, incidents, errors and other events related to the care and services provided by ProCare employees. ProCare will document reported incidents in employee's personnel file and track all such events for quality assurance purposes. All supporting documentation is required within seventy-two (72) hours of the occurrence.
11. **Reporting of Work-Related Injuries.** Client will maintain a safe working environment and provide all appropriate personal protective equipment as deemed appropriate for unit to which ProCare's HCP has been assigned. Client ensures compliance with all applicable OSHA or state Department of Labor obligations to include general training on the reporting of work-place injuries, incidents, and occupational exposure to bloodborne pathogens occurring at Client facility. Records of such occurrences must be maintained by the Client and accessible to ProCare within guidelines set forth by governing entities. In the event of work-place injury, incident or exposure, each affected HCP will contact their immediate Client-appointed supervisor and report to the applicable treating department as per Client protocol. HCP shall also report work-place injury, incident or exposure to ProCare concurrently with Client. If ProCare's HCPs are not eligible for treatment of work-place injury, incident or exposure by Client or if reporting requirements change during the term of this Agreement, Client is responsible for written notification of such information to both ProCare and ProCare's HCP.
12. **Termination with Cause.** If Client requests removal of HCP due to performance issues, misconduct or failure to pass any physical, drug screen or other assessment, immediate written and verbal notice is required within forty-eight (48) hours including all supporting documentation specifying the reasons and facts of the termination. If the Client does not provide such documentation within the required timeframe, Client will be assessed as liquidated damages and not as a penalty, an amount equal to one (1) week of billing. The parties agree that ProCare's HCPs are an integral part of its operation and a resource that may have been developed over a number of years. Any delay or absence of a written and verbal notice could result in lost revenue or other consequences not foreseen at this time and therefore the liquidated damages are not unreasonable to the probable loss to be suffered by ProCare in the event of your breach of this provision. Client will be responsible for all professional fees (and expenses if applicable) up to the point of termination. Termination with cause must be documented prior to termination in accordance with the Incident and Error Tracking procedures set forth in paragraph 11 of this agreement. ProCare shall have seventy-two (72) hours to refill the position in the event of termination with cause.
13. **Termination without Cause.** Client may cancel an assignment with thirty (30) days written notice. Client is responsible for all charges and fees prior to cancellation date and through the 30-day period of notice. In the event Client is unable to provide thirty (30) days notice of termination, Client will be billed for thirty (30) days at the agreed upon regular bill rate and minimum hours. In the event of termination without cause, Client will be responsible for any housing and travel costs actually incurred by ProCare as a result of such cancellation.
14. **Guaranteed Minimum Hours.** Client agrees to provide HCP the guaranteed number of work hours per week specified in the attached Assignment Confirmation Addendum A. Cancellation of prescheduled shift(s) or reduction in work hours by Client will be billed reflecting the guaranteed minimum work hours.
15. **Issue Resolution.** In the event Client encounters an issue that is not satisfactorily resolved by its ProCare representative, Client should escalate the issue to the appropriate ProCare manager by calling: 888-899-1331. Please ask for your account representative's manager.
16. **Indemnification.** Each party will indemnify, defend and hold harmless the other against third party claims arising from breaches of the parties' respective obligations under this Agreement.

## CLIENT SERVICES AGREEMENT



**17. Confidentiality.** Each party acknowledges that as a result of this Agreement, they will learn confidential information of the other party. Confidential information is defined as that information which is private to each party but is shared by one to the other party as required to accomplish this Agreement. It is agreed that neither party will disclose any confidential information of the other party to any person or entity. Neither will it permit any person nor entity to use said confidential information. The only exceptions will be: (a) Information shared to the appropriate individuals within the respective organizations as necessary to execute this Agreement, (b) disclosures as required by law. Confidential Information of ProCare shall include, but is not limited to, any and all unpublished information owned or controlled by ProCare and/or its employees, that relates to the clinical, technical, marketing, business or financial operations of ProCare and which is not generally disclosed to the public including but not limited to employee information, technical data, policies, financial data and information to include contract terms and provisions, billing rates, permanent placement fees whether disclosed orally, in writing or by inspection. If the receiving party shall attempt to use or dispose of any of the Confidential Information, or any duplication or modification thereof, in any manner contrary to the terms of the foregoing, the disclosing party shall have the right, in addition to such other remedies which may be available to it, to obtain an injunctive relief enjoining such acts or attempts as a court of competent jurisdiction may grant, it being acknowledged that legal remedies are inadequate.

**18. Governing Law.** This Agreement shall be governed by the laws of the state of Florida.

**19. Entire Agreement.** This Agreement represents the entire agreement between the parties and supersedes any prior understandings or agreements whether written or oral between the parties respecting the subject matter herein. This Agreement may only be amended in a writing specifically referencing this provision and executed by both parties. This Agreement shall inure to the benefit of and shall be binding upon the parties hereto and their respective heirs, personal representatives, successors and assigns, subject to the limitations contained herein. The unenforceability, invalidity or illegality of any provision of this Agreement shall not render any other provision unenforceable, invalid or illegal and shall be subject to reformation to the extent possible to best express the original intent of the parties. This Agreement and attached Assignment Confirmation contain terms that may only be altered when agreed upon in writing by both parties.

This Agreement and attached Assignment Confirmation contain terms that may only be altered when agreed upon in writing by both parties.  
*(Please return all pages of this Client Services Agreement)*

### PROCARE THERAPY, INC

\_\_\_\_\_  
Client Name

\_\_\_\_\_  
Client Representative Signature

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

\_\_\_\_\_  
ProCare Representative Signature

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date



*R. Smith*

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA  
AGENDA ITEM NO. 7f

Date of School Board Meeting: September 23, 2014

AGENDA ITEM: FSU MULTIDISCIPLINARY SERVICES 2014-2015 SCHOOL YEAR

DIVISION: EXCEPTIONAL STUDENT EDUCATION

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

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

The contractual agreement between FSU and Gadsden School District provides for evaluation, follow-up, and intervention services beyond what the district provides. The center agrees to evaluate referred students, provide follow-up services and interventions. The district will make the appropriate referrals, assist with transportation when necessary, and reimburse for copying when appropriate. Counseling services will be provided to students at EGHS one day a week.

FUND SOURCE: IDEA DOLLARS  
AMOUNT: \$25,000.00 est. *SB*  
PREPARED BY: Sharon B. Thomas  
POSITION: Director, Exceptional Student Education

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 3 & 5

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

Be sure that the COMPTROLLER has signed the budget page.

This form is to be uplicated on light blue paper.

summary for  
revised 0591

Proof read by: *Heather R. Francis*



# FLORIDA STATE UNIVERSITY

Louise R. Goldhagen Multidisciplinary Evaluation and Consulting Center  
715 West Gaines Street • P.O. Box 3061603  
Tallahassee, Florida • 32306-1603  
850-644-2222 • 850-644-6591 (FAX) • <http://mdc.fsu.edu/>

## **COOPERATIVE SERVICE AGREEMENT BETWEEN THE FLORIDA STATE UNIVERSITY AND GADSDEN COUNTY SCHOOL DISTRICT**

This Agreement between the Louise R. Goldhagen Multidisciplinary Evaluation and Consulting Center of the Florida State University and the Gadsden County School District sets forth services to be provided to the District and the responsibilities of the University and the District for the purposes of the Agreement. The Louise R. Goldhagen Multidisciplinary Evaluation and Consulting Center of the Florida State University will hereinafter be referred to as the “MDC” and the Gadsden County School District will hereinafter be referred to as the “District.”

The District will be provided an allocation of 200 service hours to be devoted to diagnostic and consultation services. Each full evaluation will utilize 20 service hours, each partial evaluation will utilize 10 service hours, and consultation services will be calculated at actual clock hours.

The District will identify children to be referred to the MDC. Referrals should be for children served by the District from pre-school through grade 12. These children may be Exceptional Student Education students whom the District identifies as not adequately evaluated through District evaluation procedures or students in regular classrooms who are experiencing severe learning and/or behavioral problems. The referral system existing in the District will be utilized by the MDC, or the MDC's referral forms may be used. Allocated service hours not utilized in the District may be made available to other participating Districts after February 1, 2015.

The MDC will be under the direction of Beverly M. Atkeson, Ph.D. and she will have responsibility for planning and implementation of the program with the MDC professional staff.

The MDC will not use or disclose any information concerning the recipient of services under this Agreement for any purpose except with written consent of the recipient's responsible parent or guardian as authorized by law, and the MDC agrees to comply with all applicable laws and regulations concerning confidentiality of student's records.



Any MDC personnel who (a) are permitted access on school grounds when students are present, (b) have direct contact with students, or (c) have access to or control of school funds shall, prior to beginning work, shall meet Level II screening requirements of Sections 1012.32 & 435.04 of Florida Statutes. This may be satisfied by providing the District current Level II screening approval from another Florida School District.

1. The MDC agrees to provide professional services in the following areas:
  - The MDC agrees to maintain a diagnostic clinic to provide evaluation services to identified children experiencing complex learning and/or behavioral problems and to recommend alternative teaching strategies and/or behavioral intervention techniques based on the diagnostic evaluations.
  - The MDC agrees to provide a written report of each multidisciplinary evaluation to the parent or legal guardian and to those staff members designated by the District for receipt of such reports, and to appropriate individuals or agencies requested, in writing, by the parent or legal guardian.
  - The MDC agrees to provide written and verbal recommendations for teachers and to parents.
  - The MDC agrees to provide inservice education for teachers in participating school districts, when specifically requested by the District.
  - The MDC agrees to participate in case conferences with school personnel at the student's school(s).
2. The District agrees to provide for Gadsden County students referred to the MDC the following:
  - The District will make school records for each referral available for perusal by MDC staff within the setting of the local school.
  - The District will provide, for each referral, copies of evaluation reports completed by District personnel or through District contacts with other agencies, at no charge to the MDC and with appropriate permission of the student's parent or legal guardian.
  - The District will provide transportation to and from the FSU campus for individual students referred to the MDC when the student's parents are unable to provide transportation.
  - The District may be asked to participate in an evaluation of MDC services. This evaluation may include contact with parents, teachers and school and district administrative personnel.

The MDC and the District mutually agree: This Agreement shall begin on July 1, 2014, or any later date on which the Agreement has been signed by both parties, and shall terminate on June 30, 2015.

Signature Approval: IN WITNESS THEREOF, the parties hereto have caused this three page Agreement to be executed by their authorized officials.

District

MDC

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Beverly M. Atkeson 5/01/14  
Beverly M. Atkeson Date

\_\_\_\_\_  
Title

Director  
\_\_\_\_\_  
Title

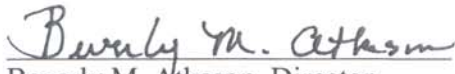
**AGREEMENT BETWEEN THE SCHOOL BOARD OF GADSDEN COUNTY,  
FLORIDA AND THE FLORIDA STATE UNIVERSITY  
MULTIDISCIPLINARY CENTER**

This agreement by and between the School Board of Gadsden County, hereinafter referred to as the District, and the FSU Multidisciplinary Center, for and on behalf of The Florida State University Board of Trustees, a public body corporate of the State of Florida, hereinafter referred to as The Center, is for the purpose of securing counseling services.

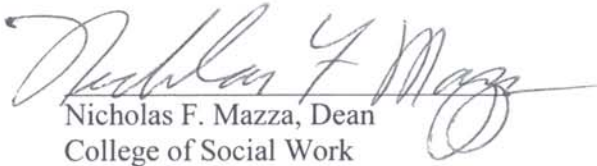
1. The term of the agreement is July 1, 2014 through June 30, 2015.
2. The rate for service is \$400 per day (8:00am-3:00pm). Rates include direct service to students, consultation with school personnel and parents as needed, participation in meetings and staffings, cost of materials and supplies, and costs of travel.
3. The District shall pay the Center bi-monthly based upon the Center's invoices accompanied by logs of services.
4. The Center shall be responsible for the following:
  - Individual and group counseling for students identified by the Gadsden County School District, in schools mutually agreed upon, for the academic year 2014-2015.
  - Consultation with teachers and other school personnel in regard to students referred for counseling.
  - A treatment summary for each student served upon completion of service.
  - Licensed/certified supervision for the counselors.
5. The District shall be responsible for the following:
  - Obtain parental permission for each student referred for counseling.
  - Provide a regular meeting location that is relatively free of outside noise and distractions.
6. The District will have access to counseling records that are directly pertinent to this agreement.
7. The Center agrees to maintain all records for a period of at least three years following termination of this agreement.
8. The Center agrees that it complies with applicable provisions of the Civil Rights Act and Section 504 Requirements governing agreements of this nature.
9. Any Center personnel who (a) are permitted access on school grounds when students are present, (b) have direct contact with students, or (c) have access to or control of school funds shall, prior to beginning work, shall meet Level II screening requirements of Sections 1012.32 & 435.04 of Florida Statutes. This may be satisfied by providing the District current Level II screening approval from another Florida School District.

10. Each party agrees to be solely responsible for the negligent or wrongful acts of its employees, agents and representatives arising out of that party's respective tasks and duties that are the subject of the Agreement. This recognition by the parties is intended to be consistent with the State's waiver of sovereign immunity pursuant to Section 768.28, Florida Statutes and the Florida Supreme Court's decision in Florida Department of Natural Resources v. Garcia, 753 So.2d 72, 77-78(Fla. 2000), and does not alter such waiver, waive any lawful defense, or extend liability of either party beyond the provisions established in Section 768.28, Florida Statutes. In the event of litigation each party agrees to be liable and responsible for its own legal costs, expenses and attorney fees.

The parties affix their signatures below to covenant to the terms above.

  
Beverly M. Atkeson, Director  
FSU Multidisciplinary Center

5-7-14  
Date

  
Nicholas F. Mazza, Dean  
College of Social Work

5/7/14  
Date

\_\_\_\_\_  
Superintendent  
Gadsden County Schools

\_\_\_\_\_  
Date



*Sharon B. Thomas*

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7g

Date of School Board Meeting: September 23, 2014

TITLE OF AGENDA ITEM: **VISION SERVICES FOR EXCEPTIONAL STUDENTS**

DIVISION: **EXCEPTIONAL STUDENT EDUCATION**

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

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

**This contract is to provide vision services, and orientation and mobility training for the visually impaired students in Gadsden County Schools.**

FUND SOURCE: **FEFP Dollars**

AMOUNT: **\$14,500.00(est.)**

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

**INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER**

**2** Number of ORIGINAL SIGNATURES NEEDED by preparer.  
SUPERINTENDENT'S SIGNATURE: page(s) numbered **3**

CHAIRMAN'S SIGNATURE: page(s) numbered **3**

Be sure that the COMPTROLLER has signed the budget page.  
This form is to be duplicated on light blue paper.  
summary for  
revised 0591

Proof read by: \_\_\_\_\_

**AGREEMENT**  
**Between**  
**Independent Training for the Blind**  
**And**  
**Gadsden County School Board**

This agreement by and between the **Gadsden** County School Board, hereinafter referred to as the "Board," and Independent Training for The Blind, Inc., hereinafter referred to as "Consultant".

Witnesseth:

1. Purpose of This Agreement

- a. The District is in the business of providing educational and other services to the students enrolled in its institutions or programs, and in the conduct of such business, desires to have services of a Vision and Orientation and Mobility Teacher, provided by Consultant. The Consultant, as sole provider, agrees to perform these services for the District under the terms and conditions set forth in this contract. The District and the Consultant contemplate that this contract will run through one (1) fiscal school year from August 18, 2014 through July 31, 2015. Any party wishing to terminate this contract prior to its expiration date shall provide the other party with thirty (30) days written notice. By mutual consent of the **Gadsden** County School Board and Consultant, this contract will be renewed annually.
- b. The purpose of this agreement is to specify the manner in which services will be provided to students with visual impairments by Consultant to the Board.
- c. Both parties will comply with applicable federal, state, and local laws, rules, regulations, including rules of the Board.

The Board Agrees To:

- A. Provide referral for selected students.
- B. Provide Consultant with instructional space, materials and supplies.
- C. Appoint ESE Director to be responsible for the execution of the Board's provisions of this agreement.
- D. Pay for services rendered to students with visual impairments. The Board shall pay \$60.00 per hour for educational services. Services shall include instruction, planning, travel and coordination with staff. This will be paid monthly upon receipt of billing. Services billed shall not exceed 12 hours per week unless authorized by the ESE director.

Consultant Agrees To:

- A. Assure that services are in accordance with the IEP for each student.
- B. Ensure that written evaluations and student records are the property of the Board



- C. Plan and prepare lessons and strategies, which support the student IEP.
- D. Identify, select and modify instructional materials to meet the needs of students.
- E. Instruct and supervise the work of volunteers and paraprofessionals when assigned.
- F. Establish and maintain effective record keeping procedures
- G. Perform assessments on new referrals and three-year re-evaluations.
- H. Interpret eye medical reports as they relate to educational environments.
- J. Consult with diagnosticians, classroom teachers, students, and parents concerning appropriate evaluations, modifications.

Provide Instruction For:

Use of low vision devices  
Concept development (especially early childhood students)  
Independent living/self help skills  
Career readiness  
Sensory efficiency  
Recreation and Leisure skills  
Social interaction skills  
Assistive Technology  
Braille and other modes to access the general curriculum  
Self-advocacy  
Orientation and Mobility

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

The District will assist Consultant with background screening to ensure compliance with fingerprinting and background checks pursuant to **Florida Statute**. Any cost incurred is the responsibility of the Consultant. Consultant will work with the District for completion of this requirement, which must be done through the District. The District will provide written confirmation to Consultant that Consultant has received this clearance.

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

In the event that Consultant shall at any time be unable to provide the services under this contract, Independent Training for the Blind may employ and temporarily furnish as a substitute to perform such services, any other duly qualified and licensed person who will

meet employment criteria of **Gadsden** County School Board. Independent Training for the Blind shall be responsible for compensation of individuals employed as substitutes.

\_\_\_\_\_  
Independent Training for the Blind, Inc.  
Elizabeth Wilson, President

\_\_\_\_\_  
Date

\_\_\_\_\_  
School Board Chairperson

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent or Designee

\_\_\_\_\_  
Date

SUMMARY SHEET

*R. Smith*

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

**AGENDA ITEM NO.** 7h

**DATE OF SCHOOL BOARD MEETING:** September 23, 2014

**TITLE OF AGENDA ITEM:** Gadsden County SSTRIDE Program Support and Expansion

**DIVISION:** Secondary Education

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

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

This request asks the School Board to approve the Gadsden County SSTRIDE Program Support and Expansion for the 2014-2015 school term. The Science Students Together Reaching Instructional Diversity & Excellence (SSTRIDE) program promotes student achievement in the fields of science and mathematics with the ultimate goal of increasing matriculation into college, medical, and health professional schools. This is a request to maintain the current programs at Havana Middle and East Gadsden High School and expand to James A. Shanks Middle and West Gadsden High School for the 2014-2015 school term.

**FUND SOURCE:** FEFP

**AMOUNT:** \$49,852.68

**PREPARED BY:** *RWS* Rosalyn W. Smith

**POSITION:** Deputy Superintendent

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

       Number of ORIGINAL SIGNATURES NEEDED by preparer.

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

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

2014 SEP 23 PM 2:16  
GADSDEN COUNTY SCHOOL BOARD  
OFFICE OF THE CLERK





**FLORIDA STATE UNIVERSITY**  
*The College of Medicine*  
*Advising and Outreach*

## **MEMORANDUM**

**TO:** Rosalyn West Smith, Deputy Superintendent  
Angela Sapp, Race To the Top Coordinator  
Curtis Richardson, STEM Coordinator

**FROM:** Thesla Berne Anderson

**DATE:** August 13, 2014

**RE:** Gadsden County SSTRIDE Program Support and Expansion

The Science Students Together Reaching Instructional Diversity & Excellence (SSTRIDE) program was implemented in Gadsden County in August of 2004. From 2004 to the present, we have provided academic support, tutoring, mentoring, educational leadership, professional and service experiences to Gadsden County students from grades 8<sup>th</sup> through 12<sup>th</sup>. The mission of Rural SSTRIDE is to promote student interest and achievement in the fields of science and mathematics with the ultimate goal of increasing matriculation into college, medical, and health professional schools.

In 2011 we became the STEM/SSTRIDE program and in addition to the above stated services, in 2012, we implemented a structured Biology EOC curriculum with focused teaching/tutoring support (undergraduate and graduate students) for students taking this exam. Our results have been very successful (please see attachment) for all students enrolled in the SSTRIDE program whether at the 8<sup>th</sup> grade level (Havana Middle School) or the 10<sup>th</sup> grade level (East Gadsden High School). We have provided funding for the Gadsden County SSTRIDE program since 2004 totaling over \$450,000 and are now asking for your assistance to help maintain our current program structure and to expand to Shanks and West Gadsden per your request with the intent of providing the same type of comprehensive support.

Attached you will find a spreadsheet describing the cost to assist us in maintaining the current programs at Havana Middle School and East Gadsden High School and the expansion to Shanks and West Gadsden. The second spreadsheet details what we have allocated for our current programs at Havana Middle and East Gadsden for the 2014-2015 academic year.

Please let me know if you would like to move forward so coordination of recruiting additional mentors for the proposed expansion can be done in a timely manner. All undergraduate and graduate students intended to participate in the Gadsden County SSTRIDE program needs to be recruited, a background check performed, and paperwork completed by August 29<sup>th</sup> to begin work on September 12<sup>th</sup>. We have already passed the deadline for college students to be employed on August 18<sup>th</sup> which is when school begins. I have also included a 2009 executive summary comparative report and a report specific to Gadsden County to show an example of the type of data we collect. Lastly, attached is a summary of outcomes for our Office of Undergraduate Outreach and Advising and Precollege Programs.

Gadsden County Proposed SSTRIDE Expansion Budget  
2014/2015

EXPENSES			
Personnel Expenses			
Teacher	West Gadsden	\$1000 per semester	\$ 2,000.00
Teacher	Shanks Middle	\$1000 per semester	\$ 2,000.00
Lead Mentor	East Gadsden	\$12 hr*10hrs wk*36 wks	\$ 4,320.00
Lead Mentor	Havana Middle	\$12 hr*10hrs wk*36 wks	\$ 4,320.00
Lead Mentor	West Gadsden	\$12 hr*10hrs wk*36 wks	\$ 4,320.00
Lead Mentor	Shanks Middle	\$12 hr*10hrs wk*36 wks	\$ 4,320.00
Mentor	East Gadsden	\$10 hr*10hrs wk*32 wks	\$ 3,200.00
Mentor	Havana Middle	\$10 hr*10hrs wk*32 wks	\$ 3,200.00
Mentor	West Gadsden	\$10 hr*10hrs wk*32 wks	\$ 3,200.00
Mentor	Shanks Middle	\$10 hr*10hrs wk*32 wks	\$ 3,200.00
Program Assistant		\$12 hr*20hrs wk*47 wks	\$ 11,280.00
		1.45% Fringe Rate	\$ 657.72
Total Personnel Expenses			\$ 46,017.72
Operating Expense			
Travel			\$ 2,334.96
Weekly Coordinator Visits	36 visits(W. Gadsden & Shanks)	108 miles per wk @ \$.47	\$ 1,827.36
Monthly Program Evaluation Site Visits	10 visits(W. Gadsden & Shanks)	108 miles per visit @ \$.47	\$ 507.60
Supplies			\$ 1,500.00
Project & Lab Supplies			\$ 1,200.00
General supplies			\$ 300.00
Total Operating Expenses			\$ 3,834.96
GRAND TOTAL			\$ 49,852.68

Gadsden County Proposed SSTRIDE Expansion Budget  
COM Contributions for Gadsden County Program  
2014/2015

COM Covered Expenses			
SSTRIDE Coordinator			\$33,500.00
		Fringe - 26%	\$8,710.00
Personnel Budget Allocation	Teachers & Mentors	E. Gadsden & Havana	\$10,000.00
		Fringe - 1.45%	\$145.00
Supplies	E. Gadsden & Havana		\$1,500.00
Induction Ceremony Food	\$7 per person	20 students & 2 guests each	\$420.00
Anatomy Bowl Food & Prizes			\$805.00
CPR Certifications	\$20 per student	Havana Middle (20 students)	\$400.00
ACT Prep			\$1,200.00
Graduate Students (Spring Semester)			\$6,000.00
Monthly Program Evaluation Site Visits	E. Gadsden & Havana		\$213.60
<b>Total COM Covered Expenses</b>			<b>\$62,893.60</b>

From 2004 to 2013 we have invested over \$450,000 dollars toward Gadsden County SSTRIDE. The bulk of our funds came from the Area Health Education Center (AHEC) from 2004-2011, then our Dean has provided funds from 2011 to the present. We are asking Gadsden County to assist us in supporting this program.



Table 1: EOC Biology Exam results For SSTRIDE 10<sup>th</sup> grade Research I –Class-2013  
East Gadsden High School

Student Subgroup	Total	EOC Level 5	EOC Level 4	EOC Level 3	EOC Below Level 3
SSTRIDE student	17	7 (41%)	2 (12%)	8 (47%)	0
Overall is 100% Pass Rate					

Table 2: EOC Biology Exam results For SSTRIDE 10<sup>th</sup> grade Research I –Class-2014  
East Gadsden High School

Student Subgroup	Total	EOC Level 5	EOC Level 4	EOC Level 3	EOC Below Level 3
SSTRIDE student	22	4 (18%)	5 (23%)	11 (50%)	2(.09%)
Overall is 91 % Pass Rate					

Table 2: EOC Biology Exam results For SSTRIDE 8th grade –Class-2013  
Havana Middle School

Student Subgroup	Total	EOC Level 5	EOC Level 4	EOC Level 3	EOC Below Level 3
SSTRIDE student	16	1 (7%)	1 (7%)	8 (53%)	6 (40%)
Overall is 63 % Pass Rate					

Table 2: EOC Biology Exam results For SSTRIDE 8th grade –Class-2014  
Havana Middle School

Student Subgroup	Total	EOC Level 5	EOC Level 4	EOC Level 3	EOC Below Level 3
SSTRIDE student	15	0	2 (13%)	13 (87%)	0
Overall is 100 % Pass Rate					

Table 2: EOC Algebra Exam results For SSTRIDE 8th grade –Class-2013  
Havana Middle School (SSTRIDE did not provide assistance this year)

Student Subgroup	Total	EOC Level 5	EOC Level 4	EOC Level 3	EOC Below Level 3
SSTRIDE student	16	0	0	9 (56%)	7 (44%)
Overall is 56% Pass Rate					

Table 2: EOC Algebra Exam results For SSTRIDE 8th grade –Class-2014  
Havana Middle School

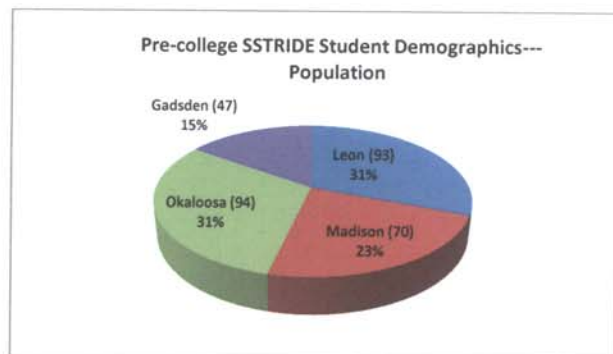
Student Subgroup	Total	EOC Level 5	EOC Level 4	EOC Level 3	EOC Below Level 3
SSTRIDE student	15	2 (13%)	0	10 (67%)	3 (20%)
Overall is 80 % Pass Rate					

### Gadsden County SSTRIDE Activity Summary (SAMPLE)

School	Semester	Guest Speakers	Field Trip	Career Shadowing	Service Learning Project	Life & Study Skill Workshops	Public Speaking Workshops	Test Preparation Workshops	Grand Total
Havana Middle School	Fall, 2009	1	2	0	1	1	0	0	10
	Spring, 2010	2	0	0	1	0	1	1	
	<b>Total 2009</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	
	Fall, 2010	0	2	0	0	0	0	0	6
	Spring, 2011	0	2	0	1	1	0	0	
	<b>Total 2010</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	
East Gadsden High School	Fall, 2009	3	5	0	7	0	0	0	36
	Spring, 2010	5	3	1	10	1	1	0	
	<b>Total 2009</b>	<b>8</b>	<b>8</b>	<b>1</b>	<b>17</b>	<b>1</b>	<b>1</b>	<b>0</b>	
	Fall, 2010	2	5	1	1	2	0	12	78
	Spring, 2011	0	3	2	2	2	0	46	
	<b>Total 2010</b>	<b>2</b>	<b>8</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>0</b>	<b>58</b>	

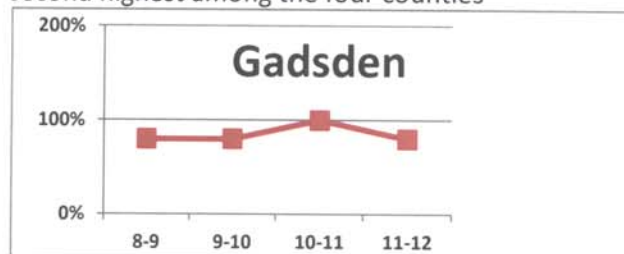
# Gadsden County SSTRIDE Student Survey Executive Summary 2009 Academic Year

## **Population:** 47 Students

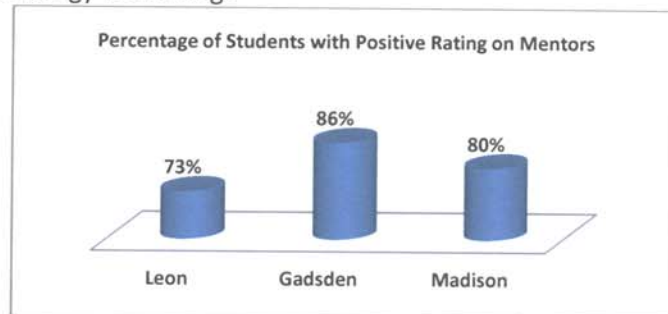


## ❖ **Strengths**

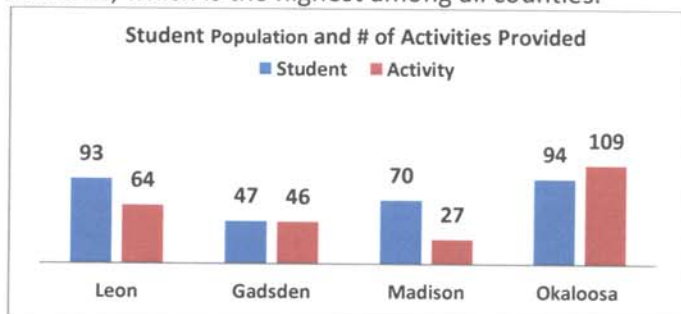
**1. High Retention Rate:** 85% general retention rate, the second highest among the four counties



for the second semester, seems to indicate that the strategy is working.

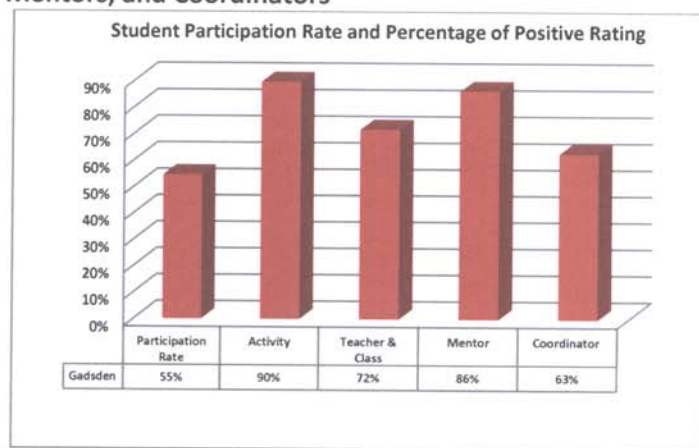


**5. Activities:** 46 activities were provided to 47 students, which is the highest among all counties.



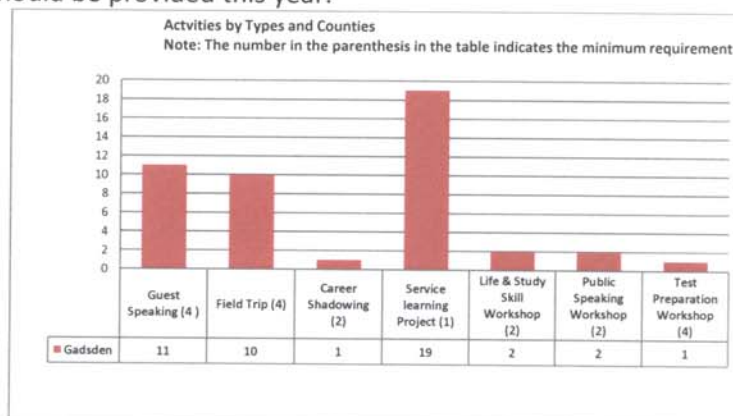
**2. High Matriculation Rate into College:** 88% of the high school graduates were admitted into 2 or 4 year college in 2009 academic year.

**3. Students' Positive Feedbacks on Activities, Teachers, Mentors, and Coordinators**



## ❖ **Cautions**

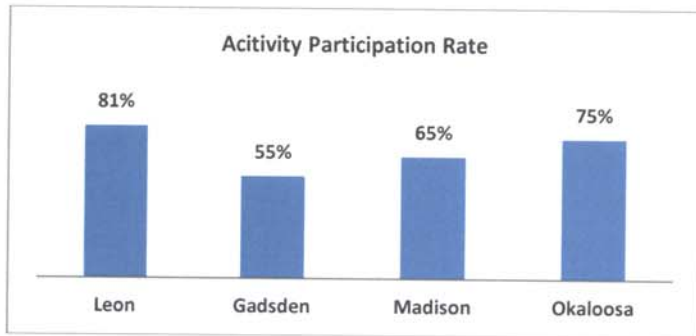
**1. Lack of Certain Type of Activities:** More career shadowing opportunities and test preparation workshops should be provided this year.



**2. Low Students' Participation Rate of the Activity:** For the students who took the survey, the average participation rate for the SSTRIDE enrichment activity was 55% on the average. The participation rate was even lower among the high school students.

**4. Mentors:** The mentors in Gadsden County had the highest rating from students among all the three counties with mentors. More mentors were involved in the class in the second semester to enhance the quality of SSTRIDE classes. Students' positive evaluation on the mentors, plus their better evaluation on SSTRIDE class





**3. Low Survey Completion Rate:** Only about half of the students were reached to complete the survey last academic year. This year, more classes were visited for survey administration.

Suggestions or questions?  
850-645-8700

Please contact

**Aihua Wang**

Email: [aihua.wang@med.fsu.edu](mailto:aihua.wang@med.fsu.edu)

Office phone:

## **FSU College of Medicine Outreach and Advising Program Key Performance Outcomes**

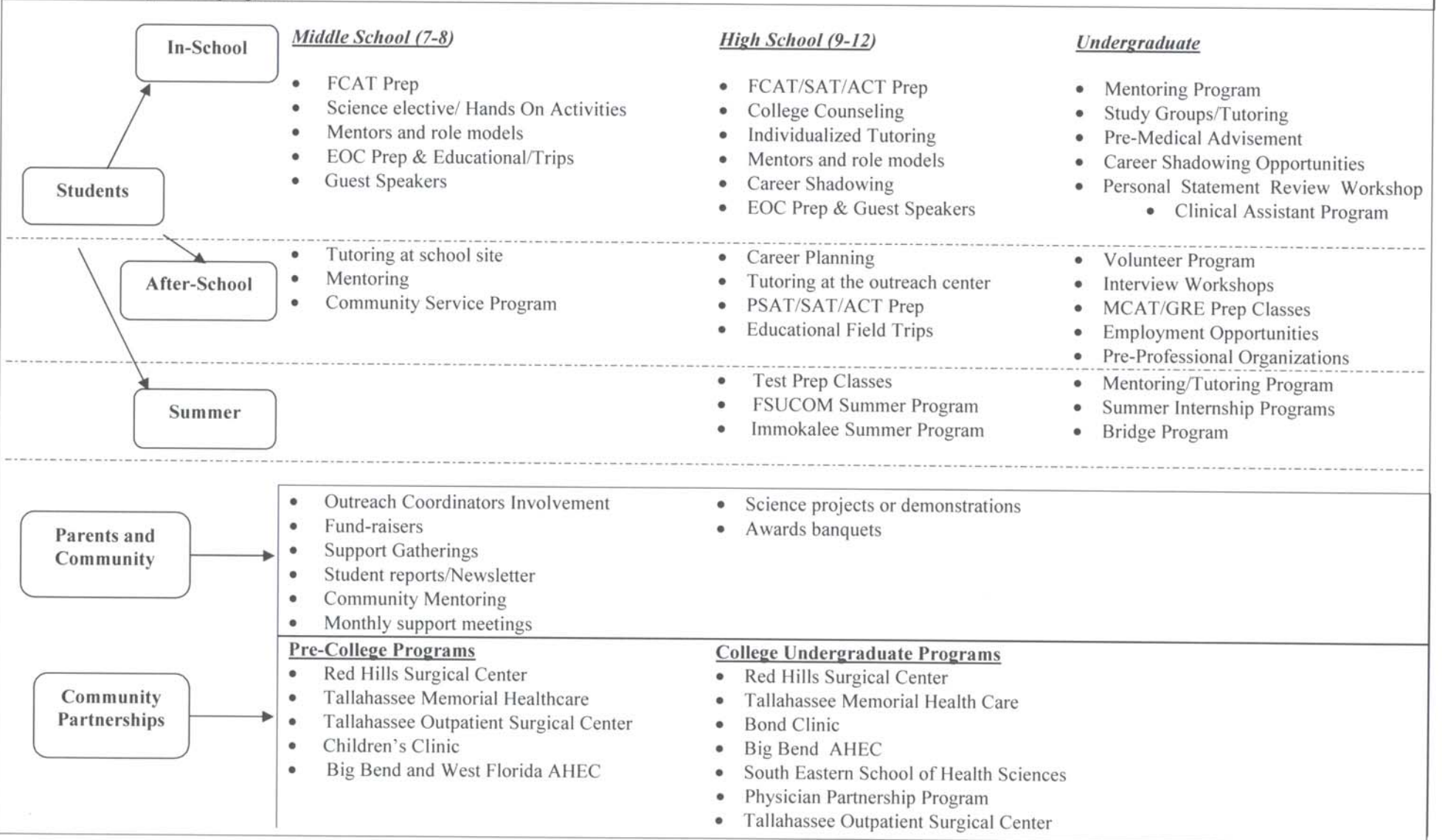
- The FSU College of Medicine is the ONLY medical school in Florida with an outreach/advising program that serves students from middle school to medical school.
- Over the past 20 years, the FSU College of Medicine has served 2,307 students at the middle/high school, college and post-baccalaureate levels.
- During the same time period, the FSU College of Medicine provided pre-med and pre-health advising to 8,429 students.
- Collectively, 95 percent of the precollege SSTRIDE and rural SSTRIDE students who stayed with the program until high school graduation were admitted to college.
- Since 2003, more than 80 new middle school students graduated from the pipeline program as high school seniors, entered FSU and participated as undergraduates in U-SSTRIDE.
- Since the Summer Institute program began in 2008, of the participating students who had graduated from high school by 2014, approximately 75% of those who went to college are studying a major related to science or health care.
- The Bridge program has maintained a retention rate of 94.1 percent, with 73.9 percent of its graduates having entered primary care medicine, which is in high demand in Florida – especially in rural and underserved communities. More than half -- 56 percent -- of the Bridge program participants were part of our Outreach program prior to entering Bridge.
- A recent study of African American and Hispanic student acceptance into the FSU College of Medicine found that 78.6% of U-SSTRIDE students matriculated into the College as compared to 36.2% of non-U-SSTRIDE students.
- In fact, the FSU College of Medicine exceeds the national average in its ability to recruit African American and Hispanic students into medical school.

# Florida State University College of Medicine Outreach Services

## *An Educational Program of Student Preparation and Support*

**MISSION:** The **mission** of the FSU College of Medicine Outreach Program is to build a new pathway for science and mathematics education and careers among students who have been traditionally under-represented in science, mathematics, engineering, medicine and technology-related professions.

**PROJECT OUTCOME:** The program seeks to increase the number of Leon, Gadsden, Madison, Okaloosa, and Orange County students under-represented in science and math careers who graduate from high school prepared to enter college as SMET (science, mathematics, engineering, technology and health-related) majors that successfully matriculate into medical and graduate programs.





SUMMARY SHEET



RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7i

DATE OF SCHOOL BOARD MEETING: September 23, 2014

**TITLE OF AGENDA ITEM:** Agreement Between the Gadsden County School District and Tallahassee Community College.

**DIVISION:** Administration

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

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

This agreement among the Gadsden County School District and Tallahassee Community College will improve student academic achievement by providing services under the 21<sup>st</sup> CCLC program at Stewart Street Elementary School, James A. Shanks Middle School, Carter Parramore Academy, and Havana Middle School in an effort to prepare students to transition to postsecondary education and the workforce.

**FUND SOURCE:** N/A

**AMOUNT:** N/A

**PREPARED BY:** Rosalyn W. Smith

**POSITION:** Deputy Superintendent

---

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

1 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 4

CHAIRMAN'S SIGNATURE: page(s) numbered

# The School Board of Gadsden County



*"Building A Brighter Future"*

**REGINALD C. JAMES**  
SUPERINTENDENT  
OF SCHOOLS

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

## MEMORANDUM OF UNDERSTANDING

**THIS MEMORANDUM OF UNDERSTANDING** (hereinafter referred to as the "Agreement") is made and entered into by and between the Gadsden County Schools (hereinafter referred to as "the Gadsden School District") and Tallahassee Community College (hereinafter referred to as "TCC").

### Whereas, the Parties Agree:

- 1) **A critical need** exists to improve student academic achievement at the elementary and secondary educational levels that prepare students to transition to postsecondary education and the workforce;
- 2) **The Florida Department of Education 21<sup>st</sup> Century Community Learning Center (CCLC)** is seeking applications for grant-supported projects that
  - a) Provide opportunities for academic enrichment to help students (particularly students in high-poverty areas and those who attend low-performing schools) meet state and local student performance standards in core academic subjects such as reading, mathematics, and science;
  - b) Offer students a broad array of additional services, programs and activities, such as positive youth development activities, drug and violence prevention programs, counseling programs, art, music, recreation programs, technology education programs, and character education programs that are designed to reinforce and complement the regular academic program of participating students, and
  - c) Offer families of students served by 21<sup>st</sup> CCLC programs opportunities related to literacy and educational development.

AUDREY D. LEWIS  
DISTRICT NO. 1  
HAVANA, FL 32333  
MIDWAY, FL 32343

JUDGE B. HELMS, JR.  
DISTRICT NO. 2  
QUINCY, FL 32351

ISAAC SIMMONS, JR.  
DISTRICT NO. 3  
GREENSBORO, FL 32330  
CHATTAHOOCHEE, FL  
32324

CHARLIE D. FROST  
DISTRICT NO. 4  
GRETNA, FL 32332  
QUINCY, FL 32351

ROGER P. MILTON  
DISTRICT NO. 5  
QUINCY, FL 32351

Page 1 of 4

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

- 3) **The mission** of the Parties coincides with the Florida Department of Education's interest in improving student achievement through the 21<sup>st</sup> CCLC Program to provide regularly participating students and society with a prosperous, healthy, and secure future;
- 4) **The Parties** have mutual interests in developing, implementing, and managing education and workforce development activities throughout Gadsden County with the highest degree of vision, quality, integrity, and technical excellence;
- 5) **As state-designated** educational providers, the Gadsden School District and TCC provide educational services and have mutual interest in improving student academic achievement and transition to postsecondary education and the workforce to meet state and national needs;
- 6) **The Parties** have a long, mutually beneficial working relationship and desire to continue working together to solve problems of mutual interest;
- 7) **The association** of the parties will benefit both Parties and the State of Florida, and
- 8) **The association** will provide for a strong foundation upon which activities associated with the Parties will flourish.

**Therefore, it is mutually agreed between the Parties:**

- 1) **Collaboration.** The Parties will enter into a collaborative effort to improve student academic achievement by providing services under the 21<sup>st</sup> CCLC program at Stewart Street Elementary School, 749 South Stewart Street, Quincy, FL 32351, James A. Shanks Middle School, 1400 West King Street, Quincy, FL 32351,



Carter Parramore Academy, 631 South Stewart Street, Quincy, FL 32351 and Havana Middle School, 1210 Kemp Road, Havana, FL 32333.

- 2) **Roles.** As the Local Educational Agency for Gadsden County, the Gadsden School District will provide leadership and support for the 21<sup>st</sup> CCLC program by providing the use of school facilities, disseminating information to prospective participants, and referring appropriate staff and administrators to provide support the program in collaboration with TCC. TCC shall provide the program on behalf of the Gadsden School District, which is responsible for the overall operation of the program. Together with numerous community stakeholders, the Gadsden School District and TCC will work to enhance the educational and economic development of the community.
- 3) **Termination.** In the unlikely event that the Gadsden School District or TCC believe that the collaboration of the Parties is no longer of mutual benefit, this Agreement may be terminated by either Party by advising the other Party in writing of its intentions, and
- 4) **Amendment.** This Agreement may be amended by written instrument with the written approval of both Parties.

In witness thereof, the Parties have executed this Agreement as of the date last below written:

By:

GADSDEN COUNTY SCHOOLS

By:

TALLAHASSEE COMMUNITY COLLEGE

\_\_\_\_\_  
Reginald C. James  
Superintendent of Schools

\_\_\_\_\_  
Jim Murdaugh, Ph.D.  
President

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

*R. W. Smith*  
*9/2/14*

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7j

DATE OF SCHOOL BOARD MEETING: September 23, 2014

TITLE OF AGENDA ITEM: Gadsden County School Board Head Start 2014-2015 Refunding Application and Program Improvement Plan

DIVISION: Head Start

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

PURPOSE AND SUMMARY OF ITEM:

Gadsden County School Board's Head Start Program 2014-2015 Refunding Application and Program Improvement Plan.

FUND SOURCE: Head Start

AMOUNT: \$2,585,789

PREPARED BY: Carolyn Harden *CH*

POSITION: Head Start/Prekindergarten Program Director

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

1 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered n/a

CHAIRMAN'S SIGNATURE: page(s) numbered 2,3, and 13

This form is to be duplicated on light blue paper.

REVIEWED BY: Carolyn Harden, Director/Cathy Austin, Administrative Assistant



# APPLICATION FOR FEDERAL ASSISTANCE

<b>1. TYPE OF SUBMISSION</b>		<b>2. DATE SUBMITTED:</b>	Applicant Identifier 04CH4687
Application <input type="checkbox"/> Construction <input checked="" type="checkbox"/> Non-Construction	Preapplication <input type="checkbox"/> Construction <input type="checkbox"/> Non-Construction	<b>3. DATE RECEIVED BY STATE:</b>	State Application Identifier
		<b>4. DATE RECEIVED BY FEDERAL AGENCY:</b>	Federal Identifier 04CH4687 - 000
<b>5. APPLICANT INFORMATION</b>			
Legal Name: GADSDEN COUNTY SCHOOL DISTRICT		Organizational Unit: Department: HHS: Office of Head Start	
Organizational DUNS: 152811279		Division: HHS: Office of Head Start	
Address: Street: 500 W King St		Name and telephone number of the person to be contacted on matters involving this application (give area code)	
City: Quincy		Prefix: Mrs.	Middle Name:
County: N/A		First Name: Carolyn	
State: FL Zip Code: 32351		Last Name: Harden	
Country: N/A		Suffix:	
		Email: hardenc@gcpsmail.com	
<b>6. EMPLOYER IDENTIFICATION NUMBER (EIN)</b> 596000615		Phone Number (give area code) (850)627-3861	Fax Number (give area code) (850)875-8790
<b>8. TYPE OF APPLICATION</b> <input type="checkbox"/> New <input checked="" type="checkbox"/> Continuation <input type="checkbox"/> Revision If Revision, enter appropriate letter(s) in box(es): <input type="checkbox"/> <input type="checkbox"/> Other (specify)		<b>7. TYPE OF APPLICANT (enter appropriate letter in box)</b> <input checked="" type="checkbox"/> H Other (specify)	
<b>10. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:</b> 93.600 TITLE (Name of Program): Head Start / Early Head Start		<b>9. NAME OF FEDERAL AGENCY:</b> HHS / ACF / OHS	
<b>12. AREAS AFFECTED BY PROJECT (Cities, Counties, States etc.):</b> Gadsden County		<b>11. DESCRIPTION TITLE OF APPLICANT'S PROJECT:</b> 2014-2015 Head Start Refunding Application	
<b>13. PROPOSED PROJECT:</b> Start Date: 12/01/2014 Ending Date: 11/30/2015		<b>14. CONGRESSIONAL DISTRICTS OF:</b> a. Applicant: 02 b. Project: 02	
<b>15. ESTIMATED FUNDING</b>		<b>16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?</b>	
a. Federal	\$2,068,631	a. YES THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON	
b. Applicant	\$517,158	Date:	
c. State	\$0	b. NO <input checked="" type="checkbox"/> PROGRAM IS NOT COVERED BY E.O. 12372	
d. Local	\$0	<input type="checkbox"/> OR PROGRAM HAS NOT BEEN SELECTED BY STATE FOR REVIEW	
e. Other	\$0	<b>17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?</b>	
f. Program Income	\$0	<input type="checkbox"/> Yes If "Yes," attach an explanation. <input checked="" type="checkbox"/> No	
g. Total	\$2,585,789		
<b>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</b>			
a. Authorized Representative			
Prefix: Mr.	First Name: Roger	Middle Name:	
Last Name: Milton	Suffix:		
b. Title: Authorizing Official	c. Telephone number: (850)627-3861		
d. Signature of Authorized Representative:	e. Date Signed:		

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

**Head Start Refunding Application and Program Improvement Plan**

**School Board Approval**

**2014-2015**

The Gadsden County School Board met and approved the 2014-2015 Head Start Refunding Application and Program Improvement Plan on the \_\_\_\_ day of August, 2014.

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Roger Milton, Board Chairperson

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Date

**Gadsden County School District (04CH0241)**  
**Head Start Program**  
**2014-2015 Employee Compensation Cap Assurance Statement**

“We have reviewed the requirement of the new Head Start Act, Section 653, that limits the compensation of Head Start staff. We certify that Head Start funds will not be used to pay any part of the compensation of any individual employed by a Head Start agency if that individual’s compensation exceeds the rate payable for Level II of the Executive Schedule (currently \$181,500). Furthermore, our agency does not employ any individuals whose pay exceeds the aforementioned salary cap.”

**SIGNATURE:** \_\_\_\_\_

**TITLE:** **Board Chairperson**

**DATE:** \_\_\_\_\_



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

**Head Start Refunding Application and Program Improvement Plan**

**Policy Council Approval**

**2014-2015**

The Gadsden County Schools Head Start/Pre-k Policy Council met and approved the 2014-2015 Head Start Refunding Application and Program Improvement Plan on the \_\_\_\_ day of July, 2014.



Shavon Brooks, Policy Council Co-Chairperson



Date

**Head Start/Pre-k Policy Council Meeting**

**July 25, 2014**

**6:00 p.m.**

**AGENDA**

**Call to Order**

**Approval of Minutes**

**Approval of Agenda**

**What's New from the Office of Head Start?**

**Director's Report**

**Financial Report/Credit Card Expenditures**

**Review and Approval of the following:**

**School Readiness Plan**

**Head Start Program Improvement Plan**

**Head Start Refunding Application**

**Head Start Staff for the 2014-2015 School year**

**Other Issues/concerns**

**Adjournment**

**\*Dinner will be served immediately following the meeting.**

**Head Start/Pre-K Policy Council Meeting**  
**July 25, 2014**  
**Commenced: 6:00 p.m.**  
**Minutes**

**Call to Order:** Latorria Riggins, Secretary called the meeting to order at 6:00 p.m.

**Approval of Minutes:** A motion was offered by Victoria Walker to approve the minutes as written. The motion was seconded by Patrice Griffin. The motion to approve the minutes was approved by all.

**Approval of Agenda:** A motion was offered by Shawanna Lamb to approve the agenda as written. The motion was seconded by Victoria Walker. The motion to approve the agenda as written was approved by all.

**What's new from the Office of Head Start?** Ms. Harden distributed a copy of the latest informational memorandum from the Office of Head Start. This memorandum was regarding Bus/Car Safety. The group was urged to read the memorandum at their earliest convenience. This memorandum involves the recent increase of parents/guardians, etc. leaving their children unattended in cars.

**Director's Report:** Ms. Harden reported to the group that there are approximately 298 Head Start slots. At the end of the year there were two slots vacant due a Head Start mandate regarding filling vacancies with less than 45 days remaining in the school term.

Ms. Harden also gave an update to the 2014-2015 registration. There are four-year old slots at St. John, Gretna and Chattahoochee Elementary. Havana Elementary does not have a waiting list. The group was advised to encourage parents in the Havana community to register their three and four-year olds for school.

Lastly, there is a paraprofessional vacancy at George W. Munroe Elementary.

**Financial Report/Credit Card Expenditures:** A copy of the Financial Report/Credit Card Expenditures was provided to all members. The beginning balance for July 2014 is \$706,267. Credit Card Expenditures totaled \$514.87 (registration fees, gas and parking to the One Goal Summer Conference).

**Review and Approval of the following:**

The following agenda items were reviewed in their entirety:

School Readiness Plan  
Head Start Program Improvement Plan  
Head Start Refunding Application  
Head Start Staff for the 2014-2015 School Year

The group was previously provided with copies of all of the above-stated agenda items except the Head Start Staff for the 2014-2015 School Year. After careful review of this document, a motion was offered by Pamela Kelly to approve the above-stated items as written. The motion was seconded by Victoria Walker. The motion to accept all of the above-stated agenda items for approval was approved by all members.



**Head Start/Pre-K Policy Council Meeting**

**July 25, 2014**

**Commenced: 6:00 p.m.**

**Minutes – Page Two**

**Other Issues/Concerns:** Presentations of tenure were given to Shawanna Lamb, Lila Spence and Victoria Walker. Other members received certificates for their participation with the program. The members were thanked for their loyal service to the program.

**Adjournment:** The next meeting will be set at a later date. The meeting was adjourned at 7:00 p.m.



Shavon Brooks, Policy Council Co-Chairperson

8/15/14

Date

# **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 or 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 the 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 or 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.*

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*Signature of Certifying Official*

---

*Date*

---

*School Board Chairman*

*Title*

---

*Gadsden County School Board Head Start*

*Applicant Organization*

# FLORIDA DEPARTMENT OF EDUCATION



## STATE BOARD OF EDUCATION

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Pam Stewart  
Commissioner of Education

February 27, 2014

Ms. Kimberly S. Ferree  
Gadsden County School District  
35 Martin Luther King Blvd.  
Quincy, Florida 32351

Your indirect cost proposal for fiscal year 2014-2015 has been reviewed and the restricted rate of 4.30% and unrestricted rate of 20.45% is approved with an effective date of July 1, 2014 through June 30, 2015.

If you have any questions please call Don Crumbliss at (850) 245-9214.

Sincerely,

Matt Kirkland

MATT KIRKLAND  
CHIEF COMPTROLLER, BUREAU OF THE COMPTROLLER

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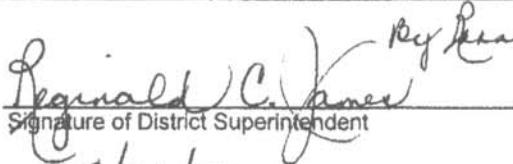
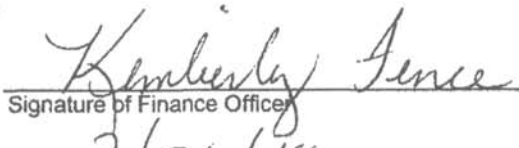
DISTRICT SCHOOL BOARD OF GADSDEN COUNTY  
CERTIFICATION AND REQUEST FOR AUTHORIZED INDIRECT COST RATE  
**PLAN A**

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:

<b>Federal Programs - Restricted with Carry Forward</b> <span style="float: right;"><u>4.30%</u></span>	<b>Federal Programs - Unrestricted with Carry Forward</b> <span style="float: right;"><u>20.45%</u></span>
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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 2012-2013, 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.

<div style="text-align: center;"> _____ Signature of District Superintendent</div> <div style="text-align: center;"><u>2/26/14</u> _____ Date Signed</div>	<div style="text-align: center;"> _____ Signature of Finance Officer</div> <div style="text-align: center;"><u>2/26/14</u> _____ Date Signed</div>
---	---

Your proposal has been accepted and the following rate approved:

<b>Federal Programs - Restricted with Carry Forward</b> _____	<b>Federal Programs - Unrestricted with Carry Forward</b> _____
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These rates become effective **July 1, 2014, and remain in effect until June 30, 2015**, and will apply to all eligible federally assisted programs as

_____ Signature of Comptroller, Florida Department of Education	_____ Date Signed
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# **GADSDEN COUNTY HEAD START**

## **2014-15 REFUNDING APPLICATION**

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

#### ***(Sub-Section A)***

#### **Long Range Goals, Objectives and Program Impacts**

Gadsden County is a sparsely populated rural area. According to the Florida Legislature's Office of Economic and Demographic Research, Gadsden County's population consists of approximately 45,124 residents. It is located in the Big Bend region of northwest Florida, approximately 25 miles from Tallahassee, Florida, the state Capitol. Gadsden County is mostly agricultural in nature, and its population is centered around six communities, with the largest being the county seat of Quincy. The other communities include Greensboro, Chattahoochee, Gretna, Havana, and Midway. Many of Gadsden County's residents live in remote areas where services are either inaccessible or hard to reach, due to location and transportation barriers.

Gadsden County remains the only county in Florida where the majority of its residents are African American. The Hispanic population, however, is one of the fastest growing populations in Florida. During the 2010 census, the Hispanic population exceeded the percentage of African Americans in the state of Florida. The Hispanic population in Gadsden County is growing, due to a reliance on migrant workers to harvest crops in the area. For the past several years, the Greensboro community has had the largest population of Hispanics in the Gadsden County area, but many Hispanics have moved into the larger city of Quincy.

Poverty is one of the most important correlates to poor (maternal and child) health and educational outcomes. Gadsden County's poverty rate is 27.5%, compared to 16.1 statewide. The calculated number of children birth to five living in households in the county at or below the Federal Poverty level was 31.1%. Other statistics gathered from the most recent Community Assessment indicate the following:

- 27.5% of Gadsden County residents live in poverty.
- Gadsden County has a population of 5,420 children between ages birth to five.
- Over 46% of the children ages birth to five are receiving Medicaid.
- In 2012, the unemployment rate in Gadsden County was 9.1%, exceeding both the state and national average.
- The High School graduation rate in Gadsden County is 66.4%.

The findings of the Community Assessment were used to aid in determining the program's philosophy, short-range, and long-range program objectives.

The following Mission Statement and Goals are descriptive of the philosophy and short-range and long-range objectives for the Gadsden County Head Start Program. Staff, parents, and Policy Council members cooperatively developed the statements.

### **Mission Statement**

The mission of the Gadsden County Head Start/Pre-k Program is to ensure that all children participating in the Gadsden County Head Start/Pre-k Program enter school emotionally, physically, socially, and intellectually ready to learn; fully recognizing the crucial role of the parents as the child's primary teacher.

### **Overall Goal**

As educators, our goal is to support and assist parents in their role as their child's primary teacher by providing a safe and supportive environment, with ongoing opportunities for active learning through which children may develop self-confidence, initiative, curiosity, and resourcefulness that will serve them well in school and later in life. This goal helps to improve school readiness and promote long term success (as outlined in the Head Start Roadmap to Excellence).

The goals of the Gadsden County Head Start/Pre-K Program are developed through a process of Self-Assessment and review of the Community Assessment. This process included parents, staff, and Policy Council members. Objectives for achieving these goals are incorporated into the Program Plans.

### **A. Program Goals, Approach, and Action Steps:**

#### (1) Child Development

##### **Goal A:**

By the end of the 2014-15 school term, 90% or more of the Head Start/Pre-K students will demonstrate at least one year's growth on all domains of the LAP-3 assessment. Schools will annually demonstrate progress towards meeting this goal.

#### Goal B:

By the beginning of the 2014-15 school year, 85% or more of the students assessed will demonstrate proficiency on all areas of the kindergarten readiness assessment. Schools will annually demonstrate progress towards meeting this goal.

#### Action Steps for Goals A and B:

##### Reading:

- Use the Developmental Learning Measures (DLM) curriculum aimed at increasing children's oral language development, alphabet knowledge, print awareness and phonological awareness.
- Use a variety of assessments (LAP-3, VPK Assessment, Individual Student Assessment) to guide instruction and measure student progress.
- Use a wide range of reading materials (ex. ABCMouse.com, Reading EGGS), representing diverse cultures, genres, ability levels, and interests .
- Use re-telling of story events, prediction, and connection to real life to encourage comprehensive skills.
- Increase phonemic awareness activities and introduce kindergarten site words.

##### Mathematics:

- Ensure that the curriculum encourages touching, manipulating and examining objects children find around them and then moving them from the concrete experiences to representing knowledge symbolically using mathematical language.
- Modify instruction to accommodate individual student needs/learning styles.
- Provide training, support, and monitoring of teachers to ensure that all student data are analyzed and individualized instruction is provided.
- Integrate mathematics instruction and mathematical language of instruction into other areas of the curriculum.
- Implement materials from Go Math Curriculum.

##### Science:

- Provide training to teachers to ensure that the objectives and goals set forth in the science curriculum are met.
- Use an approach to science that gives children many opportunities for systematic observation and hands-on investigation of both the living and material world, and takes them from describing and explaining to making predictions based on observations.
- Choose science activities and topics that relate to student interest, experience, and culture.
- Integrate science instruction and science language of instruction into other areas of the curriculum.
- Provide materials and resources to encourage scientific exploration and observation.



## Writing:

- Provide activities that enhance both hand/eye coordination and small muscle control of the hand and fingers.
- Teach writing techniques, which include the proper way to hold a writing instrument and the designs and strokes that will eventually be used to form letters.
- Focus on the relationship between oral language and print.
- Encourage children's purposeful writing in all aspects of the curriculum-for example, language experiences, stories, journal writing/dictation, encouraging writing during dramatic play, etc.
- Analyze student writing to diagnose strengths and weaknesses and adjust instruction accordingly, using individualized instruction, small groups, etc.

## Results (Goals A, B):

### \*Lap-3 Results reflect progress over time

### Domains

### \*Percentages represent number of students on or above skill level

#### Physical Development and Health:

Beginning of 2013-14 School Term: 65.14%

Middle of 2013-14 School Term: 74.23%

End of 2013-14 School Term: 80.72%

#### Social and Emotional Development:

Beginning of 2013-14 School Term: 66.32%

Middle of 2013-14 School Term: 74.66%

End of 2013-14 School Term: 83.52%

#### Approaches to Learning:

Beginning of 2013-14 School Term: 58.01%

Middle of 2013-14 School Term: 68.62%

End of 2013-14 School Term: 78.81%

#### Logic and Reasoning:

Beginning of 2013-14 School Term: 51.30%

Middle of 2013-14 School Term: 65.72%

End of 2013-14 School Term: 75.37%

Language Development:

Beginning of 2013-14 School Term: 47.32%

Middle of 2013-14 School Term: 62.70%

End of 2013-14 School Term: 70.34%

Literacy Knowledge and Skills:

Beginning of 2013-14 School Term: 41.84%

Middle of 2013-14 School Term: 57.31%

End of 2013-14 School Term: 69.23%

Mathematics Knowledge and Skills:

Beginning of 2013-14 School Term: 37.97%

Middle of 2013-14 School Term: 55.64%

End of 2013-14 School Term: 65.37%

Science Knowledge and Skills:

Beginning of 2013-14 School Term: 44.34%

Middle of 2013-14 School Term: 64.10%

End of 2013-14 School Term: 71.57%

Creative Arts Expression:

Beginning of 2013-14 School Term: 55.31%

Middle of 2013-14 School Term: 68.13%

End of 2013-14 School Term: 75.36%

Social Studies Knowledge and Skills:

Beginning of 2013-14 School Term: 43.46%

Middle of 2013-14 School Term: 57.80%

End of 2013-14 School Term: 65.59%

## (2) Family and Community Engagement

### Goal A:

By the end of the 2014-15 school term, at least 90% of Head Start/Pre-K parents will be actively involved with, and participate in activities related to their child's everyday learning (at home, school, and in their communities).

### Goal B:

By the end of the 2014-15 school term, 100% of Head Start/Pre-K parents will receive information and education on family preservation issues, including domestic violence, money management, stress management, child abuse, and HIV/AIDS awareness.

### Action Steps for Goals A and B:

- Develop partnerships and collaborate with local agencies (Refuge House, Extension Office, Health Department and local Mental Health Agency)
- Recruit and encourage participation of fathers and other significant males in the child's life.
- Expand family education opportunities through family literacy, ESOL, and GED programs.
- Provide frequent, ongoing communication in English and other appropriate languages through school and home.
- Provide parent support at the school level through the Parent Involvement Coordinator.
- Involve parents in meaningful decision-making designed to improve students' learning (e.g., Center Committee, Policy Council, School Advisory Council)
- Support parent advocacy activities (e.g., lobbying, public relations, parenting programs).
- Conduct a minimum of two home visits per year.
- Collaborate with local health department to ensure that adequate information is provided to parents on HIV and sexually transmitted diseases.
- Serve on local boards (e.g., Whole Child Project, Early Head Start Policy Council).
- Provide training on family preservation issues such as domestic violence, HIV/AIDS awareness, stress management, and money management.
- Provide parents with educational materials such as resource flyers, Parent Orientation Handbook and Community Resource Directory.
- Communicate with school site administrators on a regular basis.

### Results (Goals A, B):



Based on training records, agendas, parent surveys, community partner collaborations, and home visits, the goals outlined under Family and Community Engagement are being attained.

### (3) Succession Planning

#### Goal A:

By the end of the 2014-15 school term, the Head Start Program will have a seamless system in place to ensure that the Program continues to operate effectively when critical positions are vacated.

#### Action Steps for Goal A:

- Develop a Succession Planning Committee, to work towards development and annual review of a Succession Plan.
- Identify critical positions within the Head Start Program.
- Understand the skills of every employee, and evaluate employee performance vs. employee potential.
- Recruit/train employees to fill each key role within the organization.
- Ensure that staff are on board who are ready to immediately step into positions with a virtually seamless transition.
- Reassess and revise the Succession Plan annually.

#### Results (Goal A):

A Succession Planning Committee has been developed, and is currently working to ensure that an effective Succession Plan is in place.

### B. Benefits (of Goals)

1. Increased emphasis on child development, the LAP-3 domains, and the educational level of Head Start children will ensure that all students, before entering Kindergarten, master the knowledge and skills needed to be successful at the Kindergarten level, and ultimately, will ensure that they have the skills necessary to successfully progress to upper grades.

2. Emphasis on family and community engagement will ensure that parents play an active role in the decisions that are made regarding their children, and participate in the decision-making process in their community. It will also ensure that community partners are actively working with the Head Start/Pre-K program to enhance services and meet the needs of the children and families in the Head Start/Pre-K program, thereby leading to success later in life. Emphasis on family and community engagement will also ensure that parents' educational opportunities are expanded to allow them to actively advocate for their children, and to grow as individuals, becoming more productive in their communities and more successful in life.
3. Increased emphasis on Succession Planning will ensure that the Head Start Program continues to operate effectively and seamlessly when individuals occupying critical positions depart. It will also ensure that employees are recruited and/or developed to fill each key role within the organization.

### **Progress in achieving intended Family/Health Services**

Parent/family services are an integral part of the Gadsden County Head Start Program, as well as the overall Gadsden County School system. The Family Services Coordinator works closely with families by encouraging participation on the Policy Council, Center Committees, urging parents to attend workshops, and urging them to become active in local government by attending city and county commission meetings, as well as local school board meetings.

The Family Services Coordinator also provides regular trainings and information to parents in such areas as nutrition, child behavior, transition, budgeting, along with any others trainings that parents have expressed an interest in.

The Family Services Coordinator also encourages active participation of fathers in the Head Start Program. Men Assuring Children's Success (MACS) is a Male Involvement Component within the parent services program that solicits and encourages the participation of significant father figures in the lives of children enrolled in the program. MACS provides trainings for father figures, organizes father-child activities, and provides other services aimed at getting fathers involved. Parent services staff are also employed with the School Board to encourage all parents to participate in the activities related to the overall school system.

The Head Start Family Services Coordinator, and the Family Services Staff also work with families by working with them to develop and implement Family Partnership Agreements which outline goals, timetables, and strategies for achieving the goals that the families might have. Family Services Staff are assigned to each school so that all parents have access to these services. Family Services Staff also work with local community agencies in an effort to access all available services that a family might need, as well as to collaborate in an effort to increase/improve resources for the benefit of the entire community. Partnership Agreements are also made between these agencies and the Head Start Program. These agreements further identify the role that each plays in assuring that needed resources and services are accessed.



In addition to working with community agencies, the Head Start Program provides each parent with a training handbook which includes educational information in the areas of child development, nutrition, health, safety, mental health, budgeting, school attendance, well-child care, etc. It also contains a listing of local community resources.

The Head Start Health Services Coordinator and Family Services staff work closely with area providers to access health services, and to address the needs of the families in the Head Start program. Comprehensive health services are provided to all Head Start children, and are closely monitored to ensure that there are no gaps in the provision of these services. Health services include health screenings and follow-up, mental health services, dental exams and treatment, linkage to healthcare providers, monitoring, parent contacts, parent and staff education and trainings, and collaboration with agency providers ( ex: Gadsden County Health Department, Gadsden WIC Program, local dental providers, local physicians, Gadsden Extension Office, mental health providers).

### **Program Strengths for the Gadsden County Schools Head Start Program**

- The Triennial Program Review, held in December 2011, found all service areas in compliance in carrying out the Head Start requirements
- Strong support from School Board Superintendent and Board Members
- School System Support (ESE services for children with disabilities, Maintenance Department, Transportation Department, and Food Services Department)
- Re-opening of the local hospital in Gadsden County
- Continued Implementation of curriculum (DLM)
- Participation in the State Department of Education's Fresh Fruit and Vegetables Program (which provides snacks to children)
- Child Plus Database being utilized by all staff (Record-keeping, Program Monitoring, Reports)
- Transportation system traveling from Quincy to Tallahassee (Gadsden Express)
- Head Start is very visible in the community, with the main office located in the center of Gadsden County
- Active Policy Council and Male Involvement participation (monthly meetings, parent representatives from all centers, family engagement activities, trainings, etc)
- Head Start Staff continuing to pursue educational goals
- Conversational Spanish Classes offered on an as-need basis
- School Health Clinics located at school sites
- CLASS system used to monitor Education Component
- Reliable CLASS observers on staff
- Head Start Fiscal Liason located in School Board Finance Office
- Resource teachers serve as mentor teachers in the classroom
- Participation in county-wide monthly Transition Meetings
- Three major universities in neighboring county
- Relationship with the Early Learning Coalition of the Big Bend
- Bilingual Staff



- Head Start children participate in State Voluntary Prekindergarten Program
- Strong communication between staff and families (home visits, parent conferences, training opportunities)
- Director works closely with District Comptroller and Fiscal staff

***(Sub-Section B)***  
**Service Delivery**

**Local Services to Children Birth to Five**

The Gadsden County School Board continues to be the Grantee for the Gadsden County Head Start Program. The program continues to be funded to serve 259 children, and has 7 school sites across the county, as well as two community-based sites. Most of the children enrolled in the Head Start Program receive a 6 ½ hour/day program for 180 days/year. The Gadsden County School Board also serves Pre-k children in the Title 1 Program, the State Voluntary Pre-kindergarten Program, and the Exceptional Student Education Program (ESE Program). There are no changes to the detailed plan to provide child development services for Head Start eligible children and families. Children and families will continue to receive comprehensive services in the areas of health, nutrition, mental health, disability services, education, and parent involvement services. Transportation continues to be provided for the school-based programs, and parents must still provide transportation for children receiving services in the full day program.

The Florida State University (FSU) Center for Prevention and Early Intervention Program continues to provide Early Head Start services for Gadsden County.

Each year, both the Early Head Start and Head Start programs enroll and provide services to children with special needs. In 2013-14, 37 children in Head Start (over 10%) were children with special needs. The Head Start Program works closely with the Exceptional Student Education Department to assure the most appropriate placement for children with disabilities.

Gadsden County's state-funded Voluntary Pre-kindergarten Program (VPK) continues to make Pre-kindergarten services available to all age eligible four-year-old children. The VPK program will enable Head Start to serve 36 additional children during the 2014-15 school term.

Other local integral and critical services continue to be provided by such agencies as the Gadsden County Early Learning Coalition, the Early Steps Early Intervention Program, Healthy Start, Healthy Families Gadsden, Child Find, and the local TCC House.

### *Service and Recruitment Area*

There are no changes to the service and recruitment areas for the 2014-15 school term. The recruitment area of the Gadsden County Head Start Program continues to encompass all of Gadsden County, Florida. The Community Assessment reveals poverty areas throughout the entire county. Therefore, recruitment efforts are essentially the same throughout the county. Open registration is held in all areas of the county.

The Gadsden County School District continues to provide preschool services through four different funding sources: Head Start, Title 1, Exceptional Student Education, and the state's Voluntary Prekindergarten Program. There are no changes to the Head Start/Pre-k eligibility priority criteria checklist.

### *Funded enrollment levels*

There are no proposed changes to the funded enrollment levels for the Head Start Program. The program continues to be funded to serve 259 children, and has 7 school sites across the county, as well as two community-based sites. Most of the children enrolled in the Head Start Program receive a 6 ½ hour/day program for 180 days/year.

### *Program Options*

The Gadsden County Head Start Program continues to be a center-based option serving three and four year old children. The program operates at six elementary schools and two community sites (Midway and Quincy). There are no proposed changes to program options.

### *Location of Facilities*

Head Start centers are located throughout the county at six elementary schools, as well as the Midway site and the Quincy Full Day site. The elementary school locations are: George W. Munroe, Stewart Street, Gretna, St. John, Chattahoochee, and Havana. There are proposed plans to add an additional classroom at the Quincy Full Day Site.

### *Updates on Barriers to Parent Participation*

Transportation continues to be a factor impacting parents as it relates to attending meetings, volunteering, etc. The Head Start Program continues to work with parents on overcoming this barrier. Parent meetings are held, whenever possible, nearby, at the child's home school, and staff work with parents on assuring that they have a reliable means of transportation to and from these events. Due to limited transportation, parents are often unaware in advance of local events and



activities impacting their child's educational experience. As a result, "Parent Link" has been implemented as an immediate means of communicating with all Head Start parents. This is a secure communication tool that sends mass messages to parents via phone calls or text messages. The Head Start Program coordinates Parent Link services through the Gadsden County School Board. This tool enables staff to inform and remind parents well in advance of meetings, school activities, upcoming educational events, etc., thereby improving parent participation. In addition to transportation issues, parent participation is impacted by a lack of fathers in the home. The Head Start Program continues to have a strong Male Involvement Program, which encourages the participation of significant male figures in the family's home (fathers, uncles, grandfathers, etc). Through planned activities such as T-ball games, Donuts for Dads, Male Involvement Meetings, and other coordinated events, the Head Start Program is impacting the lives of children by recruiting father figures to become Male Involvement members and active participants at school and in the classroom.

### *Progress in Addressing Delivery of Health Services*

The Head Start Health Services Coordinator and Head Start Staff continue to work closely with area providers to address the needs of the children and families in the Head Start program. Health services include health screenings and follow-up, mental health services, linkage to healthcare providers, monitoring, parent contacts, parent and staff education and trainings, and collaboration with agency providers (school clinics, dental providers, mental health providers, etc). There continues to be many health challenges in Gadsden County, which makes continuous collaboration efforts between the Head Start Program and area providers critical. Gadsden County has been designated as a medically under-served area by the federal government, with health-care shortages in primary care, dental care, and mental health care. Although private medical providers in the area work closely with the Head Start Program, The Gadsden County Health Department plays a very integral role in service delivery. It works with Head Start to provide such comprehensive services as prenatal care, Medicaid EPSDT, health education, WIC, school physicals, immunizations, and well child check-ups. As a result of service limitations in the county, critical health screenings (such as lead testing and hemoglobin testing) would not be possible without the additional collaboration of various community agencies, such as Healthy Start, the WIC Program, Early Head Start, the Cooperative Extension Agency, etc. In order to assure continued collaboration, many of these agency providers continue to give direction and guidance through their service on the Health Services Advisory Committee.

Although the Gadsden County Health Department's Dental Clinic has provided services to children and families over the past several years, it has recently closed. Through collaborative efforts within the community, however, the Jessie Furlow Medical Center in Quincy, and the Neighborhood Health Services Center in Havana will be available to provide much needed dental services in the area.

Gadsden County's local hospital continues to allow local families access to urgent medical care and hospitalization within their county.



Obesity still presents significant health risks in Gadsden County, however the rate of obesity among Pre-k children during the 2013-14 school term was less than reported during the previous school term. This may be due in part to collaborative efforts between Head Start and other agencies within the county which work together to combat obesity. Head Start works closely with the WIC office, the Health Department, and the Gadsden County Cooperative Extension Office in an effort to assure that families receive nutrition education and monitoring.

Immunization rates for Gadsden County are high, which indicate a strong working relationship between the Head Start program, families, and community health providers. 2013-14 data indicated that 100% of children were up-to-date on immunizations. For Gadsden County's public and private schools, 98% were immunized at kindergarten entry. These were among the highest immunization rates in the state of Florida.

### *Transition Plan Updates/Coordination*

The Gadsden County Head Start's Transition Plan is reviewed and updated annually to assure that transition needs of the families it serves are met. Steps are taken to assure that there is a smooth transition into and out of the Head Start Program. Prior to transitioning into the program, Head Start coordinates with Early Head Start to assure placement of Early Head Start children into the program. Head Start also recruits children/families by using flyers, newspaper ads, agency collaboration, etc. Head Start provides parents with information explaining the Head Start/Pre-k Program, its services, benefits, and the many ways parents can become involved in their child's educational experience. Parents are assisted throughout the registration process by working with them to secure all documents needed for enrollment. As children prepare for outgoing transition into Kindergarten or other educational programs, Head Start conducts parent meetings to discuss transition issues. School representatives are invited to attend and talk with parents about what to expect in their child's new environment. Opportunities are provided for parents and children to visit their child's new classroom, and to meet their child's new teacher. All pertinent school records are also forwarded to receiving schools/teachers, and Head Start and Kindergarten teachers are allowed opportunities to spend time together to share information on children being transitioned into Kindergarten.

These procedures are routinely reviewed with the Health Advisory Committee and program staff to assure that transitions are seamless, and that the needs of the families are met.

### *Special Needs Services Updates*

It is the goal of the Gadsden County Head Start Program to assure that provisions are made to meet the diverse needs of children with disabilities. The Head Start Disability Plan is reviewed

and updated annually to assure that this goal is maintained. An outreach and recruitment process is maintained to ensure a minimum enrollment of 10% diagnosed children with disabilities. Training is provided to staff, parents, and volunteers on disability services and available resources. In addition to the services that are currently being provided, the Head Start Program will be providing additional training to teaching teams on the use of appropriate teaching strategies for children with special needs. This will aid in assuring that the diverse needs of children are met.

The Head Start Program continues to work with all children and families with special needs, including those who are homeless, dual language learners, and families who are involved in all aspects of the child welfare system. The Head Start Program has strengthened its partnership with the Gadsden County School's Homeless Coalition, whose mission is to ensure that homeless children have full and equal opportunities to succeed at receiving a quality education, and that families are provided opportunities that will enable them to find safe and permanent housing. In addition to partnering with the Coalition, the Head Start Program works closely with all parents to access available resources, and receive training and education necessary to improve the lives of themselves and their children. This includes assuring the availability of interpreters for dual language learners, providing Spanish classes to Head Start Staff, and assuring that Spanish speaking staff are available to work with the growing Hispanic population in the community.

### ***(Sub-Section C)***

#### **Approach to School Readiness**

The Gadsden County School District's Head Start Program chose to adopt the following five developmental domains on which to base its School Readiness Plan:

Physical Development  
Approaches to Learning  
Social and Emotional Development  
Language, Communication, and Emergent Literacy  
Cognitive Development and General Knowledge

The Head Start Program continues to use the LAP-3 Assessment, however, the VPK Assessment is also being used in order to meet the state required funding mandates.

**\*Lap-3 Results reflect progress over time**

#### **Domains**

**\*Percentages represent number of students on or above skill level**

Physical Development and Health:

Beginning of 2013-14 School Term: 65.14%

Middle of 2013-14 School Term: 74.23%

End of 2013-14 School Term: 80.72%

Social and Emotional Development:

Beginning of 2013-14 School Term: 66.32%

Middle of 2013-14 School Term: 74.66%

End of 2013-14 School Term: 83.52%

Approaches to Learning:

Beginning of 2013-14 School Term: 58.01%

Middle of 2013-14 School Term: 68.62%

End of 2013-14 School Term: 78.81%

Logic and Reasoning:

Beginning of 2013-14 School Term: 51.30%

Middle of 2013-14 School Term: 65.72%

End of 2013-14 School Term: 75.37%

Language Development:

Beginning of 2013-14 School Term: 47.32%

Middle of 2013-14 School Term: 62.70%

End of 2013-14 School Term: 70.34%

Literacy Knowledge and Skills:

Beginning of 2013-14 School Term: 41.84%

Middle of 2013-14 School Term: 57.31%

End of 2013-14 School Term: 69.23%

Mathematics Knowledge and Skills:

Beginning of 2013-14 School Term: 37.97%

Middle of 2013-14 School Term: 55.64%

End of 2013-14 School Term: 65.37%



Science Knowledge and Skills:

Beginning of 2013-14 School Term: 44.34%

Middle of 2013-14 School Term: 64.10%

End of 2013-14 School Term: 71.57%

Creative Arts Expression:

Beginning of 2013-14 School Term: 55.31%

Middle of 2013-14 School Term: 68.13%

End of 2013-14 School Term: 75.36%

Social Studies Knowledge and Skills:

Beginning of 2013-14 School Term: 43.46%

Middle of 2013-14 School Term: 57.80%

End of 2013-14 School Term: 65.59%

**VPK Assessment Result Averages for Assessment 3 (2013-14)**

*\*Percentages show students that are likely to score "Ready" for Kindergarten on the Florida Kindergarten Readiness Screener.*

Print Knowledge---90.86%

Oral Language/Vocabulary---72.29%

Mathematics---87.43%

**Classroom Assessment Scoring System (CLASS) Observation Results (Averages)**

Emotional Support

2013-14---6.03 (out of a possible 7.00)

Classroom Organization

2013-14---6.78 (out of a possible 7.00)

## Instructional Support

2013-14---3.89 (out of a possible 7.00)

The results of the CLASS Assessments led to the development of Action Plans with classroom teachers. The Action Plans are monitored weekly to assure that the recommendations resulting from the CLASS Assessments are being implemented. Training/instructional support is also being provided to address these issues. Additional training is being provided through the Department of Children and Families (DCF) website, and the Panhandle Area Educational Consortium (PAEC).

### ***(Sub-Section D)***

#### **Parent, Family and Community Engagement (PFCE)**

The Gadsden County Head Start Program continues to work with, and build relationship with families in order to support family well-being and ongoing learning and development for both parents and children. Many of the goals outlined in the Family Engagement Framework focus on ensuring that staff members have the tools necessary to meet the needs of the families that they serve. This includes assuring that they have appropriate training, supervision, and manageable caseloads. The Head Start Program has recently hired additional Family Services staff in order to reduce the number of families assigned to staff members. Furthermore, the 2014-15 T/TA Plan outlines trainings that staff members will receive in the areas of record-keeping and case management, as well as training geared towards how to assist families in reaching their personal/educational goals, as outlined in the Family Engagement Plan.

Other goals that are being met within the plan focus on effective and seamless transition from Head Start to other educational programs. Head Start has strengthened the transition process by working closer with Kindergarten teachers, school Principals, and others involved in the child's transition process. This collaborative effort has provided all families of transitioning children with information, training, and connections to future early care and educational setting, thereby helping facilitate the transition process for parents and children.

The Family Engagement Plan also focuses on working with parents to support their parenting, careers, and life goals. This is being addressed by encouraging parents to attend Head Start conferences and workshops, linking them with local educational providers and career counselors, and maintaining connections through Parent Link, a phone network designed to keep parents informed of relevant educational opportunities. Parents are also being provided detailed information related to their child's educational program by meeting with them and reviewing the goals outlined in the School Readiness Plan at the beginning of each school term. These meetings, along with numerous meetings throughout the school term address goals outlined in the Framework as they relate to families as lifelong educators.

## **Current Data on Family Progress that Supports Individual Children's School Readiness**

Goal A: By the end of the 2013-14 school term, at least 85% of Head Start/Pre-K parents were actively involved with, and participated in activities related to their child's everyday learning (at home, school, and in their communities).

Goal B:

By the end of the 2013-14 school term, 100% of Head Start/Pre-K parents received information and education on family preservation issues, including domestic violence, money management, stress management, child abuse, and HIV/AIDS awareness.

Action Steps for Goals A and B:

- Develop partnerships and collaborate with local agencies (Refuge House, Extension Office, Health Department and local Mental Health Agency)
- Recruit and encourage participation of fathers and other significant males in the child's life.
- Expand family education opportunities through family literacy, ESOL, and GED programs.
- Provide frequent, ongoing communication in English and other appropriate languages through school and home.
- Provide parent support at the school level through the Parent Involvement Coordinator.
- Involve parents in meaningful decision-making designed to improve students' learning (e.g., Center Committee, Policy Council, School Advisory Council)
- Support parent advocacy activities (e.g., lobbying, public relations, parenting programs).
- Conduct a minimum of two home visits per year.
- Collaborate with local health department to ensure that adequate information is provided to parents on HIV and sexually transmitted diseases.
- Serve on local boards (e.g., Whole Child Project, Early Head Start Policy Council).
- Provide training on family preservation issues such as domestic violence, HIV/AIDS awareness, stress management, and money management.
- Provide parents with educational materials such as resource flyers, Parent Orientation Handbook and Community Resource Directory.
- Communicate with school site administrators on a regular basis.

### **Results (Goals A, B):**

Based on training records, agendas, parent surveys, community partner collaborations, and home visits, the goals outlined under Family and Community Engagement are being attained.



***(Sub-Section E)***

**Governance, Organizational and Management Structures, and Ongoing Oversight**

There are currently no changes to the roles and responsibilities of the School Board or Policy Council.

\*Organizational Chart (Attached)

\*Staff Qualifications Updates (N/A)

\*Self-Assessment (Attached)

\*Program Improvement Plan (Attached)

\*Training and Technical Assistance Plan (Attached)

**HEAD START REFUNDING APPLICATION**  
**2014-2015**  
**BUDGET NARRATIVE PA-22**

A. Personnel

Children Health and Developmental Services

*Program Management*

<b>Position</b>	<b>Annual Salary</b>	<b>Salary ACF Share</b>	<b>% Time Worked ACF Grant</b>	<b># of Days Worked</b>
<b>(1) Health/Nutrition Mental Health</b>	<b>\$49,417</b>	<b>\$49,417</b>	<b>100%</b>	<b>214 days</b>
<b>(1) Education/Disability Coordinator</b>	<b>\$48,578</b>	<b>\$41,291</b>	<b>85%</b>	<b>214 days</b>
<b>(5) Resource Teachers</b>	<b>\$215,911</b>	<b>\$142,724</b>	<b>85%</b>	<b>196 Days</b>

*Classroom Staff*

<b>(15) Teachers</b>	<b>\$576,277</b>	<b>\$472,065</b>	<b>100%</b>	<b>196 days</b>
<b>(16) Teacher Assistants</b>	<b>\$281,254</b>	<b>\$227,494</b>	<b>100%</b>	<b>196 days</b>

*Other Staff*

<b>(1) Program Assistant</b>	<b>\$28,908</b>	<b>\$28,908</b>	<b>100%</b>	<b>214 days</b>
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Family and Community Partnerships

*Program Management*

<b>(1) Family Services Coordinator</b>	<b>\$48,739</b>	<b>\$41,428</b>	<b>100%</b>	<b>(1) 219 days</b>
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*Other Staff*

<b>(5) Program Assistants</b>	<b>\$154,680</b>	<b>\$136,698</b>	<b>100%</b>	<b>(1) @ 214 days (1) @ 240 days (3) @ 196 days</b>
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Program Design and Management*Head Start Director*

<b>Head Start Director</b>	<b>\$68,500</b>	<b>\$34,250</b>	<b>100%</b>	<b>240 days</b>
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*Clerical Staff*

<b>(1) Secretary (1) Receptionist</b>	<b>\$60,371</b>	<b>\$51,315</b>	<b>85%</b>	<b>240 days</b>
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*Other Personnel*

<b>3 Bus Monitor</b>	<b>\$21,255</b>	<b>\$21,255</b>	<b>100%</b>	<b>180 days</b>
<b>Maintenance</b>	<b>\$17,982</b>	<b>\$17,982</b>	<b>100%</b>	<b>196 days</b>

TOTAL PERSONNEL: \$1,264,827B. Fringe Benefits

<b>Item</b>	<b>Amount</b>
<b>.0765 Social Security</b>	<b>\$96,759</b>
<b>.0737 Retirement</b>	<b>\$93,218</b>
<b>Workman's Comp.</b>	<b>\$6,285</b>
<b>Health/Dental/Life</b>	<b>\$161,203</b>

TOTAL FRINGE BENEFITS: \$357,465TOTAL= SALARIES & FRINGE = \$1,622,292



C. Travel

<b>No. of Trips</b>	<b>Destination</b>	<b>Length of Stay</b>	<b>Purpose</b>	<b>Staff Positions</b>	<b>Cost</b>
<b>1</b>	<b>Orlando</b>	<b>4 days</b>	<b>Florida Head Start Annual Conference</b>	<b>All Staff</b>	<b>\$3,100</b>
<b>1</b>	<b>Orlando</b>	<b>3 days</b>	<b>Florida Association of Young Children</b>	<b>6 Staff Hotel Costs: \$1,800.00 Per Diem: \$650.00 Car Rental: \$350.00</b>	<b>\$2,800</b>
<b>1</b>	<b>Atlanta, GA</b>	<b>5 days</b>	<b>Region IV Head Start Annual Conference</b>	<b>Policy Council 5 Staff: 2,780 Hotel Costs: \$2,000.00 Per Diem: \$900.00 Car Rental: \$400.00</b>	<b>\$4,080</b>
<b>1</b>	<b>Atlanta, GA</b>	<b>5 days</b>	<b>Region IV Head Start Leadership Conference</b>	<b>Director and Fiscal Staff</b>	<b>\$2,550</b>
<b>1</b>	<b>Tampa, FL</b>	<b>4 days</b>	<b>One Goal Summer Conference</b>	<b>Male Involvement/Policy Council Hotel Costs: 2,083.00 Per Diem: \$900.00 Car Rental: \$350.00</b>	<b>\$3,350</b>

TOTAL TRAVEL: \$15,880

#### D. Supplies

Type	Cost
Office Supplies (Paper, Pens, Pencils, Copier Maintenance)	\$9,204
Classroom Supplies (books, software, cleaning supplies and curriculum)	\$22,560
Food Service Supplies	\$5,000

TOTAL SUPPLIES: \$36,764

#### E. Contractual

Name of Organization	Purpose/Scope of Work	Period	Cost
Dentists	Dental Services	12/01/14 – 11/30/15	\$3,500
Speech Pathologist	Speech Therapy	12/01/14– 11/30/15	\$3,200
Williams Scotsman	Lease 2 Portables	12/01/14-11/30/15	\$10,200
Food Service	Adult Meals, Snacks Registered Dietician	12/01/14-11/30/15	\$14,550
Contractor	Classroom/Playground Maintenance, Food Service	12/01/14-11/30/15	\$20,845
TBD	Technology (Installation and Updates, Staff and Parent Information	12/01/14-11/30/15	\$25,000
TBD	Interpretation Services	12/01/14-11/30/15	\$8,000
Florida Head Start Association	Agency Dues	12/01/14-11/30/15	\$1,295
TBD	Consultant: Program Compliance	12/01/14-11/30/15	\$9,900
Bryant Landscaping	Lawn Maintenance for Midway, QA3, Stewart Street, Gretna and Havana	12/01/14-11/30/15	\$8,800

TOTAL CONTRACTUAL: \$105,290

#### F. Other Expenses

<b>Gas/Diesel</b>	<b>Building Maintenance Repairs</b>	<b>Phone</b>	<b>Local Travel (home visits, local meetings and events, travel to centers)</b>	<b>Substitutes</b>	<b>Parent Services – Supplies, (including food) Travel and Training (center Committees, policy Council and male involvement</b>	<b>Printing (activity calendars, parent handbook, resource flyers, program brochures and program forms (Registration Ads)</b>	<b>Other (Field Trips for the children)</b>	<b>Training and Staff Development Tuition, books, fees and supplies</b>
<b>\$28,000</b>	<b>\$15,330</b>	<b>\$6,800</b>	<b>\$32,700</b>	<b>\$28,282</b>	<b>\$12,200</b>	<b>\$8,500</b>	<b>\$13,900</b>	<b>\$16,000</b>
<b>Utilities</b>	<b>Garbage</b>							
<b>\$7,300</b>	<b>3,900</b>							

TOTAL OTHER EXPENSES: \$172,912

#### H. Indirect Cost

2,068,631 x 4.30

TOTAL INDIRECT COST - \$88,951

TOTAL ALL CHARGES PA 22 (PROGRAM OPERATION) - \$2,042,089

TOTAL PA 20 (TRAINING/TECHNICAL ASSISTANCE) - \$26,542

TOTAL BUDGET - \$2,068,631



**Non-Federal Share**  
**In-Kind Matching Funds 2014-2015**

**In-Kind Provided by the Gadsden County School Board**

**Personnel:**

Program Design and Management:

Salaries/Benefits

School Site Administrators	\$64,271.00
School Site Data Entry	\$9,114.00
School Site Clerical Support	\$11,771.00
School Site Custodial Services	\$10,967.00

**Total Personnel:** **\$96,123.00**

**Contractual:**

Travel

Children's Transportation	\$76,531
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**Total Travel** **\$76,531**

**Other Expenses:**

Volunteers

2500 hours @ \$7.50 per hour	\$18,750
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**Total Other Expenses** **\$18,750**

<b>TOTAL IN-KIND FROM GADSDEN COUNTY SCHOOL BOARD</b>	<b>\$191,404</b>
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**STATE IN-KIND FUNDS**

Voluntary Prekindergarten (VPK)

**Personnel:**

Program Design and Management

Salaries/Benefits

Head Start Director	\$39,115
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**Children Services:**

Reimbursement for Head Start Children

127 Children @ \$2,257 per child	\$286,639
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<b>Total State Funds</b>	<b>\$325,754</b>
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<b>TOTAL NON-FEDERAL SHARE (IN-KIND) MATCHING FUNDS</b>	<b>\$517,158</b>
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**Gadsden County School Board**

**2014-15**

**Head Start/Pre-K  
Program Improvement Plan**



# **Head Start/Pre-K Program Improvement Plan 2014-15**

## **Children Services**

### **(Child Health, Safety, Nutrition & Mental Health Services)**

#### **Strengths:**

- Fresh Fruit and Vegetable Snack Program implemented at all Head Start sites
- Playground area and equipment well maintained
- School Nursing staff available to all school sites
- Local Health Department has partnered with Head Start Program to combat obesity epidemic in the community
- Head Start and Early Head Start Health Coordinators work closely together
- Strong Community Partnerships and collaboration (i.e. WIC, School Health Personnel, Health Department)
- Strong, active Health Advisory Committee
- Mental Health Provider is very accessible to parents and staff, and provides services in a timely manner
- Local Medical Providers are sensitive to the needs of the Head Start children and families

#### **Areas Needing Improvement:**

- Availability of dental providers to conduct timely exams/treatment for enrolled children
- More accurate vision screening tool
- Parents' awareness of, and implementation of strategies to combat childhood obesity
- Parents' awareness of effective ways to manage challenging behaviors

#### **Areas Needing Immediate Improvement:**

- N/A

**Corrective Actions:**

- Locate and partner with Dental Providers willing to serve Head Start Children

**Time Line:**

Dec. 2014	Jan. 2015	Feb. 2015	Mar. 2015	Apr. 2015	May 2015	June 2015	July 2015	Aug. 2015	Sept. 2015	Oct. 2015	Nov. 2015
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- Contact other Head Start Programs in an effort to find/implement a more efficient and accurate vision screening instrument

**Time Line:**

Dec. 2014	Jan. 2015	Feb. 2015	Mar. 2015	Apr. 2015	May 2015	June 2015	July 2015	Aug. 2015	Sept. 2015	Oct. 2015	Nov. 2015
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- Train parents on effective ways to combat childhood obesity (i.e., proper eating habits, exercise, menu planning)

**Time Line:**

Dec. 2014	Jan. 2015	Feb. 2015	Mar. 2015	Apr. 2015	May 2015	June 2015	July 2015	Aug. 2015	Sept. 2015	Oct. 2015	Nov. 2015
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- Train parents on appropriate ways to manage challenging behaviors in the home

**Time Line:**

Dec. 2014	Jan. 2015	Feb. 2015	Mar. 2015	Apr. 2015	May 2015	June 2015	July 2015	Aug. 2015	Sept. 2015	Oct. 2015	Nov. 2015
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**Persons Responsible:**

- Health Coordinator

## Children Services (Education and Disability Services)

### Strengths:

- Classroom materials and equipment to support curriculum
- Resource Teachers are CLASS certified and in classrooms on a weekly basis
- One Resource Teacher is a certified CLASS trainer
- Training availability and accessibility
- Child Assessment Instrument (LAP-3) with Red-e-Learner database and Florida VPK Assessment with Bright Beginnings database
- Services for children with disabilities provided through school district
- Cooperation between different component areas

### Areas Needing Improvement:

- Parent and staff awareness of the goals included in the Program's School Readiness Plan
- Parent involvement
- Effective teacher interaction and use of appropriate instructional strategies to meet the needs of all children
- Training and support for teachers new to Head Start/Pre-K
- Communication between DLL (Dual Language Learners) children/parents/staff
- Communication between Head Start, Early Head Start, and ESE, to assure continuity of services

### Areas Needing Immediate Improvement:

N/A

### Corrective Actions:

- Distribution and explanation of School Readiness Plan at Parent Orientation and Pre-Service Training (English and Spanish)

### Time Line:

Dec. 2014	Jan. 2015	Feb. 2015	Mar. 2015	Apr. 2015	May 2015	June 2015	July 2015	Aug. 2015	Sept. 2015	Oct. 2015	Nov. 2015
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- Continue use of Parent Link to inform parents of events/trainings

**Time Line:**

Dec. 2014	Jan. 2015	Feb. 2015	Mar. 2015	Apr. 2015	May 2015	June 2015	July 2015	Aug. 2015	Sept. 2015	Oct. 2015	Nov. 2015
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- Provide individualized teacher training based on the results of CLASS observations, and data from the LAP and VPK assessments

**Time Line:**

Dec. 2014	Jan. 2015	Feb. 2015	Mar. 2015	Apr. 2015	May 2015	June 2015	July 2015	Aug. 2015	Sept. 2015	Oct. 2015	Nov. 2015
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- Train teachers on the use of appropriate teaching strategies for children with special needs

**Time Line:**

Dec. 2014	Jan. 2015	Feb. 2015	Mar. 2015	Apr. 2015	May 2015	June 2015	July 2015	Aug. 2015	Sept. 2015	Oct. 2015	Nov. 2015
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- Train new teaching staff on DLM Curriculum and LAP-3 assessment

**Time Line:**

Dec. 2014	Jan. 2015	Feb. 2015	Mar. 2015	Apr. 2015	May 2015	June 2015	July 2015	Aug. 2015	Sept. 2015	Oct. 2015	Nov. 2015
								-----	-----		

- Assure the availability of individual to assess children in Spanish, to interpret during parent/teacher conferences, and to assist with written communication, as needed

**Time Line:**

Dec. 2014	Jan. 2015	Feb. 2015	Mar. 2015	Apr. 2015	May 2015	June 2015	July 2015	Aug. 2015	Sept. 2015	Oct. 2015	Nov. 2015
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- Include EHS and ESE teachers/parents in training opportunities

**Time Line:**

Dec. 2014	Jan. 2015	Feb. 2015	Mar. 2015	Apr. 2015	May 2015	June 2015	July 2015	Aug. 2015	Sept. 2015	Oct. 2015	Nov. 2015
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**Persons Responsible:**

- Education Coordinator
- Resource Teachers
- Head Start Director
- Parent Involvement Coordinator

## **Family and Community Engagement (ERSEA, Family Engagement, and Community Engagement)**

### **Strengths:**

- Positive relationship with community partners
- Funded enrollment maintained throughout school year
- Family Services staff maintain a good rapport with parents
- Head Start has a strong presence in the community
- Strong partnership with Early Head Start and ESE Program
- Documentation of family income is maintained on each enrolled child along with signed income statement
- Strong Policy Council/Parent Committee Groups
- Mental Health Consultant available to assist teaching staff and parents
- Background checks completed on all parents/guardians volunteering with the program

### **Areas Needing Improvement:**

- Additional training for Family Services staff in family goal setting and documentation
- Stronger collaboration between Head Start and Workforce Center
- More father involvement at the school/classroom level
- Increase teacher involvement in contacting parents regarding student absenteeism

### **Areas Needing Immediate Improvement:**

- Additional Family Services staff to reduce the caseload of current Family Services Staff

### **Corrective Actions:**

- Attend Head Start sponsored trainings/conferences where goal setting/record-keeping is offered



**Time Line:**

Dec. 2014	Jan. 2015	Feb. 2015	Mar. 2015	Apr. 2015	May 2015	June 2015	July 2015	Aug. 2015	Sept. 2015	Oct. 2015	Nov. 2015
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- Establish a stronger relationship with Workforce Plus Agency by inviting a representative to serve on Head Start Policy Council or Advisory Council, and by more frequent contact with agency to keep abreast of changes/new services offered.

**Time Line:**

Dec. 2014	Jan. 2015	Feb. 2015	Mar. 2015	Apr. 2015	May 2015	June 2015	July 2015	Aug. 2015	Sept. 2015	Oct. 2015	Nov. 2015
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- Teachers will invite fathers to participate in classroom activities on a monthly basis.

**Time Line:**

Dec. 2014	Jan. 2015	Feb. 2015	Mar. 2015	Apr. 2015	May 2015	June 2015	July 2015	Aug. 2015	Sept. 2015	Oct. 2015	Nov. 2015
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Monitor teacher/parent contact sheets to assure that teachers are actively following up on student absences as needed.

**Time Line:**

Dec. 2014	Jan. 2015	Feb. 2015	Mar. 2015	Apr. 2015	May 2015	June 2015	July 2014	Aug. 2015	Sept. 2015	Oct. 2015	Nov. 2015
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- Advertise and hire new Family Services Assistant to reduce caseload size.

**Time Line:**

Dec. 2014	Jan. 2015	Feb. 2015	Mar. 2015	Apr. 2015	May 2015	June 2015	July 2015	Aug. 2015	Sept. 2015	Oct. 2015	Nov. 2015
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**Persons Responsible:**

- Family Services Coordinator
- Family Services Staff
- Head Start Director

**Program Design & Management  
(Financial Management, Planning and Operations, Governance, Human Resources)**

**Strengths:**

- School Board Grantee and Board Members meet qualifications established in the Head Start Act
- Director, along with program staff, receive monthly budget status reports
- Director works closely with Fiscal Assistant and Assistant Superintendent of Business and Finance to monitor Head Start budget
- No audit findings from Office of Head Start Triennial Review (December 2011)
- No audit findings from annual audit conducted by Auditor General's office
- Computerized record-keeping system
- Staff Qualifications
- Team approach used to ensure Program Standards are followed
- Accurate and timely financial reports to Regional Office
- Bilingual staff members
- Community Assessment, Self-Assessment, School Readiness Plan, and Family Engagement Plan are used for program planning
- Monthly Management Team Meetings
- Monthly Staff Meetings
- Monthly District Leadership Team Meetings
- Member of Gadsden County School's Community Partners Organization

**Areas Needing Improvement:**

- Succession Planning
- Analyzing and using data to support School Readiness Goals
- Governing Board, Policy Council, and staff training on 5 year Grant requirements
- Office of Management and Budget (OMB) Super Circular training
- Updating and maintenance of Head Start website
- Bus Monitor Training
- Child Safety Training

**Areas Needing Immediate Improvement:**

N/A



**Corrective Actions:**

- Head Start Director and Program Staff will continue to develop a Succession Plan

**Time Line:**

Dec. 2014	Jan. 2015	Feb. 2015	Mar. 2015	Apr. 2015	May 2015	June 2015	July 2015	Aug. 2015	Sept. 2015	Oct. 2015	Nov. 2015
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- Governing Board, Policy Council, and Staff will be trained on analyzing and using data to support School Readiness goals

**Time Line:**

Dec. 2014	Jan. 2015	Feb. 2015	Mar. 2015	Apr. 2015	May 2015	June 2015	July 2015	Aug. 2015	Sept. 2015	Oct. 2015	Nov. 2015
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- Governing Board, Policy Council, and Staff will be trained on Five Year Grant Requirements

**Time Line:**

Dec. 2014	Jan. 2015	Feb. 2015	Mar. 2015	Apr. 2015	May 2015	June 2015	July 2015	Aug. 2015	Sept. 2015	Oct. 2015	Nov. 2015
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- Comptroller, Fiscal Assistant, and Director will be trained on required Head Start Fiscal Regulations, and OMB Super Circular requirements

**Time Line:**

Dec. 2014	Jan. 2015	Feb. 2015	Mar. 2015	Apr. 2015	May 2015	June 2015	July 2015	Aug. 2015	Sept. 2015	Oct. 2015	Nov. 2015
		-----				-----					

- Continue to maintain, update, and monitor the Head Start website on a regular basis, with new information posted as it becomes available.

**Time Line:**

Dec. 2014	Jan. 2015	Feb. 2015	Mar. 2015	Apr. 2015	May 2015	June 2015	July 2015	Aug. 2015	Sept. 2015	Oct. 2015	Nov. 2015
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

- Provide Bus Monitor Training to all Head Start Monitors

**Time Line:**

Dec. 2014	Jan. 2015	Feb. 2015	Mar. 2015	Apr. 2015	May 2015	June 2015	July 2015	Aug. 2015	Sept. 2015	Oct. 2015	Nov. 2015
								-----			

- Provide Child Safety Training to Head Start Teaching Teams

**Time Line:**

Dec. 2014	Jan. 2015	Feb. 2015	Mar. 2015	Apr. 2015	May 2015	June 2015	July 2015	Aug. 2015	Sept. 2015	Oct. 2015	Nov. 2015
								-----			

**Persons Responsible:**

- Program Director

## **Gadsden County School Board Head Start Program**

**Grant # 04CH4687**

**Funding Year: 2014-15**

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

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

### ***Preparation***

The initial process leading up to the development of the 2014-15 Training and Technical Assistance Plan began in the Spring of 2014. The Gadsden County Head Start Program's T/TA Plan was developed with the assistance of the Head Start Management Team, the Head Start/Pre-K Program Director, and the Policy Council. In order to assist in the development of this plan, several program documents were identified and reviewed. Extensive timelines were set to allow adequate time to meet and accomplish this goal. The Head Start Program Director and Managers reviewed all documents, and each Manager compiled an in-depth list of needs identified in their specific component areas. These documents included, (but were not limited to) a review of the Self-Assessment, Community Assessment, Program Improvement Plan, Classroom Assessment Scoring System (CLASS), Family Engagement Plan, PIR data, Auditor General's Report, Strategic Plan and the School Readiness Plan.

After reviewing such documents as the Community Assessment, Self-Assessment, Program Improvement Plan, Child Outcome Data, Classroom Assessment Scoring System (CLASS), Family Engagement Plan, and School Readiness Plan, the team identified program strengths, areas of need in the Head Start Program and within the community, and prioritized goals. This came as a result of completing the Initial Program Profile, prioritizing needs, and completing the Appreciative Inquiry. For example, the educational level and graduation rates among parents were identified as critical areas of concern in the Community Assessment. Parents' educational level and parental involvement in their children's education was also noted as an area of concern while conducting the Self Assessment. As a result, trainings geared towards helping parents reach their educational goals were incorporated into the 2014-15 Training Plan. Furthermore, additional parent trainings related to understanding their child's School

Readiness Goals were also included in the T/TA Plan. Last year's T/TA Plan was also reviewed to address any unmet or ongoing training needs, and to identify any trainings that needed to be incorporated into the current Plan. Upon doing this, it was noted that childhood obesity and limited education in the area of proper nutritional habits continue to be both a local and national health concern. The ongoing need to educate parents on healthy eating habits and the importance of exercise was identified during the Self-Assessment process, and obesity related health conditions were also identified during the most recent Community Assessment. Although this issue was addressed in the 2013-14 Training Plan, and although the obesity rate among Head Start children has dropped, a continuation of training and education in this area is still needed. Therefore, it was subsequently included in the 2014-15 Program Improvement Plan and Training Plan.

The Head Start Roadmap to Excellence was also reviewed to identify educational goals and training needs. It further assisted in promoting a seamless high quality system to assure that children in the Head Start program are both successful in school and prepared for kindergarten.

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

### ***Shared Governance***

The Program Improvement Plan was provided to all Policy Council members for review prior to the July 25, 2014 meeting. At this meeting, the Council members were informed of the steps leading to the development of the Program Improvement Plan. They were informed that the Plan was developed using the Self- Assessment, Community Assessment, School Readiness Plan, Parent/Staff surveys, PIR, and the Auditor General's Report. After reviewing the Plan, it was approved and noted that any training needs would be addressed in the Training Plan, which would also include all required Head Start and State Trainings.

The final Refunding Application, including the Training Plan was approved by the Policy Council on 7/25/14. The Board's approval was given on 8/26/14.



## *Participants*

<u><i>Title</i></u>	<u><i>Name</i></u>
<i>Executive Director (if applicable)</i>	<i>N/A</i>
<i>Head Start Director</i>	<i>Carolyn Harden</i>
<i>Program Specialist</i>	<i>Ashley Lloyd-Dixon</i>
<i>Fiscal Manager</i>	<i>Kim Ferree</i>
<i>Education Manager/Coordinator</i>	<i>Gloria McPherson</i>
<i>Health Manager/Coordinator</i>	<i>Linda Turrall</i>
<i>Disabilities Manager/Coordinator</i>	<i>Gloria McPherson</i>
<i>Family &amp; Community Partnerships</i>	<i>Brenda Hardwick/Mary Williams</i>
<i>Policy Council Chairperson</i>	<i>Denorice Dillard</i>
<i>Head Start Parent</i>	<i>Latoria Riggins</i>
<i>Head Start Parent</i>	<i>Patrice Griffin</i>
<i>Head Start Community Rep.</i>	<i>Lila Spence</i>

Region IV Head Start T/TA Plan  
 Grantee: Gadsden County Head Start Program  
 YEAR: 2014-15

Part 1: Identified T/TA Goals

T/TA Goal: (From IPP and AI process): Improve Overall Child Health/Mental Health

Expected Outcomes (Short-Term &/or Long-Term)	Indicators	Documentation/Frequency of Measurement
Parents will gain a better awareness of the factors impacting the overall health/mental health and well-being of themselves and their children, as well as gain awareness of ways to impact positive outcomes.	Parent implementation of healthier eating habits  BMI results within normal range  Appropriate child behaviors in the home	Child Plus Data Reports (Health) Child Health Records(Growth Charts/Mental Health Records) Home Visit Reports Workshop Agendas/Sign-In Sheets PIR Reports Classroom Observation Reports

T/TA Strategies Events/Activities (include size & scope)	T/TA Resource	Target Audience or HS Mgt. System	Responsible Manager	Timeline	Estimated Cost
<i>List each strategy, event, or activity</i> <b>Training Strategies:</b>  a. Train parents on effective ways to combat childhood obesity (newsletters, handouts, trainings, etc.)  b. Train parents on appropriate ways to manage challenging behaviors in the home.	a. Health Coord./ Consultant  b. Health Coord./ Consultant	a. Parents  b. Parents	a. Health Coord.  b. Health Coord.	a. Dec.'14-June'15& Aug'15-Nov'15  b. Dec'14-June'15& Aug'15-Nov'15	a. \$400  b. \$1,200

Region IV Head Start T/TA Plan  
 Grantee: Gadsden County Head Start Program  
 YEAR: 2014-15

Part 1: Identified T/TA Goals

T/TA Goal: (From IPP and AI process): Improve Teacher Effectiveness and Ensure Student Success in the Classroom

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

T/TA Strategies Events/Activities (include size & scope)	T/TA Resource	Target Audience or HS Mgt. System	Responsible Manager	Timeline	Estimated Cost
<i>List each strategy, event, or activity</i> a. Train teachers on use of appropriate teaching strategies for children with special needs b. Train new teachers on Developmental Learning Measures (DLM) Curriculum, and LAP-3 Assessment c. Train parents and staff on goals outlined in the School Readiness Plan (Parent Orientation and Pre-service Training) d. Provide individualized teacher training based on results of CLASS observations, and data from the LAP-3 and VPK Assessments e. Provide Child Safety Training	a. Ed. Coord/ Resource Teachers/ Consultant b. Ed. Coord./ Resource Teachers/ Consultant c. Ed. Coord/ d. Ed. Coord/ Res. Teachers e. H.S. Director/ Consultant	a. Teaching Teams b. New Teaching Teams c. Parents/Teaching Teams d. Teaching Teams e. Teaching Teams	a. Ed. Coord./ Res. Teachers b. Ed. Coord. c. Ed. Coord./ FSvcs Coord d. Ed. Coord. Res. Teachers e. Head Start Director	a. Dec.'14- June'15& Aug'15- Nov'15 b. Aug'15& Sept' 15 c. Aug' 15 d. Dec.'14- June'15& Aug'15- Nov'15 e. Aug'15	a. \$600 b. \$250 c. -0- d. -0- e. \$1500

Region IV Head Start T/TA Plan  
 Grantee: Gadsden County Head Start Program  
 YEAR: 2014-15

Part 1: Identified T/TA Goals

T/TA Goal: (From IPP and AI process): Improve Parent and Family Engagement

Expected Outcomes (Short-Term &/or Long-Term)	Indicators	Documentation/Frequency of Measurement
Family Services Staff will have the techniques necessary to assist parents in attaining their goals, and improving the lives of themselves and their children.	Parent attainment of FPA Goals  Accurate Recordkeeping  Enrollment in higher education courses  Positive Parent Outcomes  Attainment of Family Engagement Plan Goals	Child Plus Reports Home visit Records Family Services Monitoring Reports Workshop agendas/sign-in sheets Parent Involvement Reports Classroom Volunteer Reports PIR Reports Family Services meetings/agendas

T/TA Strategies Events/Activities (include size & scope)	T/TA Resource	Target Audience or HS Mgt. System	Responsible Manager	Timeline	Estimated Cost
<i>List each strategy, event, or activity</i>					
a. Train staff on effective recordkeeping techniques and strategies (conferences, meetings, etc.)	a. Family Svcs Coord./ Consultant	a. Family Svcs. Staff	a. Family Svc Coord.	a. Dec'14- June'15& Aug'15- Nov'15	a.\$3,300
b. Train staff on how to assist families in reaching their personal/ educational goals, as outlined in the Family Engagement Plan	b. Family Svcs Coord./ Consultant	b. Family Svcs. Staff	b. Family Svc Coord.	b. Dec'14- June'15& Aug-Nov'15	b.\$2,500



Region IV Head Start T/TA Plan  
 Grantee: Gadsden County Head Start Program  
 YEAR: 2014-15

Part 1: Identified T/TA Goals

T/TA Goal: (From IPP and AI process): Improve Head Start Compliance with Required State and Federal Regulations

Expected Outcomes (Short-Term &/or Long-Term)	Indicators	Documentation/Frequency of Measurement
Governing Board, Policy Council, and Head Start Staff will have a greater awareness of new and existing Head Start mandates.	Increased awareness of data as it relates to School Readiness Goals. Increased collaboration between Head Start, Governing Board, and Policy Council. Compliance with Super Circular Requirements. Accurate Fiscal Reports. Head Start Program compliance with mandates and standards.	School Board Minutes/Agendas Training Agendas/Sign-in Sheets Fiscal Reports Head Start Monitoring Reports Policy Council Minutes Head Start Director Reports

T/TA Strategies Events/Activities (include size & scope)	T/TA Resource	Target Audience or HS Mgt. System	Responsible Manager	Timeline	Estimated Cost
<i>List each strategy, event, or activity</i>					
a. Train Governing Board, Policy Council, and Head Start staff on analyzing and using data to support School Readiness Goals	a. H.S. Director/ Consultant	a.G. Board /Policy Council/ H.S. Staff	a. H.S. Director	a. Aug'15-Sept'15	a. \$900
b. Train Governing Board, Policy Council, and Head Start staff on 5 year grant requirements	b.H.S. Director/ Consultant	b. G. Board /Policy Council/ H.S. Staff	b. H.S. Director	b. . Aug'15-Sept'15	b. \$900
c. Train Comptroller, Fiscal Assistant and H.S. Director on required Head Start fiscal regulations, and OMB Super Circular requirements	c. Consultant	c. Comptroller/ Fiscal Assistant/ Director	c. H.S. Director	c. Feb'15-June'15	c. \$900

Region IV Head Start T/TA Plan  
Grantee: Gadsden County Head Start Program  
YEAR: 2014-15

**Part 2: Required HS Training**

Required Training (including size & scope)	T/TA Resource	Target Audience	Expected Outcomes	Responsible Manager	Timeline	Estimated Cost
<b>Head Start Act Section 640(a)(3)(B)(ii)</b> Developing skills in working with children with non-English language background and children with disabilities, as appropriate	ESOL Coordinator Education Coordinator Teachers	Teachers Parapro- fessionals	Teaching staff will provide appropriate experiences for children with non-English language backgrounds and children with disabilities	Education Coordinator	Dec'14- Nov.'15	\$3700.00
<b>N-30-356-1-30(B)(2) 45 CFR 1304.52(k)(3)(i)</b> Identification and reporting of child abuse and neglect including methods for identifying and reporting child abuse and neglect that comply with applicable State and local laws using, so far as possible, a helpful rather than a punitive attitude toward abusing or neglecting parents and other caretakers	Consultant Family Services Coordinator	All Staff	Cases of child abuse and/or neglect will be identified and reported	Family Services Coordinator	Aug '15	-0-
<b>45 CFR 1304.41(c)(1)(iv)</b> <b>45 CFR 1304.52(k)(3)(ii)</b> Transition training for Early Head Start or Head Start staff and school or other child development staff	Education Coordinator, Consultant	Director, Manage- ment Staff, Teaching Teams	Children and families will successfully transition into and out of the Head Start program	Transition Coordinator	April '15	\$330.00
<b>45 CF1304.52(k)(1)</b> Orientation for new staff, consultants and volunteers	Director, Education Coordinator, Resource Teachers, Consultant	New Staff	All new staff, consultants, and volunteers will receive an orientation which includes the goals and underlying philosophy of Early Head Start and/or Head Start and the ways in which they are implemented by the program	Director	Dec'14- Nov.'15	-0-

**Region IV Head Start T/TA Plan**  
**Grantee: Gadsden County Head Start Program**  
**YEAR: 2014-15**

<b>45 CFR 1306.23(a)</b> Pre and in-service training opportunities designed to improve the ability of staff and volunteers to deliver services required by Head Start regulations and policies	Director, Management Staff, Resource Teachers Consultant	All Staff	Program staff and volunteers will acquire or increase the knowledge and skills they need to fulfill their job responsibilities. This training will be directed toward improving the ability of staff and volunteers to deliver services required by Head Start regulations and policies	Director	Aug. '15	\$3600.00
<b>45 CFR 1306.23(b)</b> Training about the underlying goals of Head Start and the program options being implemented	Director, Management Staff, Resource Teachers	All Staff Parents	Staff and volunteers will increase knowledge about the underlying goals of Head Start and the program options being implemented	Director	Aug.'15	-0-
<b>45 CFR 1310.17(b)(1)</b> Operate the vehicle in a safe and efficient manner	Transporta- tion Director	Bus Drivers, Monitors, Program Assistants	Transportation services provided to children will be completed safely and efficiently, without incidents of injury to persons or damage to property	Transporta- tion Director	Aug. '15	\$425.00
<b>45 CFR 1310.17 (b)(2)</b> Safely run a fixed route and perform specialized driving maneuvers	Transporta- tion Director	Bus Drivers	Drivers will complete assigned routes and driving maneuvers safely , without incidents of injury to persons or damage to property.	Transporta- tion Director	Aug. '14	-0-
<b>45 CFR 1310.17(b)(3)</b> Administer basic first aid	Transporta- tion Director	Bus Drivers, Monitors, Program Assistants	Staff and volunteers will obtain knowledge and skill in administering first aid to injured students and staff.	Transporta- tion Director	Aug. '15	-0-
<b>45 CFR 1310.17(b)(4)</b> Handle emergency situations	Transporta- tion Director	Bus Drivers, Monitors	Staff and volunteers will obtain knowledge and skill in following appropriate procedures to handle emergency situations.	Transporta- tion Director	Aug. '15	-0-



**Region IV Head Start T/TA Plan**  
**Grantee: Gadsden County Head Start Program**  
**YEAR: 2014-15**

<b>45 CFR 1310.17(b)(5)</b> Operate special equipment	Transportation Director	Bus Drivers/ Monitors	Staff and volunteers will obtain knowledge and skill in operating special equipment.	Transportation Director	Aug. '14	-0-
<b>45 CFR 1310.17(b)(6)</b> Conduct maintenance and safety checks	Transportation Director	Bus Drivers/ Monitors	Staff and volunteers will obtain knowledge and skill in conducting maintenance and safety checks to ensure a safe environment.	Transportation Director	Aug. '15	-0-
<b>45 CFR 1310.17(d)</b> Meet applicable driver training requirements of the state in which they operate	Transportation Director	Bus Drivers	Drivers will obtain knowledge and skills related to requirements for state licensure in which they operate.	Transportation Director	Aug. '15	-0-
<b>45 CFR 1304.21</b> (Parent) How to be the primary teacher for their children and full partners in the education of their children	Teacher/ Resource Teacher Parent Involvement Coordinator	Parents	Parents will obtain knowledge and skills in guiding their child's education.	Parent Involvement Coordinator	April '15	-0-
<b>45 CFR 1304.22(a)(5)</b> (Parent) Orientation on the need to prevent abuse and neglect	Teachers/ Parent Involvement Coordinator Consultant	Parents	Parents will obtain knowledge and skills needed to prevent abuse and neglect.	Parent Involvement Coordinator	Dec. '14	-0-
<b>45 CFR 1304.52(k)(3)(ii)</b> Preparation for parents to exercise their rights and responsibilities concerning the education of their children in the school setting	Teacher/ Parent Involvement Coordinator /Consultant	Parents	Parents will obtain knowledge of their rights and responsibilities concerning the education of their children in the school setting. Parents will develop skill in exercising their rights as parents in the school setting.	Parent Involvement Coordinator /Transition Coordinator	April '15	\$800.00



**Region IV Head Start T/TA Plan**  
**Grantee: Gadsden County Head Start Program**  
**YEAR: 2014-15**

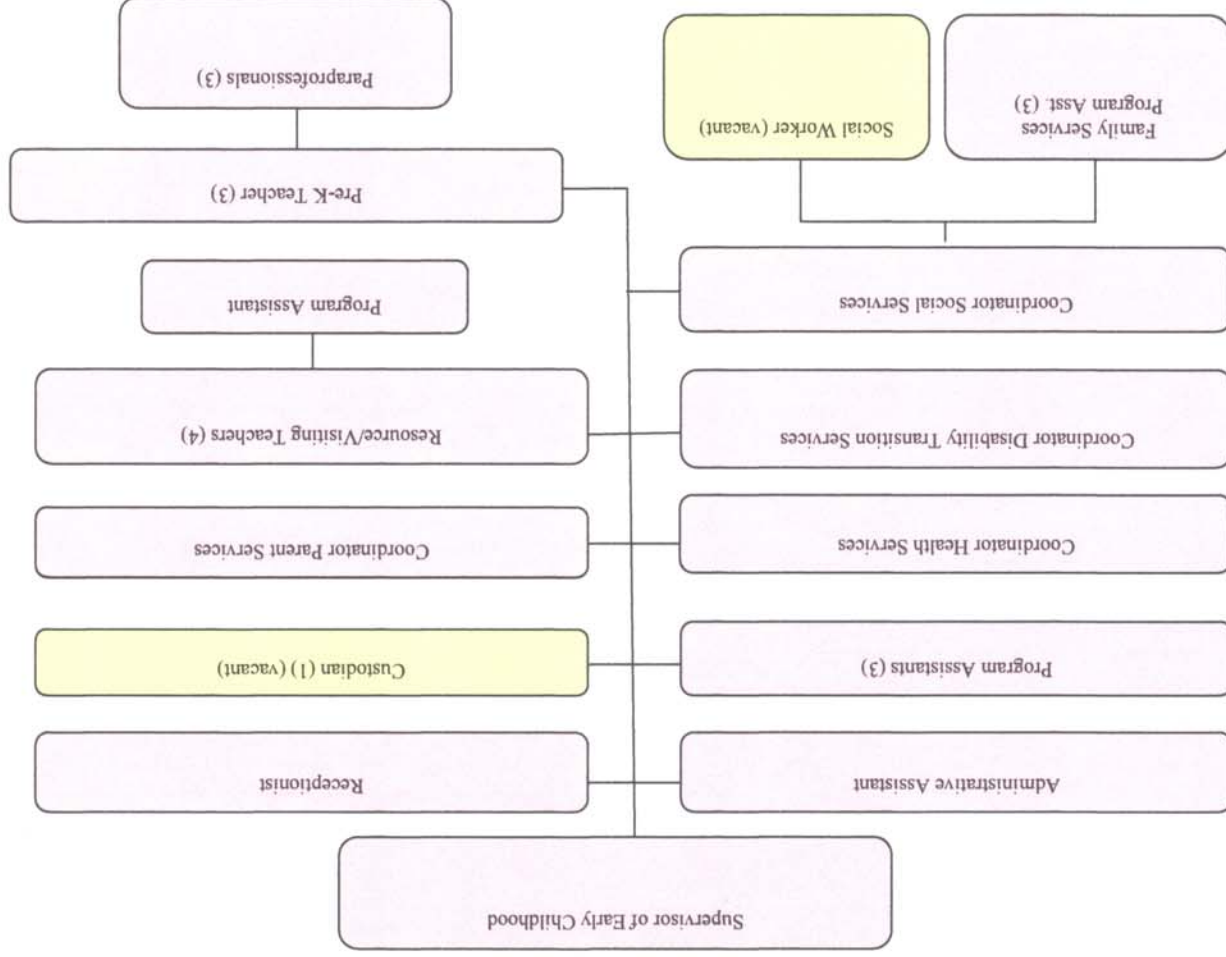
<b>45 CFR 1310.21(a)</b> If the agency provides transportation, training that includes vehicle and pedestrian safety	Community Organiza-tions	Parents	Parents and children will demonstrate knowledge and skill in vehicular safety methods and pedestrian safety methods.	Parent Involvement Coordinator	Aug. '15	-0-
<b>45 CFR 1304.23</b> Family assistance with nutrition	Teachers Parent Involvement /Nutrition Coordinator	Parents	Families will receive information on resources to assist with nutrition needs. Families will receive instruction on proper nutrition and meal planning.	Parent Involvement Nutrition Coordinator	Aug. '15	-0-
<b>45 CFR 1304.40(e)(3)</b> Opportunities to enhance parenting skills, knowledge and understanding of the educational and developmental needs and activities of their children	Teachers, Parent Involvement Education Coordinator	Parents	Parents will obtain knowledge in proper methods of parenting; develop an understanding of their child's educational and developmental needs; and develop skill in selecting appropriate educational and developmental activities for their children.	Education Coordinator	Aug.'15	-0-
45 CFR 1304.24(a) Parent education of mental health issues	Consultant/ Mental Health Coordinator	Parents	Parents will obtain knowledge of mental health issues in children, including characteristics/signs to watch for.	Mental Health Coordinator	Dec. '14	\$650.00

Region IV Head Start T/TA Plan  
 Grantee: Gadsden County Head Start Program  
 YEAR: 2014-15

**Part 3: Required State Training**

Required Training (including size & scope)	T/TA Resource	Target Audience	Expected Outcomes	Responsible Manager	Timeline	Estimated Cost
<i>List of Required trainings from state regulations</i>						
CDA Training/60 Hrs. College Credits	Tallahassee Community College	Paraprofessional	Paraprofessionals will gain knowledge and skills in the area of child development and children behaviors.	Education Coordinator	Aug. '15 Sept. '15	\$4212.00
Bus Driver/Monitor Training	Transportation Director	Family Services Staff/Monitors	Safe and dependable transportation for Head Start children, staff and parents.	Director	Aug. '15	\$375.00
Blood Borne Pathogen	Health Department	All Staff	To minimize the risk of transmission of HIV, Hepatitis B, and other blood borne pathogens to staff, volunteers, and children.	Health Coordinator	Aug. '15	-0-

### Pre-Kindergarten Services



### Head Start Center Information for 2014-2015

Name of Centers	Current License	Accreditation	Condition	Meets ADA Regulations
Chattahoochee Elementary	N/A	SACS Accredited	Good	Yes
Gretna Elementary	N/A	SACS Accredited	Good	Yes
George W. Munroe Elementary	N/A	SACS Accredited	Good	Yes
Stewart Street Elementary	N/A	SACS Accredited	Good	Yes
St. John Elementary	N/A	SACS Accredited	Good	Yes
Havana Elementary	N/A	SACS Accredited	Good	Yes
Midway Head Start Center	N/A	SACS Accredited	Good	Yes
Quincy Area 3's Center	N/A	SACS Accredited	Good	Yes

**Hours of Operation:**

School Sites: 8:30 a.m. – 3:00 p.m.

Midway Head Start Center: 8:00 a.m. – 3:00 p.m.

Quincy Area 3's Center: 7:30 a.m. – 4:30 p.m.



**To be completed by Head Start/Pre-K Office Staff**

**HEAD START/PREKINDERGARTEN PLACEMENT CRITERIA**

**CHILD'S NAME:** \_\_\_\_\_

Head Start (Income Eligible)	(20)	_____
Title I/VPK eligible (4 yr. old by Sept. 1 <sup>st</sup> )	(10)	_____
Working Parent	(5)	_____
Single Parent	(1)	_____
Teenage Parent (at time of 1 <sup>st</sup> child's birth)	(1)	_____
Medicaid (must be documented)	(1)	_____
Over 5 Children in Immediate Family	(2)	_____
3 Children Under Age 4	(2)	_____
Parent/Guardian Didn't Finish High School	(1)	_____
Age of Child: Turns 5 Between 9/2 - 12/31	(5)	_____
Turns 5 Between 1/1 - 4/15	(2)	_____
Turns 4 Between 9/2 - 12/31	(5)	_____
Turns 4 Between 1/1 - 4/15	(2)	_____
Agency Referral (referral form required)	(3)	_____
Child Has No Parent/Legal Guardian	(2)	_____
LEP Student (Limited English Proficiency)	(1)	_____

TANF \_\_\_\_\_ Foster Child \_\_\_\_\_ Parent/Guardian Receives SSI \_\_\_\_\_

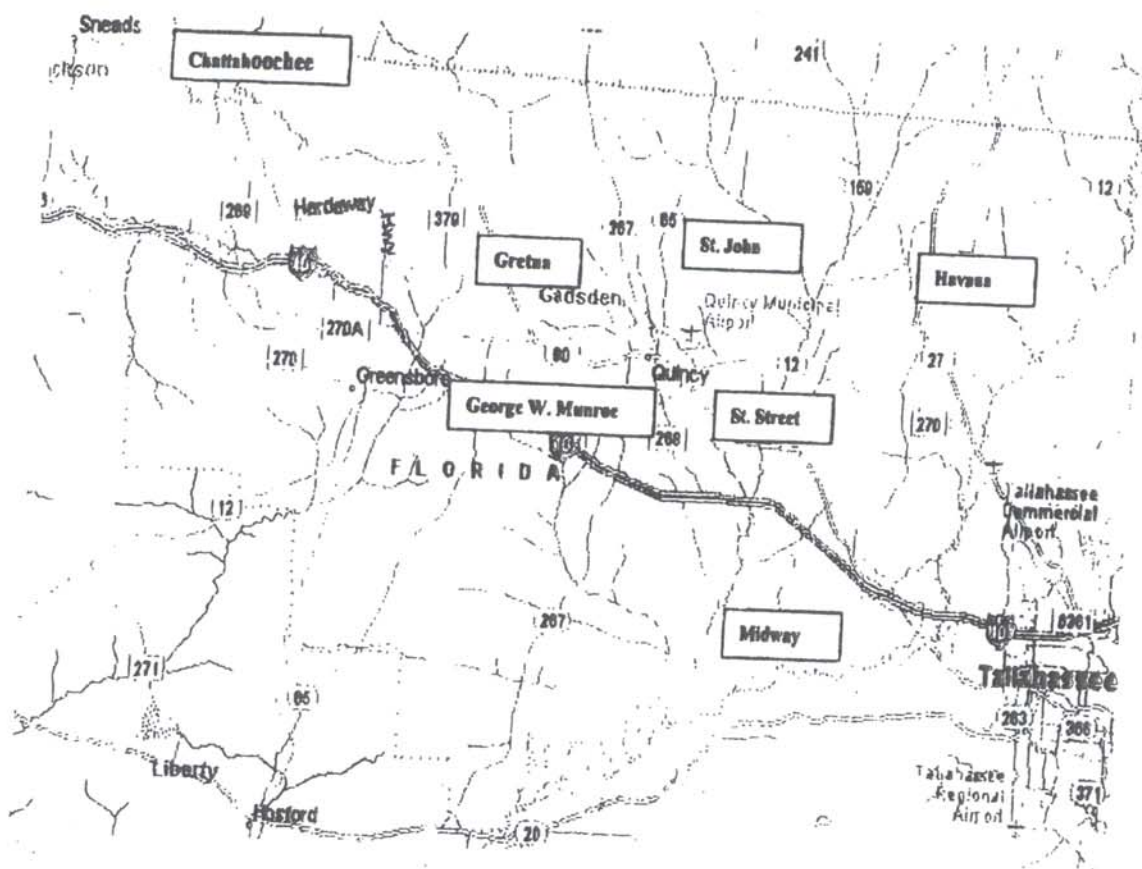
Active Military Family \_\_\_\_\_ Protective Services Child \_\_\_\_\_

Transitioning From Early Head Start (EHS) \_\_\_\_\_

**TOTAL POINTS EARNED:** \_\_\_\_\_

Qualifies for: Title I/VPK (4 yr. old) \_\_\_\_\_ HS \_\_\_\_\_ Over Income \_\_\_\_\_  
(Test Score 115 or below)

Date: \_\_\_\_\_ Staff Initials: \_\_\_\_\_



## GADSDEN COUNTY, FLORIDA

*R. Smith*

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7k

DATE OF SCHOOL BOARD MEETING: September 23, 2014

TITLE OF AGENDA ITEM: Gadsden Charter Academy Application

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM:

Review and Denial of the Gadsden Charter Academy application is requested.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: *RS* Rosalyn W. Smith

POSITION: Deputy Superintendent

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

       Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered       

CHAIRMAN'S SIGNATURE: page(s) numbered       

REVIEWED BY:

## MODEL FLORIDA CHARTER SCHOOL APPLICATION

### Proposed Start-up Charter School:

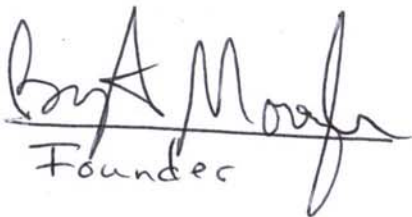
Gadsden Charter Academy

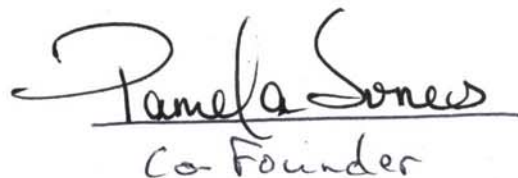
### Submitted to:

Gadsden County School Board  
Superintendent of Schools  
Attention: Reginald James  
35 Martin Luther King Junior Boulevard  
Quincy, FL 32351

### Submitted on:

July 31, 2014

  
Founder

  
Co-Founder



## APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: Gadsden Charter AcademyNAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: To be applied for after approval

Provide the name of the person who will serve as **the primary contact** for this Application. **The primary contact** should serve as the contact for follow-up, interviews, and notices regarding this Application.

NAME OF CONTACT PERSON: Bryan MooneyhanTITLE/RELATIONSHIP TO NONPROFIT: Founder/DirectorMAILING ADDRESS: 60 Kathy Dr Havana, FL 32333PRIMARY TELEPHONE: ( 850 ) 294-1032E-MAIL ADDRESS: bmoon1065@gmail.comNAME OF EDUCATION SERVICE PROVIDER (if any): NoneNAME OF PARTNER/PARENT ORGANIZATION (if any): NoneProjected School Opening: August 2015

School Year	Grade Levels	Total Projected Student Enrollment	Student Enrollment Capacity (if known)
First Year	6-8	100	132
Second Year	6-8	124	132
Third Year	6-8	128	132
Fourth Year	6-8	132	132
Fifth Year	6-8	132	132

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the applicant.

Bryan Mooneyhan  
Signature

Bryan Mooneyhan  
Printed Name

Director  
Title

7-31-14  
Date

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## EDUCATIONAL PLAN

### Section 1: Mission, Guiding Principles and Purpose

**A. Provide the mission statement for the proposed charter school.**

The mission of Gadsden Charter Academy is to provide a world class education to the students of Gadsden County by training strong visionary leaders through the development of a Depth of Knowledge in students that leads to high academic achievement supported by explicitly taught and modeled character traits that will equip them for success in college, industry, and life in the 21<sup>st</sup> century.

**B. Describe how the school will utilize the guiding principles found in section 1002.33(2)(a), F.S.**

*In accordance with the law, charter schools shall be guided by the following principles:*

- ***Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system.***

Gadsden Charter Academy (GCA) proposes to meet high standards of student achievement by aligning the core of its curriculum with the Florida Standards as a minimum level of achievement. Additional opportunities will be given to further experience and explore a stronger depth of knowledge in all areas of the curriculum using technology and relevant hands-on experience through Project Based Learning (PBL). An emphasis will be placed on developing the whole child through courses and activities related to character, leadership, physical, and artistic development along with the rigorous academic curriculum. Multiple research based methods will be used to maximize each student's potential such as the framework of the works of Dr. Robert Marzano and Dr. Michael Merzenich.

Prior to students enrolling in GCA, there will be ample opportunities to be introduced to the school's mission along with the curriculum, expectations, requirements, processes, and programs to carry it out. Such opportunities will include published information, town hall meetings, local media, and website question/answer modules. After school begins, parents will be able to monitor their child's progress online and/or through formal and informal parent conferences. This allows them to have the flexibility and information needed in order to choose where to send their child to school in the state's public school system.

- ***Promote enhanced academic success and financial efficiency by aligning responsibility and accountability.***

GCA will enhance academic success through the use of regularly allotted FTE dollars by:

- Investing in high quality teachers who are experts in their field empowering them to drive curriculum, assessment, and research to continuously improve their methods leading to greater student achievement.
- Creating an engaging and efficient environment where students are motivated to learn at a deep level.
- Utilizing technology to enhance student learning and access to resources while replacing costly curriculum expenditures.
- Partnering with parents/guardians and the community to assist with essential and extra-curricular services to students.

The Governing Board of GCA will have local control over the budget and approval of expenditures and is ultimately responsible for the results produced in the school and for ensuring the school has adequate resources that are used wisely to meet the high standards for academic achievement. In addition to producing academic results, the Board will ensure that responsibility and accountability continue to be monitored in the chain of command through separation of financial duties and by approving and delivering a clear budget to the school administrators along with reviewing monthly financial statements, expenditures, and purchase orders to ensure financial compliance. The Board will use a cost-benefit analysis process to ensure that dollars are targeted at improving student achievement while focusing every dollar on improving student achievement and success.

GCA will also comply with all mandates for Florida Charter Schools regarding financial auditing and reporting to the Gadsden School District and State of Florida.

- ***Provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year's worth of learning for every year spent in the charter school.***

Upon enrollment, each student will be given a reading diagnostic tool (e.g. *Reading Plus*, Scientific Learning's *Fast ForWord*) to determine reading proficiency level. Each student's academic history will also be evaluated including but not limited to End of Course (EOC) Exams, past FCAT scores, Florida Assessments for Instruction in Reading (FAIR), and Florida Standards Assessment (AIR). The diagnostic tools will be administered periodically throughout the school year to assess the student's progress.

Along with the reading diagnostic, benchmark testing will be used to determine initial competency in each core academic area of study. Periodic assessments will be given throughout the school year to measure the student's progress and to help determine if intervention is needed.

The data collected from all initial benchmark testing will be combined to create a Student Snapshot of competency upon entering a particular grade. This snapshot will



be compared to the expected competency level of each school grade to determine if a child is above, on, or behind grade level in each core area at the beginning of the year. After subsequent assessments, the data will be analyzed to determine whether the student is demonstrating academic growth and to allow for remediation as needed.

GCA will communicate the Student Snapshot to the parents after the initial diagnostic assessment and after each subsequent assessment to show current level, progress, areas in need of improvement and plans to remediate any deficiencies. At the end of each school year, the student will take the final administration of the benchmark testing to be compared directly with the initial administration to show progress made during the school year. The results will be communicated directly to the parents at an end-of-year conference to show progress made and to determine whether the student has met the requirements for progression to the next grade level.

**C. Describe how the school will meet the prescribed purposes for charter schools found in section 1002.33(2)(b), F.S.**

*In accordance with the law, charter schools shall fulfill the following purposes:*

- *Improve student learning and academic achievement.*
- *Increase learning opportunities for all students, with a special emphasis on low-performing students and reading.*
- *Encourage the use of innovative learning methods.*
- *Require the measurement of learning outcomes.*

GCA will improve student learning and academic achievement for all students by focusing on high expectations in three vital areas: climate and culture, student engagement, and rigorous academics.

**1. Climate and Culture**

GCA will create an environment where each student feels safe, understands behavior and academic expectations, feels confident to take acceptable risks, and is free to fulfill their potential. Each student will receive intentional instruction and modeling of favorable character traits and will work to implement those in their own lives resulting in a more effective approach to life and better interactions with other students and adults. Procedures, rules, and consequences will be consistent throughout the school and will be diligently implemented by all GCA staff. Students and parents will be instrumental in working with GCA staff to create and maintain a positive and encouraging culture of achievement for every aspect of the school

**2. Student Engagement**

GCA facilities will be filled with color, excitement, music, and art which will help stimulate creativity enabling students to think on advanced levels. Teachers will be empowered and expected to teach with passion and creative energy and techniques, turning learning into an adventure. Movement is proven to be a key aspect of learning and all classes will be filled with opportunities to engage with subjects through movement.

**3. Rigorous Academics**

Once you have established the right climate and culture and have students engaged, the expectations for academic achievement can soar. The core of the GCA curriculum will

be based upon the Florida Standards, however, this will serve only as a minimum level of achievement, even for the previously lowest performers. GCA will teach with the highest academic expectations for all students and will enthusiastically assist students who desire to reach higher.

Every subject will be approached with what we have developed as the Four Exes. Exposure, Experience, Explore, Experiment. This progression allows students to be able to move through the hierarchy of learning in each area to grasp a rich understanding of the subject: what is it, how it is useful, how it relates to the world, and how it can be used for change. This level of knowledge will enable students to excel in skills such as critical thinking, problem solving, and curiosity.

To create an environment with the above three components in place has shown to be very effective for all levels of students in increasing their learning potential and academic progress. This environment coupled with innovative learning methods such as those based in neuroscience and brain development enable the historically lowest students to make increased gains over traditional interventions.

Reading is an area where students can experience tremendous growth. It is the primary skill that the success in all other subjects and life depends upon. Students who are reading below grade level and who have identified deficiencies will be remediated through research based techniques that not only teach reading comprehension but focus on motivation, capacity, and the development of parts of the brain that may lack the neural connections associated with early readers. Intervention to Level 1 readers will be provided by reading endorsed or certified personnel. In addition, all teachers will be NGCAR-PD trained and able to effectively integrate Comprehension Instructional Sequence Lessons (CIS) into their curriculum. Emphasis will be given not only to the remediation of the lowest level readers, but to the development of lifelong learners who are self-motivated to read for both purpose and enjoyment.

As previously outlined, students will be required to be assessed at the beginning and end of the school year as well as periodically throughout the year for mastery of skills in core academic subjects in order to determine progress toward projected learning outcomes.

## Section 2: Target Population and Student Body

### A. Describe the anticipated target population to be served.

GCA is available to all students of Gadsden County in the appropriate grade levels served by the school, including but not limited to, those meeting the criteria of the Individuals with Disabilities Education Act, English for Speakers of Other Languages, Title II of the Americans with Disabilities Act, and Section 504 of the Rehabilitation Act of 1973.



The school will not discriminate on the basis of race, color, sex, religion, national or ethnic origin, marital status, sexual orientation, or disability in the admission of students.

As of 2012, the population of Gadsden County is 55% African-American, 33% White, 11% Hispanic, and 1% other. The typical ratio of students in the Gadsden County public school system is a significantly higher percentage of African-American and significantly less White than the general population statistics.

According to the table below showing Florida Department of Education's Federal Graduation Rates for 2008-09 through 2012-13, Gadsden County has shown a net increase over the last five years, however, the county is still ranked as the 4<sup>th</sup> lowest graduation rate in the state.

District	2008-09	2009-10	2010-11	2011-12	2012-13
01 Alachua	55.9%	62.6%	63.4%	68.7%	72.6%
02 Baker	68.9%	64.5%	65.0%	72.8%	72.1%
03 Bay	64.2%	69.2%	68.1%	73.7%	73.0%
04 Bradford	59.0%	51.8%	61.1%	64.2%	67.5%
05 Brevard	78.5%	80.6%	81.4%	85.2%	87.4%
06 Broward	68.4%	72.4%	71.6%	76.4%	75.3%
07 Calhoun	71.3%	76.1%	74.1%	77.3%	80.6%
08 Charlotte	70.7%	73.4%	73.0%	79.2%	75.5%
09 Citrus	65.9%	68.9%	74.5%	78.0%	80.1%
10 Clay**	67.0%	70.0%	74.4%	74.2%	77.9%
11 Collier	68.1%	70.6%	72.5%	78.4%	81.3%
12 Columbia	56.6%	59.9%	63.2%	64.8%	65.7%
13 Miami-Dade	62.0%	68.3%	71.3%	76.0%	77.2%
14 DeSoto	57.8%	53.2%	63.1%	67.9%	61.6%
15 Dixie	61.9%	56.0%	52.5%	77.1%	82.4%
16 Duval	55.8%	58.3%	63.3%	67.7%	72.1%
17 Escambia	56.2%	55.5%	57.7%	62.1%	64.2%
18 Flagler	65.1%	69.7%	70.1%	74.8%	76.9%
19 Franklin	62.4%	57.8%	59.0%	59.0%	58.8%
20 Gadsden	48.2%	43.0%	55.1%	61.4%	58.3%
21 Gilchrist	77.3%	77.7%	79.9%	85.9%	89.7%
22 Glades	56.4%	56.0%	47.7%	64.8%	61.8%

The 2013 and 2014 District Comparison data for FCAT 2.0 in Reading as seen below indicates that Gadsden County is tied for 3<sup>rd</sup> lowest in the state for grades 6-8 and 2<sup>nd</sup> lowest in the state for grades 9-10 noting that the lowest scores in the state come not from a district but from a single entity, Florida School for the Deaf and Blind.

District #	District Name	Grade 6-8 FCAT 2.0 Reading Level 3 or Above			Grade 9-10 FCAT 2.0 Reading Level 3 or Above		
		2014	2013	Percentage Point Change	2014	2013	Percentage Point Change
00	STATE TOTALS	58%	57%	1%	54%	54%	0%
24	HAMILTON	39%	35%	4%	34%	38%	-4%
33	JEFFERSON	32%	32%	0%	30%	27%	3%
20	GADSDEN	39%	35%	4%	20%	27%	-7%

68	FSDB	15%	14%	1%	17%	14%	3%
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GCA believes that these results are in no way indicative of the level of intelligence, ability, or potential of the students in Gadsden County and that when the students at GCA are given a conducive environment as described above that not only will their performance levels will reach and exceed their state peers, but their ability to solve problems and to think deeply and critically will be unleashed.

- B. Provide the following projection for each year of proposed operation: the grades that the school will serve, the projected number of students to be served in each grade, the number of students expected in each class, and the total number of students enrolled.**

Gadsden Charter Academy will begin with two classes each of 6<sup>th</sup> and 7<sup>th</sup> grade and one class of 8<sup>th</sup> grade students. Special note that Florida charter schools are allowed to have an average number of students per teacher rather than a class to class ratio. The average middle school class ratio is projected to contain the class size amendment maximum of 22 students.

**Gadsden Charter Academy Enrollment Projections**

Grade	2015-16	2016-17	2017-18	2018-19	2019-20
6	40	44	44	44	44
7	40	40	44	44	44
8	20	40	40	44	44
<b>Total</b>	<b>100</b>	<b>124</b>	<b>128</b>	<b>132</b>	<b>132</b>

- C. Provide a description of how the student population projections were developed.**

GCA is a direct alternative to the general population of the district public schools without any specific target for achievement level or other demographic. According to 2013 FCAT Reading statistics, there were 1153 students tested in Gadsden County in the target grades including 119 from the existing charter school, Crossroads Academy. Based on the population, GCA projects the ability to recruit up to two classes per grade for a total of 44 per grade.

### Section 3: Educational Program Design

- A. Describe the school's daily schedule and annual calendar, including the annual number of days and hours of instructional time.**

Gadsden Charter Academy will adopt the Gadsden County School Board's annual calendar year. The school will operate 180 days annually. Students will be provided with no less than 900 hours of instructional time as prescribed in Rule 6A-1.045111 of the Florida Administrative Code.



The school day will be developed in conjunction with the faculty to allow for the best learning environments for the students based on the total curriculum of GCA. The instructional time per day will be no less than 420 minutes. Students will receive no less than 1260 Instructional Hours per calendar year. Classes will be offered from 8:00 AM-4:00 PM with built-in time for remediation and enrichment. The school will also provide extended school year services to ESE students whose IEPs require this extension.

Below is an example of a possible daily bell schedule and Master Schedule:

GCA's Sample Daily Bell Schedule	
1 <sup>st</sup> Period	8:00-9:00 AM
2 <sup>nd</sup> Period	9:05-10:05 AM
3 <sup>rd</sup> Period	10:10-11:10 AM
4 <sup>th</sup> Period	11:15-12:15 PM
5 <sup>th</sup> Period	12:20-1:50 PM
Lunch A	12:20-12:50 PM
Lunch B	12:50-1:20PM
Lunch C	1:20-1:50 PM
6 <sup>th</sup> Period	1:55-2:55 PM
7 <sup>th</sup> Period	3:00-4:00 PM

GCA's Sample Student Schedule					
Period	Group A- 6 <sup>th</sup> Grade	Group B- 6 <sup>th</sup> Grade	Group C- 7 <sup>th</sup> Grade	Group D- 7 <sup>th</sup> Grade	Group E- 8 <sup>th</sup> Grade
1 8:00-9:00 AM	Language Arts	Social Studies	Math	Science	Remediation/ Enrichment
2 9:05-10:05 AM	Physical Education	Language Arts	Social Studies	Math	Science
3 10:10-11:10 AM	Remediation/ Enrichment	Physical Education	Language Arts	Social Studies	Math
4 11:15-12:15 PM	Science	Remediation/ Enrichment	Physical Education	Language Arts	Social Studies
5 12:20-1:50 PM	Social Studies	Math	Science	Remediation/ Enrichment	Language Arts
Lunch A: 12:20-12:50 PM B: 12:50- 1:20PM C: 1:20-1:50 PM	Lunch A	Lunch A	Lunch B	Lunch B	Lunch C

6 1:55-2:55 PM	Math	Science	Remediation/ Enrichment	Physical Education	Arts
7 3:00-4:00 PM	Arts	Arts	Arts	Arts	Physical Education

SAMPLE MASTER SCHEDULE <i>Groups A &amp; B- 6<sup>th</sup> grade/Groups C &amp; D- 7<sup>th</sup> Grade/ Group E- 8<sup>th</sup> Grade</i>							
	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Teacher A (Language Arts)	LA 1- GA	LA 1- GB	LA 2- GC	LA 2- GD	LA 3- GE	Arts 3- GE	Planning
Teacher B (Social Studies)	SS 1- GB	SS 2- GC (Civics)	SS 2- GD (Civics)	SS 3- GE	SS 1- GA	Planning	Arts 1- GA
Teacher C (Math)	M 2- GC	M 2- GD	M 3- GE	Planning	M 1- GB	M 1- GA	Arts 1- GB
Teacher D (Science)	S 2- GD	S 3- GE	Planning	S 1- GA	S 1- GC	S 2- GB	Arts 2- GC
Teacher E (Remediation/ Enrichment)	RE 3- GE	Planning	RE 1- GA	RE 1- GB	RE 2- GD	RE 2- GC	Arts 2- GD
Teacher F (Physical Education)	Planning	PE 1- GA	PE 1- GB	PE 2- GC	Lunch Duty	PE 3- GD	PE 2- GE

**Key:**

LA= Language Arts

SS= Social Studies

MA= Math

SC= Science

RE= Remediation/Enrichment

PE= Physical Education

G= Group (Letters Correspond each Group)

A= 6<sup>th</sup> GradeB= 6<sup>th</sup> GradeC= 7<sup>th</sup> GradeD= 7<sup>th</sup> GradeE= 8<sup>th</sup> Grade



**B. Describe the proposed charter school's educational program.**

The school's educational program will consist of high engagement learning. By engaging in high-impact instructional practices, underserved students are more apt to benefit from the learning. The ultimate goal is to prepare students for college or a career, so the school plans to employ practical skills that will help lead them there.

GCA is founded on the premise of Character, Depth of Knowledge, and Leadership. It is through these components that our educational program is designed. We want students use these elements to become engaged in the learning and to ultimately help them to lead meaningful and purposeful lives.

**Character**

Character Education is a critical component that GCA founders felt was imperative in order to achieve the desired results of cultivating world class students. The school will utilize the Knowledge is Power Program (KIPP) as a reference to building and sustaining character education. The course will be embedded within the curriculum. The seven character traits- grit, zest, self-control, optimism, gratitude, social intelligence, curiosity- will be taught strategically throughout the day. There are seven keys to implementing this character education piece school-wide:

1. Believe it and model it
2. Name it
3. Find it
4. Feel it
5. Integrate it
6. Encourage it
7. Track it

**Depth of Knowledge**

GCA will meet the minimum standards as set forth in the Florida Standards and Next Generation Sunshine State Standards as stated in Appendix D.

GCA aims to create a depth of knowledge in students through the use of the Four Ex's (Exposure, Experience, Explore, and Experiment).

- Exposure: Students are exposed to new and/or unfamiliar concepts through a variety of engaging methods
- Experience: Students are given opportunities to experience the relevance of concepts they have been exposed to.
- Explore: After experiencing concepts, students begin to develop a curiosity to explore deeper characteristics, meanings, and usefulness.
- Experiment: The top level of the depth of knowledge is to have such an understanding of a concept as to be able to use it alone or in combination with other concepts to create and develop new or improved means of usefulness and to be able to apply that deeper concept to solve problems.



Students will have the chance to learn a concept by extending their knowledge of simply being exposed to a notion, to exploring how the perception extends beyond what they see. The Four Ex's were designed based on Webb's Depth of Knowledge and on the idea of taking students from the simple *Recall* level all the way through the *Extended Thinking* stage. Students will spend quality time extending the learning so that they can receive a thorough and deep understanding of a subject.

### **Leadership**

Leadership is defined as "taking the initiative to inspire and influence people toward true success." GCA will institute an intentional Leadership Development Program for all students. The purpose of the program is to instill and establish character, foundational skills, and fortitude to compete. In reality, everyone leads, even if it's only themselves, so it is imperative that we equip students with the skills and abilities to lead their own lives well and instill in them the rewarding responsibility to lead others.

The official leadership training will take place outside of core academic time during co-curricular activities as well as field trips specifically designed for leadership development. Some of the core highlights students will be taught to demonstrate and internalize include:

- CPR and First Aid certification
- Leadership Values: Courage, Wisdom, Justice, and Charity
- Leadership Styles
  - Directive
  - Democratic
  - Consensus
  - Laissez - faire
- Leadership axioms
  - Great leaders know when to follow
  - Smart failure brings success
  - Challenge builds strength
  - Improvise, adapt, and overcome
  - Do the hard but the right thing
  - Progress not perfection
  - Take the blame and give away the praise
  - Develop the situation
  - Actions have consequences
  - Commitment drives everything

Students will be trained and given opportunities to develop and demonstrate skills in controlled environments then will have the opportunity to face challenges in real life situations through treks, team building activities, and corporate scenarios.

### **Rigorous Academics**

The school will provide a rigorous academic program through direct and explicit instruction. We want to respond to the academic level of all students and through that, educate the whole child. Each classroom will provide instruction that teaches students directly how to achieve

the desired outcome. Every day students will be allowed to practice the learning through use of collaboration or independent learning.

Rigor in the school will be displayed in various settings. Students will be pushed to their potential and mediocrity will not be accepted. Teachers will provide lessons that take students through the Four Ex's, ensuring they become exposed to the learning deeply before they move to explore. Students will be engaged in Project-based Learning that will further allow them to probe using various academics.

#### **Aligned to Next Generation Sunshine State Standards (NGSSS) and Florida Standards (FS)**

GCA's educational program will be aligned with the Next Generation Sunshine State Standards (NGSSS) and Florida Standards (FS). We will use Florida's Department of Education outline of the standards to create an instructional model that will drive the school. Anchor standards will help drive courses so that students will be adequately prepared for college and/or career readiness. The school will offer courses with the following features:

- Rigor and relevance
- Data analysis of student performance
- Remediation and enrichment
- Reading and writing across the curriculum
- Guaranteed and viable curriculum
- Research-based instructional models

#### **Rigor and Relevance:**

GCA will ensure each class provides instruction that pushes students to reach and surpass their potential. Teachers will scaffold lessons as needed so that students are receiving information that challenges them to think. They will also make certain each lesson is built on the other. This will allow students to make connections and to digest the relevance of each lesson.

#### **Data Analysis of Student Performance:**

All formative and summative assessments, mini-assessments, projects, and quizzes will be analyzed to determine how to best deliver instruction to students. Teachers will be trained on examining test information, determining where the problem lies, and concocting a plan to deliver instruction so that students will understand the skill or concept being taught.

#### **Remediation and Enrichment:**

Each child in the school will have an opportunity for remediation or enrichment. After careful analysis of all test data, the GCA staff will determine which students need to be remediated in an area and which students are on-track for college and careers and need to be enriched to help maintain a level of high achievement.

#### **Reading and Writing Across the Curriculum:**

Each class at GCA will contain high levels of reading and writing. Students will read and write from informational text in Social Studies and Science classes, literary text in Language Arts



class, word problems in Math class, sheet music, plays, and biographies of famous artists in one of the Arts classes, and health material in Physical Education class.

**Guaranteed and Viable Curriculum:**

All students will have the “opportunity” and “time” to learn at GCA. As indicated by Dr. Robert Marzano in his book, *What Works in Schools- Translating Research into Action*, he states that these two indicators have a strong correlation to academic achievement (Marzano, 2003). GCA plans to construct a curriculum that clearly guides teachers in regards to the content that needs to be addressed in a specific course and a specific grade level. This also means that teachers do not have the option of disregarding or replacing an assigned content.

The school also will ensure that the viable curriculum is attainable within the allotted school year. The content that teachers will be expected to address must be adequately covered in the instructional time available to teachers.

**Researched-based Instructional Model:**

Below you will find a list of instructional strategies that will be used at GCA. Included are *Marzano’s Nine Instructional Strategies for Effective Teaching and Learning* (Marzano Research Laboratory, 2011). The school’s model will include:

Whole Groups	Summarizing and Note-Taking*
Small Groups	Reinforcing Effort and Providing Recognition*
Individual Instruction	Homework and Practice*
Cooperative Learning*	Nonlinguistic Representations*
Project-based Learning	Setting Objectives and Providing Feedback*
Computer-based Learning	Creating and Testing Hypotheses*
Identifying Similarities and Differences*	Cues, Questions, and Advance Organizers*

*\*Marzano’s Nine Instructional Strategies for Effective Teaching and Learning*

GCA will also provide instruction that engages the adolescent learner through inquiry studies. The instruction will be differentiated and delivered in diverse ways with high expectations for all students. Students with Disabilities (SWD) and English Language Learners (ELL) students will be inclusive in the regular classroom setting and educated in the least restrictive environment. Literacy will be a school-wide effort and will be a focal point of decisions made when educating students in the school.

**C. Describe the research base for the educational program.**

The research for the educational program is as follows:

**Character Education**

Students need to learn more than academics. In order to function in society, they will need to learn lessons that extend beyond the books. For many centuries, philosophers like Plato,



Aristotle, and John Locke believed that learning was secondary to virtue and that education was to train good and virtuous citizens (Education Week, 2004).

A report conducted by The Character Education Partnership clearly delineates why character education is imperative in schools. They found that by implementing their 11 Principles of Effective Character Education, schools changed dramatically. Some of the turnarounds were:

- Bullying was rare in schools.
- Cheating and discipline problems declined.
- Test scores, grades, and homework completion went up.
- Attendance and graduation rates were higher.
- Dropout rates were lower.
- Teacher retention and satisfaction were high.
- Parent satisfaction and engagement rates were high.
- Student engagement and involvement were high.

(Edutopia, 2012)

### **Depth of Knowledge (DOK)**

The DOK is the degree of depth or complexity of knowledge standards and assessments require. Norman Webb from the Wisconsin Center for Education Research identified four levels of assessing student's DOK and aligned standards and assessments to measure the full range of cognitive complexity. The DOK implies how deeply a student needs to understand the content with different ways of responding and interacting with the content (Lowe, 2005). Students need to move beyond the surface level thinking to a deep metacognition that allows them to explore learning.

### **Leadership**

The Partnership for 21<sup>st</sup> Century Skills identified Leadership as one of the top 10 skills needed for success. It also showed as the second greatest skill deficit behind "written communication". At GCA, we believe everyone is a leader, even if they only lead themselves. Intentional instruction and practice in leadership will enable students to develop the skills to manage themselves as students, to set and accomplish goals, and to assist others in ways that benefit the entire group.

### **School Level Factors**

Research that has been conducted over the years indicate factors that make a school work. In Dr. Robert Marzano's book, *What Works in Schools- Translating Research into Action*, he outlines five school-level factors that enhance a school's effectiveness. They are:

1. Guaranteed and viable curriculum
2. Challenging goals and feedback
3. Parent and community involvement
4. Safe and orderly environment
5. Collegiality and professionalism

#### ***Guaranteed and Viable Curriculum***

A guaranteed and viable curriculum is a combination of having the opportunity and time to learn (Marzano, 2003). These two factors have a strong correlation to academic achievement. Over the years, there has been a discrepancy between the intended curriculum, the implemented curriculum, and the attained curriculum. Because of this, opportunity to learn (OTL) has become quite critical. OTL addresses the extent to which the curriculum in the school is “guaranteed.” So that means that individual teachers do not have the option to disregard or replace assigned content (Marzano, 2003). Viability means that the school ensures that the articulated curriculum content for a given course or given grade level can be adequately addressed in the time available.

### ***Challenging Goals and Feedback***

High expectations and pressure to achieve are essential in an effective school organization. Research shows that these goals themselves lead not only to success but also the effectiveness and cohesion of a team. To impact student learning, these challenging goals must be accompanied by feedback. Timely and specific feedback should be received during the instruction as a formative tool to guide the learning.

### ***Parent and Community Involvement***

Parent and community involvement has to do with the extent to which parents and the community are both supportive and involved in the school (Marzano, 2003). Dr. Marzano thinks there should be good communication between schools, parents, and the community. He also believes that parents and the community should participate in the day-to-day running of the school. They can assist as teacher aides or serve as guest lecturers. Lastly, he shares that parents and the community should have some voice in the key school decisions.

### ***Safe and Orderly Environment***

If teachers and students do not feel safe, they will not have the necessary psychological energy for teaching and learning (Marzano, 2003). Research indicates that without the minimum level of safety and order, schools have little chance of positively affecting student achievement. Polls consistently demonstrate that the public perceives safety as a primary issue. A safe and orderly environment is a critical aspect of effective schooling.

### ***Collegiality and Professionalism***

The manner in which the staff in the school interacts and how they approach their work as professionals is important. Collegiality is characterized by authentic interactions that are professional in nature. This environment fosters staff members being able to openly share failures and mistakes, respecting each other, and constructively analyze and criticize practices and procedures. It is not the friendships that have been established. A study by Noah Friedkin and Michael Slater showed a negative correlation between student achievement and “friendship” interactions among teachers. The more friendship interactions experiences in the 17 elementary schools they studied, the lower students’ academic achievement (Marzano, 2003).

Professionalism also plays an enormous role in an effective school. Having a sense of efficacy on part of the teacher was important. Efficacy is grounded in the teacher’s perception that they can effect change in their schools. This means that they have to feel valued and be a part of the school’s policy-setting mechanism.



**D. Explain how the educational program aligns with the school's mission.**

*The mission of Gadsden Charter Academy is to provide a world class education to the students of Gadsden County by training strong visionary leaders through the development of a Depth of Knowledge in students that leads to high academic achievement supported by explicitly taught and modeled character traits that will equip them for success in college, industry, and life in the 21<sup>st</sup> century.*

GCA's educational program is founded on the mission of the school. All aspects of the organization will derive from the three pillars (Character, Depth of Knowledge, and Leadership) indicated within the statement. The school believes that these three foundational purposes is the beginning of creating students who will lead this generation with deep knowledge and great character traits.

The school is dedicated to educating students via the Florida Standards and Next Generation Sunshine States Standards. These are the skills and knowledge set mandated that students should be able to know before leaving their assigned grade level. GCA believes that these standards directly align with the pillar of Depth of Knowledge. We understand that more is demanded of students through the new standards and will utilize the standards to push students towards meeting goals and maximizing their potential.

By incorporating rigor and relevance, data analysis, remediation and enrichment, reading and writing across the curriculum, guaranteed and viable curriculum, and a research-based instructional model, GCA will be able to provide a quality learning experience in all classes for all students.

**E. Explain how the services the school will provide to the target population will help them attain the Next Generation Sunshine State-Common Core Standards, as required by section 1002.33, F.S.**

The services will help students attain the Next Generation Sunshine States Standards (NGSSS) and the Florida Standards (FS) by providing a rigorous instruction that is aligned with the standards and a researched-based curriculum. We will create a guaranteed and viable curriculum based on the standards. Using this method, we will use the standards to decide what students should know before leaving the sixth, seventh, and eighth grade. Then we will determine how much instructional time we have available within a school year to a deliver instruction.

Students will receive direct and explicit instructions in order to experience a high degree of success and academic achievement. The Individual Learning Plan (ILP) will assist teachers in providing a blended approach to teaching and learning so that all student needs are met. Each class will provide a unique mixture of whole group, small group, individual, technology-driven, project-based, and field trip instruction that all type learners will benefit from the program.

The standards expect students to be college and career ready by the time they exit high school. GCA plans to ensure that all students gain knowledge through the ELA, Math,



History, Science, and Technical Subjects as well as the Next Generation Sunshine State Standards. We will utilize the data to determine who is and is not mastering the standards. Those students will be remediated or enriched based on their performance. It is the school's goal for students to take the information they learn in class and put it to practice.

## Section 4: Curriculum Plan

### A. Describe the school's curriculum in the core academic areas, illustrating how it will prepare students to achieve the Next Generation Sunshine State - Florida Standards.

Gadsden Charter Academy will provide a rigorous curriculum in the core academic areas that connects the learning for students while addressing the Next Generation Sunshine State Standards- Florida Standards. The school will implement a Guaranteed and Viable Curriculum (GVC) by combining the factors of "opportunity to learn" and "time" (Marzano 2000a). This Marzano Model has been proven to have a strong correlation to academic achievement. By aligning the intended, implemented and attained curriculum, students at GCA will receive a high quality education daily. We will first start by identifying and communicating the content that is essential for all students. Secondly, we will ensure the essential content can be addressed in the amount of time available for instruction. Then, we will sequence and organize the essential content in a way that students have ample opportunity to learn. Next, GCA will ensure teachers address the essential content. Lastly, the school will ensure that instructional time is protected. Since the school will be utilizing a Guaranteed and Viable Curriculum, all of the essential content will be addressed.

The timeline for Next Generation Sunshine State Standards- Florida Standards in 2015 reflects full implementation for grades k-12. Particularly, the implementation process for Middle School will include all the content areas and the content area literacy standards in: 1) FS Reading (Informational and Literary Text), 2) Writing, 3) Language, 4) Speaking and Listening, 5) Literacy in History/Social Studies, Science, and Technical Subjects, and 6) Writing in History/Social Studies, Science, and Technical Subjects.

Core Academic Area	Description
Language Arts	The school will adopt the districts' Basal series for English/Language Arts. The curriculum will address literature, grammar, writing, and communication. These studies will prepare students for Next Generation Sunshine State Standards- Florida Standards by teaching students reading comprehension skills from literature and informational text and addressing language skills to enhance grammar. This will improve our students' social skills as well as their writing abilities. The curriculum will also speak to writing skills that fosters persuasive, informative/explanatory, and narrative



	<p>pieces. Students will learn communication skills through collaborations and by using information and media literacy to research write and produce presentations. The focus of the ELA classes will be:</p> <p><b><u>6<sup>th</sup>-8<sup>th</sup> Grade</u></b>          Focus Idea 1: Reading Literature          Focus Idea 2: Reading Informational Text          Focus Idea 3: Writing, Production, Distribution, Researching and Presenting          Focus Idea 4: Speaking and Listening          Focus Idea 5: Language</p>
Math	<p>Math curriculum at the school will take on the form of hands-on learning. While students will be using the math book as a resource to help teach them concepts, the bulk of the teaching and learning will come from students being involved and applying ideas to various situations. Manipulatives will be a huge component in connecting the dots for students and students will be able to demonstrate the learning through projects. Kahn Academy will also be an integral piece of instruction. Students will utilize the program at school and at home when learning and practicing new concepts. The focus of the Math classes will be:</p> <p><b><u>6<sup>th</sup> Grade</u></b>          Focus Idea 1: Ratios &amp; Proportional Relationships          Focus Idea 2: The Number System          Focus Idea 3: Expressions &amp; Equations          Focus Idea 4: Geometry          Focus Idea 5: Statistics &amp; Probability</p> <p><b><u>7<sup>th</sup> Grade</u></b>          Focus Idea 1: Ratios &amp; Proportional Relationships          Focus Idea 2: The Number System          Focus Idea 3: Expressions &amp; Equations          Focus Idea 4: Geometry          Focus Idea 5: Statistics &amp; Probability</p> <p><b><u>8<sup>th</sup> Grade</u></b>          Focus Idea 1: The Number System          Focus Idea 2: Expressions &amp; Equations          Focus Idea 3: Functions          Focus Idea 4: Geometry          Focus Idea 5: Statistics &amp; Probability</p>
Science	<p>Labs will be essential in science classes. Students will act as scientist as they navigate through an Inquiry-Based Curriculum that allows them to research, study, and interact with various science phenomena. The focus of Science classes will be:</p> <p>Focus Idea 1: Earth and Space Science          Focus Idea 2: Life Science          Focus Idea 3: Nature of Science          Focus Idea 4: Physical Science</p>



Social Studies	<p>Social Studies classes will bridge the gap between what's happening in the world now, happened in the past, and how these events can affect the future. Students will participate in high engagement learning activities in which they learn about the American government, money, the earth, and the history of America. The focus of Social Studies classes will be:</p> <p><b>6<sup>th</sup> Grade</b></p> <p>Focus Idea 1: Civics &amp; Government  Focus Idea 2: Economics  Focus Idea 3: Geography  Focus Idea 4: World History</p> <p><b>7<sup>th</sup> Grade</b></p> <p>Focus Idea 1: Civics &amp; Government  Focus Idea 2: Economics  Focus Idea 3: Geography</p> <p><b>8<sup>th</sup> Grade</b></p> <p>Focus Idea 1: American History  Focus Idea 2: Civics &amp; Government  Focus Idea 3: Economics  Focus Idea 4: Geography</p>
Reading	<p>The school will utilize Scientific Learning's <i>Fast ForWord</i> and <i>Reading Assistant</i>. The programs use the brain's neuroplasticity - the ability of the brain to rewire and improve- to treat the underlying cause of language and reading difficulties. <i>Fast ForWord</i> has been an important factor in achieving AYP with lasting results in processing skills and learning capacity. Struggling readers, ELL, and Students with Disabilities (SWD) will all benefit from the program by building foundational middle school reading skills. Students will participate in this eight week program that focuses on improving the brain's processing power. During this time, students will work on enhancing phonological awareness and language structures. Students will then move on to <i>Fast ForWord Literacy Advance</i> that will establish their processing efficiency which establishes a foundation for learning or <i>Reading Assistant</i> which delivers individualized reading coaching every time students use the program.</p>

**B. Describe the research base and foundation materials that were used *or will be used* to develop the curriculum.**

Gadsden Charter Academy will use the research of Robert J. Marzano (2003) on *What Works in Schools: Translating Research into Action*. Marzano provides a framework of various school-level factors that affect student achievement in a positive manner. Over the past 35 years, Marzano's research has compiled five factors that represent the most current level thinking on school-level factors: 1) Guaranteed and Viable Curriculum, 2) Challenging Goals and Effective Feedback, 3) Parent and Community Feedback, 4) Safe and Orderly Environment, and 5) Collegiality and Professionalism. This research provides a clear guidance as the steps successful schools take to be highly effective in enhancing student achievement.



GCA will also use Dr. Michael Merzenich's Scientific Learning program to help enhance the brain capacity in students by learning to process the information received. This computer-based reading intervention program uses brain plasticity to restore and recreate so that students are able to learn and to regain what they have lost.

- C. Describe the school's reading curriculum. Provide evidence that reading is a primary focus of the school and that there is a curriculum and set of strategies for students who are reading at grade level or higher and a separate curriculum and strategy for students reading below grade level.**

The reading curriculum at GCA will be outlined by Florida's Reading Program Specifications.

**Specification 1: Professional Development**

- 1.1. Comprehensive Initial Professional Development
- 1.2. Professional Development for Everyone
- 1.3. Frequent and Continuous Professional Development
- 1.4. Professional Development to Impact Change
- 1.5. Professional Development Lead by School-site Expertise

**Specification 2: Administrative Practices in Support of Reading**

- 2.1. Reading as a School-wide Priority
- 2.2. In-service and Evaluation Process Focus on Reading
- 2.3. Resource on Reading Achievement

**Specification 3: High Quality Reading Instruction is a Dynamic System**

- 3.1. Propels Student Learning in Essential Reading Component
- 3.2. Expends Efficient Use of Instructional Time
- 3.3. Contains Systematic Set of Assessment Practices
- 3.4. Differentiated Instruction

**Specification 4: Reading Text Materials and Resources**

- 4.1. Materials Align with Student Reading Levels
- 4.2. Comprehensive Instructional Materials
- 4.3. Wide Assortment of Diverse Text
- 4.4. Flexible Use of Text
- 4.5. Appropriate Use of Technology

Through these guidelines, the school will implement a reading curriculum that is designed to increase a student's reading ability. Students will be highly engaged in learning that addresses the six areas of reading: phonics, phonemic awareness, fluency, vocabulary, comprehension, and oral communication.

Gadsden Charter Academy will ensure teachers are empowered in reading by providing professional development in the area of reading. Every teacher will be abreast in the

ideologies the school has for reading and will enforce these practices on a daily basis across the curriculum for maximum impact. Students who are performing below grade-level in reading will receive 60 minutes of additional reading time through a certified Reading Teacher or Reading Endorsed Teacher. Students that are performing on grade-level will receive reading instruction across the curriculum.

The following chart outlines the instructional minutes that will be devoted to reading:

<b>Middle School (6-8) Instructional Reading Minutes</b>		
<b>Instructional Plan</b>	<b>On Grade-Level Instructional Plan</b>	<b>Below Grade-Level Instructional Plan</b>
60 minute Language Arts	60 minute Language Arts	60 minute Language Arts
		60 minute Intensive Reading
<b>Total Minutes</b>	60 minutes	120 minutes

The instructional time used for reading will not only be a part of English and Reading, but it will also be a major component in Social Studies and Science. Students will have regular practice with complex texts through all content areas, reading that is grounded in evidence from the text, and will build knowledge through content-rich non-fiction.

During the instructional Reading block, students will receive brain training instruction, independent reading time, and direct instruction in phonics, phonemic awareness, fluency, vocabulary, and comprehension.

The school will adhere to Florida Reading Specifications as follows:

#### **Specification 1: Professional Development**

Gadsden Charter Academy will provide comprehensive professional development at the start of the school year for teachers to become acclimated with all aspects of the organization. We will conduct on-going professional development for teachers throughout the year. Teachers will partake in PD that is grounded in researched-based practices and will tailor them to the goals of the school. The instructional staff in the school will utilize data to drive professional learning communities that will allow teachers to share best instructional practices that have the biggest impact on student learning.

#### **Specification 2: Administrative Practices in Support of Reading**

Reading will be the pinnacle of the school. High expectations will be set and will be a part of the school's culture. Administration will monitor and provide feedback to teachers on instructional practices in reading. Students will read various genres of books and will record their reading in reading logs. Student progress will be recorded and posted throughout the school. An example of grade level challenges to promote reading throughout the school include:



Grade	Number of Books
6 <sup>th</sup>	25 books 2 novels
7 <sup>th</sup>	20 books 4 novels
8 <sup>th</sup>	15 books 6 novels

Each classroom will have classroom libraries stocked with high-interest fiction and non-fiction books. Studies confirm that the more contact children have with books, the better readers they become. The findings reveal that books in close proximity to classroom activities increased time spent reading by 60%, doubled literacy-related activities, and increased letter knowledge, phonemic awareness, concepts of print and writing, and narrative competency by 20% (Neuman, 2014).

### **Specification 3: High Quality Reading Instruction is a Dynamic System**

Direct instruction in reading will be essential and will be epitomized in each classroom. Out of the Five Components of Reading, vocabulary is extremely important in every content area and will be taught to students on a consistent basis. Teachers will teach vocabulary explicitly through context clues, multiple meaning words, and by analyzing word parts. In addition, students will be taught using a variety of vocabulary strategies from Next Generation Content Area Reading Professional Development (NGCAR-PD) and Reading Endorsement documents. They will pay close attention to Tier 2 words that can be taught across the curriculum and has the biggest impact on student learning. Vocabulary words will be taught seamlessly in the instruction and the words will be posted in the room for student use. When students encounter new words, it breaks the flow of comprehension. So by exposing students to as many Tier 2 vocabulary words as possible, students will not only begin to read fluently, but also comprehend at a higher level.

From the beginning, teachers, as well as parents, will be provided with score reports from each student's FCAT 2.0 and/or American Institute for Research (AIR) Assessments, Florida Assessment in Reading (FAIR) Assessments, and District Assessment Results. Students will be assessed bi-weekly to ensure they are progressing through the skills being taught. Teachers will monitor the progress of students and communicate results during our PLC meetings. From there, we will work together as a team to decide the area of need for the student, create a plan to address the need, execute the plan, and continue to progress monitor the student. Teachers will utilize oral reading fluency checks (from FAIR Toolkits) to track students fluency rate. This data will be used to create plans (i.e. in the area of phonics, phonemic awareness, or site word recognition) to assist teachers in correcting the issue of students not reading fluently. As students receive instruction in phonics, phonemic awareness or site word recognition, teachers will maintain running records of the progress and report these findings to parents.

Students will be taught explicitly and the lesson will be differentiated to maximize learning for all students. Teachers will use data to organize lessons for students who are not performing well. They will also use the data to provide enrichment opportunities for those that are.



The following is an example of a plan to ensure the school addresses the root of the student's reading problem:

Reading Deficiency	Steps	Implementation Time
Decoding	<p><b>Step 1:</b> Identify whether the student recognizes letter, the sound associated with the letter, if they can blend the letters to make a word, and if they are attaching a meaning to the word</p> <p><b>Step 2:</b> Create a prescription to address the student's area of deficiency</p> <p><b>Step 3:</b> Provide student with explicit Tiered 2 or Tiered 3 instruction daily</p> <p><b>Step 4:</b> Monitor progress and make adjustments to instruction as needed</p>	Range from 3-20 minutes daily
Fluency	<p><b>Step 1:</b> Identify the student's Words Per Minute (WPM) from FAIR Fluency Toolkit</p> <p><b>Step 2:</b> Decide what fluency rate is appropriate the student's age or grade</p> <p><b>Step 3:</b> Determine if the student is having trouble with decoding or site-word recognition</p> <p><b>Step 4:</b> Create a prescription to address the student's area of deficiency            -If Decoding Issue → Refer to decoding model/plan            -If Site-word Recognition Issue → Create instruction from site/frequent viewed words</p> <p><b>Step 5:</b> Provide student with explicit Tiered 2 or Tiered 3 instruction daily</p> <p><b>Step 6:</b> Monitor progress and make adjustments to instruction as needed</p>	Range from 3-20 minutes daily
Comprehension	<p><b>Step 1:</b> Identify the student's reading level from FCAT/AIR, District, or School-wide Assessment(s)</p> <p><b>Step 2:</b> Disaggregate the information from tests Looking for trends or areas of strengths/weaknesses</p> <p><b>Step 3:</b> Provide student with explicit Tiered 2 or Tiered 3 instruction daily            -Provide short lessons to address of weakness            -Begin with lower grade level texts and gradually progress to on-grade level to above grade level texts</p>	Range from 5-10 minutes daily

**Step 4: Monitor progress and make  
adjustments to instruction as needed****Specification 4: Reading Text Materials and Resources**

Gadsden Charter Academy will provide materials that are comparable to the student's grade level. In addition, the school will have reading materials that are on grade level as well as below and above grade level to address the needs of struggle readers and those that are advance.

**The Comprehensive Core Reading Program (CCRP)**

Teachers at GCA will have as a resource a textbook series that meets the state's requirement for scientifically-based reading programs such as Houghton Mifflin Harcourt or Pearson. All ancillary materials will be utilized to accompany the program. The school will use a Guaranteed and Viable Curriculum to teach the Common Core Standards for Florida through the core program.

**Comprehensive Intervention Reading Program (CIRP)**

After diagnosis of individual student needs in reading, students will be placed in a class that will address their deficiencies in reading. The school will give students an additional 60 minutes of instruction in reading outside of their 60 minute Language Arts class. Only students who are deemed level 1 will receive this additional reading time. Students will be progressed monitored frequently in order to accelerate them through the program addressing all areas of reading.

Some researched-based programs teachers may utilize are:

- National Geographic- *Inside*
- Scientific Learning- *Fast ForWord*
- Scientific Learning- Reading Assistant
- Leveled Reading Materials
- REWARDS

**Supplemental Intervention Reading Program (SIRP)**

The school will meet the needs of struggling readers through reading and writing intervention materials that is specifically designed for adolescent struggling learners. *GCA will offer supplemental* short-term intervention that results in long-term literacy achievement.

Some researched-based programs teachers may utilize are:

- FCRR Center Activities
- FAIR Toolkit
- Accelerated Reader



- Study Island

**D. Explain how students who enter the school below grade level will be engaged in and benefit from the curriculum.**

Students who enter the school below grade-level will become engrossed in a high-engagement environment that allows them to use creativity to meet the challenges of the day-to-day curriculum. Teachers will ensure that each lesson addresses the various learning styles so that all students become invested in the lesson. GCA students will be involved in a series of projects that will allow them to combine lessons learned in the class into a culminating project that is correlated to real-life.

SWD and ELL students will be involved in the writing of their educational plans (IEP, PLP, PMP, etc.). This allows them to have ownership in the process which in term makes them more likely to meet their goals.

**E. Describe proposed curriculum areas to be included other than the core academic areas.**

**6-8 Technology**

Students at GCA will learn computer skills throughout all courses. Technology will be a major component of the learning process, therefore, all teachers and students will be trained in basic and advanced skills in order to efficiently and effectively access information for classes and research. Word processing and presentations will be a regular part of all core classes. Students will be taught the legal, social and ethical issues related to the use of computers in our daily life.

**6-8 Art**

Students will be exposed to two and three dimensional art production. Basic design, drawing, painting, and sculpture techniques will be explored. A concentration on the principles and elements of design, incorporated with art history, will be integrated into various art projects.

Students will enhance their knowledge of art by learning artistic traditions through various cultures. Students will compare and contrast art forms and will link art to other disciplines cultures, and human interactions.

**6-8 Music**

All students will be immersed in music. Music creates opportunities for risk taking and self-exploration and expression as well as creative problem solving. Classrooms will be filled with music for listening and for engaging in content. Every student will receive some level of music instruction in order to access the important brain development that occurs when music is studied.

**6-8 Physical/Health Education**

Each student at GCA will understand the importance of being healthy. Depression is a serious concern among youth and poor physical activity is a major contributing factor. Through regular exercise, students increase the chemical- serotonin- that is low or missing in cases of depression. The school will ensure students learn healthy competition through



competitive sports and how to be good losers and good winners. Students will be taught that leading a healthy life style makes them ready for life and helps reduces obesity and morbidity factors such as hypertension and heart disease. GCA strives to follow Michelle Obama's initiative- *Let's Move*- to put students on the path to healthier futures.

**F. Describe how the effectiveness of the curriculum will be evaluated.**

One of the ways GCA will evaluate the effectiveness of the curriculum is by examining the intended, implemented, and attained curriculum. In *What Works in Schools: Translating Research into Action*, Marzano discusses how the three differ and the discrepancies that were found during his studies. The intended curriculum is the content specified by the state, district, or school to be addresses in a particular course. The implemented curriculum is the content actually delivered by the teacher. The attained curriculum is the content actually learned by the students. The school will map out the Common Core and Sunshine State Standards in a matrix to guarantee the intended curriculum is covered in an effective and efficient manner.

The school will be able to track the extent to which standards have been covered as well as student mastery level through formative assessment results. School administrators will conduct formal and informal walk-throughs on a weekly basis to observe teaching pedagogy and to examine the curriculum. This will ensure there is a continuous feedback loop to create a constant line of improvement.

Student academic improvement will be evaluated on an on-going basis by using benchmark/standards base test. The school will determine mastery level by using the following scale:

Mastery:	85-100% of content material correct
Partial Mastery:	70-84% of content material correct
Non-Mastery:	0-69% of content material correct

Student's performance on Florida Assessment for Instruction in Reading (FAIR), the Florida Standards Assessment, and the attained curriculum will ultimately determine how effective the curriculum will be evaluated.

## Section 5: Student Performance, Assessment and Evaluation

**A. State the school's educational goals and objectives for improving student achievement. Indicate how much academic improvement students are expected to show each year, how student progress and performance will be evaluated, and the specific results to be attained.**

The school will address educational goals and objectives for improving student achievement by focusing on the contributions of all stakeholders. The school will establish school-wide goals, grade-level goals, class goals, and individual student goals. In addition, the school will



utilize the state's A+ School Grading System for improving student achievement. The goals will be a vital factor in reaching the school's high performing grade. The school will work to ensure the lowest 25% of students in reading and math make a year's growth and progress. Students that are meeting high standards will work to maintain or increase their level. Below is an example of SMART Goals:

School-Level	S.M.A.R.T Goals ( <u>S</u> pecific, <u>M</u> easurable, <u>A</u> ttainable, <u>R</u> elevant, <u>T</u> ime-bound)
School-wide	<i>75% of student will increase their achievement level in reading by one on the Florida Standards Assessment.</i>
Grade	<i>70% of students will pass their math course with a grade of a C or higher.</i>
Class	<i>90% of students will achieve 50,000 points in the first 9-weeks on Kahn Academy.</i>
Individual	<i>I will learn to factor long division problems within the first nine-weeks.</i>

Sample Annual School-wide Goals:

Performance Area	Annual Improvement	Evaluation Measure	Results to be Attained
<b>Reading Achievement</b>	The percent of students proficient in reading will increase by 5%.	Florida Standards Assessment	The school will meet and/or exceed the district's average of comparable alternative education students in Reading.
<b>Math Achievement</b>	The percent of students proficient in math will increase by 5%.	Florida Standards Assessment	The school will meet and/or exceed the district's average of comparable alternative education students in Math.
<b>Science Achievement</b>	The percent of students proficient in science will increase by 5%.	FCAT Science;	The school will meet and/or exceed the district's average of comparable alternative education students in Science.
<b>Learning Gains</b>	The percent of students making learning gains in Reading and Math will increase by 5%.	Florida Standards Assessment	Students will make a year's worth of progress in Reading and Math in a year's worth of time as measured by the state's requirements for AYP.
<b>Lowest 25% Learning Gains</b>	The percent of the lowest 25% of students making learning gains will increase by 5%	Florida Standards Assessment	The lowest 25% of students will make a year's worth of progress in Reading and Math in a year's worth of time as measured by the state's requirements for AYP.

The *S.M.A.R.T Goals* will be aligned to the school-wide goals and objectives each year. These goals and objectives will be modified based on previous year's performance on

standardized tests and changes to the curriculum. The school will utilize FCIM to reflect the school's improvement throughout the year.

Below are Sample S.M.A.R.T Goals outlined for the 2015-2016 school year:

- ◆ S.M.A.R.T Goal 1: During the 2015-16 school year, 70% of all students tested will demonstrate a year's worth of learning gains on the Florida Standards Assessment in Reading.
  - Anticipated Outcome: Year one baseline data will determine 2016-17 anticipated outcomes.
- ◆ S.M.A.R.T Goal 2: During the 2015-16 school year, 70% of all students will demonstrate a year's worth of learning gains on the Florida Standards Assessment in Math.
  - Anticipated Outcome: Year one baseline data will determine 2016-17 anticipated outcomes.
- ◆ S.M.A.R.T Goal 3: During the 2015-16 school year, 50% of all students will be proficient on the Florida Standards Assessment in Reading.
  - Anticipated Outcome: Year one baseline data will determine 2016-17 anticipated outcomes.
- ◆ S.M.A.R.T Goal 4: During the 2015-16 school year, 80% of all eligible students will meet promotion requirements.
  - Anticipated Outcome: Year one baseline data will determine 2016-17 anticipated outcomes.
- ◆ S.M.A.R.T Goal 5: During the 2015-16 school year, the school will demonstrate minimal attendance rate of 80%.
  - Anticipated Outcome: Year one baseline data will determine 2016-17 anticipated outcomes.
- ◆ S.M.A.R.T Goal 6: During the 2015-16 school year, 70% stakeholders (parents, staff, and students) will demonstrate positive responses to the school climate survey.
  - Anticipated Outcome: Year one baseline data will determine 2016-17 anticipated outcomes.
- ◆ S.M.A.R.T Goal 7: During the 2015-16 school year, 70% of students will demonstrate a passing grade in core academic classes, including reading.
  - Anticipated Outcome: Year one baseline data will determine 2016-17 anticipated outcomes.
- ◆ S.M.A.R.T Goal 8: During the 2015-16 school year, the number of students with discipline referrals will decrease by 50%.
  - Anticipated Outcome: Year one baseline data will determine 2016-17 anticipated outcomes.

*SMART Goals will be developed from year to year. The results from one year will be used to determine goals for the upcoming school year.*

**B. Describe the school's student placement procedures and promotion standards.**

**Student Placement Procedures:**



Students will be placed in the appropriate grade based on their previous school's records. If they scored a level 1 in reading, they will be placed in an Intensive Reading class to receive an additional 60 minutes of reading instruction. All level 2 students will receive reading instruction through the content areas with an NGCAR-PD certified instructor. In addition, students who are deficient in Math, Science, or Writing will receive intensive instruction that is not limited to tutoring, mentoring, or curriculum modification during the remediation block. Parents will be notified in writing of their child's deficiency in reading. A description and explanation of services being rendered to the students will be outlined along with strategies the parent can use to assist their child in becoming successful. If the student's deficiency is not remedied, parents will be notified and the student will be retained unless he or she is exempt from mandatory retention for "Good Cause." A description of "Good Cause" as stated in the *Gadsden County Student Progression Plan* is outlined below:

*Good Cause exemptions shall apply only to a student in grades 1-8 who has not met certain requirements for promotion to the next higher grade. Good Cause exemptions shall be limited to the following:*

- a. A student with limited English proficiency who has had less than two (2) years of instruction in English for Speakers of Other Languages (ESOL);*
- b. A student with a disability whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule;*
- c. A student who demonstrates an acceptable level of performance on a district and State approved alternative standardized reading assessment;*
- d. A student who demonstrates, through a student portfolio, that he/she is reading on grade level as evidenced by demonstration of mastery on the Sunshine State Standards in reading equal to at least a Level 2 performance on the FCAT 2.0;*
- e. A student who demonstrates through a portfolio that promotion requirements have been met in other applicable subject areas;*
- f. A student with a disability, who has been previously retained in the K-3 grade group, who participates in the FCAT 2.0, and who has an individual education plan or a 504 plan that reflects that the student has received intensive remediation in reading for more than 2 years but still demonstrates a deficiency in reading;*
- g. A student in grades 4-8 who has received intensive remediation in reading and/or mathematics for 2 or more years in the 4-8 grade group but still demonstrates a deficiency in reading and/or mathematics and who was previously retained for 2 or more years in the 4-8 grade group or combined retentions of 3 years in the K-8 grade group;*

*A student promoted under the conditions in section "g" must have met other applicable promotion requirements. Additionally, the student must be provided intensive reading and/or mathematics instruction in an altered instructional day based upon a plan (AIP/IEP/MSSP/LEP) that includes individually specific diagnostic information and specific reading and/or mathematics strategies for the student.*

#### Promotion Standards:

Students in grades 6-8 must receive a passing grade in the academic classes of Language Arts, Science, Math, and Social Studies. A student must also receive a passing score in Reading (if applicable). In addition, a student must:

#### Reading

- Score at or above a Level 2 on the Florida Standards Assessment in Reading.
- Achieve a gain score on the Florida Standards Assessment in Reading.
- Demonstrate mastery through a district/state approved alternative assessment by scoring at or above the 50<sup>th</sup> percentile.

#### Math

- Score at or above Level 2 on the Florida Standards Assessment in Math.
- Achieve a gain score on the Florida Standards Assessment in Math.
- Demonstrate mastery through a district/state approved alternative assessment by scoring at or above the 50<sup>th</sup> percentile.

#### Science

- Score at or above Level 2 on the FCAT Science Assessment.
- Demonstrate mastery through a district/state approved alternative assessment by scoring at or above the 50<sup>th</sup> percentile.

Below are the exemptions for "Good Cause" as stated in the *Gadsden County Student Progression Plan*.

*Good Cause Exemption from Mandatory Retention is the assignment of a student to the next grade level who has failed to meet grade level requirements. Students who are eligible for a Good Cause Exemption must meet one or more of the following:*

- *English Language Learner student who has had less than two years of instruction in an English for Speakers of Other Languages program;*
- *Student with disabilities whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirement of the State Board of Education rule;*
- *Student who demonstrates, through a student portfolio, that the student is reading on grade level, as evidenced by demonstration of mastery of the Sunshine State Standards in reading equal to at least a Level 2 performance on the FCAT 2.0;*
- *Student with disabilities who participated in the FCAT 2.0 and who has an individual education plan or a Section 504 plan that reflects that the student has received the intensive remediation in reading, as required by paragraph (4)(b), for more than two years but who still demonstrates a deficiency in reading and was previously retained;*
- *Student who has received the intensive remediation in reading as required by paragraph (4)(b) for two or more years but still demonstrates a deficiency in reading and who was previously retained for a total of two years;*
- *Student who demonstrates an annual (one year) learning gain on FCAT 2.0 in the area of Reading.*



- C. If the school will serve high school students, *describe the methods used to determine if a student has satisfied the requirements specified in section 1003.428, F.S., and any proposed additional requirements.*
- D. Describe how baseline achievement data will be *established*, collected, and used. *Describe the methods used to identify the educational strengths and needs of students and how these baseline rates will be compared to the academic progress of the same students attending the charter school.*

During the first week of school, students will be baseline tested in reading, math, science, social studies, and writing to determine their present academic needs. The data, in combination with the state and/or district data will assist teachers in determining each student's strengths and weaknesses. From there, we will design the curriculum to address all the students' academic needs.

#### Establishing and Collecting Data:

GCA will create a baseline assessment that is goal oriented and based on the Florida Standards. The assessment will include all the information we want students to learn by the end of the year. The school will utilize previous school year grades, previous FAIR scores, FCAT 2.0, as well as Florida Standards Assessment scores to determine student placement and needs and to monitor students' progress over time. The beginning of the year's baseline data will be the most recent information collected on the students' academics and will be used in a triangulated method to provide the best, informed instruction possible.

For example, if a sixth grader scored a Level 3 on FCAT 2.0 Reading in fourth grade, scored proficient on the Florida Standards Assessment in Reading in fifth grade, and a Level 1 on the school's baseline assessment in reading, the school will use the historical data to conclude on instruction for the student. This child consistently scored on grade level for multiple high-stakes tests, but did not perform well on the baseline. The school will look at all factors that come into play when the student took the baseline. More than likely, the child's reading level did not drop that far over the summer, therefore the student will be placed in a regular Language Arts class and the teacher will monitor the student's progress of the skills in which he/she did not perform well.

#### Data Usage:

GCA will use data on an ongoing basis. The high stakes tests data and baseline will be used as a diagnostic tool. Once the student's strengths and weaknesses are identified, the school will work to create a prescription that will help decrease weaknesses and sustain or increase strengths. Individual Learning Plans (ILP) will be crafted to include all academic needs of the student. A copy of the ILP can be found in Appendix A. Teachers will use the ILP as a map to help students reach their ultimate goals. Students will be assessed periodically to see how they are progressing with the skills and the curriculum. The school will use a comprehensive assessment to assess students three times per year to determine how they will perform on the high-stakes tests (Florida Standards Assessment) at the end of the school year. Mini-assessments will take place electronically so that teachers and administration can receive immediate feedback and make plans based on the results.



The school will use the information to determine content, knowledge and skills for whole and small group instruction. It will also be used to identify individuals and groups of students who need direct and targeted instruction.

**E. Identify the *types and frequency* of assessments that the school will use to measure and monitor student performance.**

GCA will comply with all national, state, and local mandates on testing. While high-stakes tests are important, the school will not only use the results from these assessments as a means for data. We will monitor progress of students in the school based on the goals set forth by the school through projects, teacher-made assessments, and academic performance in courses.

Formative and Summative Evaluations will be utilized to inform instruction for individual and groups of students. Below is an outline of the types of assessments the school will use along with the frequency of the assessment:

Type of Assessment	Frequency
Baseline Assessment	Initially upon enrollment
Software-based Assessment	Initially upon enrollment ; ongoing
Mid-Year Assessment	Mid school year
FAIR	3 times per year
Quizzes, Tests, Classroom Assessments	Ongoing
Florida Standards Assessment	Spring
EOC	Spring
Report Cards/Progress Reports	Quarterly
Projects	Ongoing
CELLA	Annual to English Language Learners

**F. Describe how student assessment and performance data will be used to evaluate and inform instruction.**

**Using Data to Evaluate Instruction:**

GCA will use data gathered from assessments to evaluate instruction. Teachers will be trained on analyzing test information and to make decisions on how to instruct. They will be able to determine students' strengths and weaknesses, trends, proficiency, growth, percentile ranks, and achievement levels. The school will also use data as an evaluative tool when deciding what programs or strategies work, and which ones do not. GCA will review data quarterly to determine trends and progress being made. From there, the school will make the decision of keeping or abolishing practices.

**Using Data to Inform Instruction:**

The school will take the evaluated data and use it to make informed decisions about the curriculum. Teachers will use the information gathered to determine which students are progressing and which ones are not. They will also use it to differentiate instruction, plan for

tiered instruction (whole group, small group, and individual instruction), determine what to reteach or enrich, determine starting points for instruction, and to identify which practices work best for students.

**G. Describe how student assessment and performance information will be shared with students and with parents.**

Student assessment and performance information will be shared with students and parents throughout the school year. The school will utilize systems such as Skyward or Engrade to post a variety of grades and comments that parents will be able to access and view from home. Parents can keep track of their child's progress 24 hours a day, seven days a week via the parent portal. Students and parents will also be able to keep track of performance with Progress Reports every mid nine-weeks and Report Cards at the end of every nine-weeks. Results of state assessments like AIR and FAIR will be sent home by students as soon as they are made available. Student performance on all computer-based programs will be shared with students daily and communicated to parents via the Parent Portal or as needed.

## Section 6: Exceptional Students

**A. Please indicate the level of service that the school will provide to students with disabilities by selecting from the list below.**

- ☒ The school will serve students with disabilities whose needs can be met in a regular classroom environment (at least 80% of instruction occurring in a class with non-disabled peers) with the provision of reasonable supplementary supports and services and/or modifications and accommodations.
- ☐ The school will serve students with disabilities whose needs can be met in a regular classroom and resource room combination (between 40%-80% of instruction occurring in a class with non-disabled peers) with the provision of reasonable supplementary supports and services and/or modifications and accommodations.
- ☐ The school will serve students with disabilities whose needs can be met in a separate classroom (less than 40% of instruction occurring in a class with non-disabled peers).

**B. Describe how the school will ensure that students with disabilities will have an equal opportunity of being selected for enrollment in the charter school.**

The school will have a policy that accepts students regardless of their exceptional learning status. However, the school will only be able to service students whose needs can be met in a regular classroom environment. GCA will hold a 30 day enrollment period that will allow parents the opportunity to enroll their child in grades six through eight. The school will only be able to service 44 sixth graders, 44 seventh graders, and 22 eighth graders during the first year, so students who register within that period will be granted admission. The school will not include questions on the enrollment application concerning the student's IEP or need for special services. However, GCA strives to maintain a learning environment with a balance of



high, medium, and low level learners and will use the student's historical data to determine placement. Parents/Guardians will be able to enroll their child(ren) via the school's website or at the school during the normal operating hours. GCA will accept all eligible students who reside in the Gadsden district. Once all slots are filled, the school will retain all applications and accept students if the numbers begin to decrease in the school (e.g. parents move to another location and have to withdraw their child). The school will not discriminate on the basis of any legally protected category under the Florida Education Equity Act.

**C. Describe how the school will work with the sponsor to ensure the charter school is the appropriate placement for each student with a disability, based on the student's needs.**

GCA will maintain a close relationship with the school district's Exceptional Student Education (ESE) liaison. This person will help facilitate the needs of the students with disabilities in the building. They will work with the staff to develop Individual Educational Plans (IEP), as well as Individual Learning Plans (ILP) that each child will maintain. The school will also utilize the ESE Liaison as a resource to help determine all modifications and accommodations available to the exceptional education student. GCA acknowledges the school district as its Local Education Agency (LEA) and will comply with any district, state, or Federal Mandates regarding trainings and workshops.

**D. Describe how the school will utilize the regular school facilities and adapt them to the needs of exceptional students to the maximum extent appropriate, including the use of supplementary aids and services.**

The school will maintain a facility that is in compliance with all federal regulations such as Individuals with Disabilities Education Act (IDEA) and under the American with Disabilities Act (ADA). These laws prohibit discrimination and ensure equal opportunity for persons with disabilities (i.e. in public places and a free and appropriate public education). To meet the facilitative needs of these students, GCA will:

- Provide wheelchair ramps for the building and classrooms.
- Provide wheelchair accessible restrooms.
- Provide wheelchair accessible lunchroom tables.
- Provide wheelchair accessible desks in classrooms.
- Provide computers with large font capabilities.
- Provide support bars on ramps, in classrooms, and walk areas.
- Provide Assistive Technology (when necessary).

**E. Describe how the school's effectiveness in serving exceptional education students will be evaluated.**

The school will use the student's IEP, as well as all formative and summative assessments in determining effectiveness. The school will ensure that all modifications and accommodations on the student's IEP are provided as a basis to addressing the needs of the student. Each assessment will provide academic progression of the Student with Disability (SWD) and will assist teachers in providing instruction that is differentiated in nature. Students will also be able to track their progress towards their goals with the ILP.



**F. Explain how exceptional students who enter the school below grade level will be engaged in and benefit from the curriculum.**

The mission of GCA is to produce future leaders, through character education and depth of knowledge. With that, the school strives to engage students in all aspects of the curriculum. Students will learn character traits within the daily curriculum that are designed to motivate and develop characters full of zest, grit, self-control, optimism, gratitude, social intelligence, and curiosity. Teachers will conduct shorter lessons that will engage the learner and will quickly transition into activities that extend the lesson. Students at GCA will engage in culminating projects that are hands-on and designed to meet the Florida Standards.

GCA wants all students to be prepared for college or a career upon leaving the k-12 system. Therefore, the school feels it is essential to expose, experience, explore, and experiment (The Four Ex's) with the learning. Exceptional students who enter below grade-level will become immersed in the curriculum because it will offer the Four Ex's with every new learning experience. Students will be exposed to the new learning via virtual fieldtrips, field trips, story-telling, pictures, short clips, and any other way that will lead them to become familiar with the concept. They will then begin to experience the learning through hands-on activities, readings, interactive activities, labs, etc. Then students will be allowed to explore the concept further. After that, they will experiment with the new learning; they will find ways to make it different or better.

Students will benefit from this type of curriculum because they will begin to build a schema that will allow them to make connections which in turn will allow them to become independent thinkers. This is the ultimate goal of the school. If they are thinking, they can begin to move through the low, moderate, and high complexity levels and begin to compete with their peers. We want all students to perform on grade-level or higher. The Four Ex's were designed from Webb's Depth of Knowledge where students work from the Recall Level (Level 1), to Skill/Concept (Level 2), to Strategic Thinking (Level 3), and ultimately Extended Thinking (Level 4).

**G. Provide the school's projected population of students with disabilities and describe how the projection was made.**

GCA projects the population of SWD will be 12% of the total student population. This number is based on the district-wide percentage of exceptional education students.

**H. Identify the staffing plan, based on the above projection, for the school's special education program, including the number and qualifications of staff.**

GCA plans to employ a teacher with dual certification. Since we project having a small number of exceptional education students, the school will need to utilize teachers that are certified in multiple areas. In addition, the school will only be able to service students who are capable of receiving instruction within the general population. Having a dually certified teacher in Special Education will help fulfill the provisions of supplementary support for the student.

**I. Describe how the school will serve gifted and talented students.**

At GCA, we believe that all students are gifted and talented and will design every learning environment to bring out the most potential in every student. In the case that a single or few students show genius capacity in certain areas, the ESE certified teacher will engage those students with opportunities to explore even deeper content in areas of interest.

**Section 7: English Language Learners****A. Describe how the school will comply with state and federal requirements for serving English language learners, including the procedures that will be utilized for identifying such students and providing support services.**

The school will use the Florida Department of Education's definition of English Language Learner to determine the identification of the student. Below is the definition provided by the Bureau of Student Achievement through Language Acquisition (Florida Department of Education- fldoe.org, 2005-2013).

*1. All students with limited English proficiency (L.E.P.) must be appropriately identified in order to ensure the provision of appropriate services. The terms limited English proficiency and limited English proficient, when used with reference to individual, mean:*

*a. individuals who were not born in the United States and whose native language is a language other than English; or*

*b. individuals who come from home environments where a language other than English is spoken in the home; or*

*c. individuals who are American Indian or Alaskan natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency; and*

*d. individuals who, by reason thereof, have sufficient difficulty speaking, reading, writing, or listening to the English language to deny such individuals the opportunity to learn successfully in classrooms where the language of instruction is English.*

*2. The terms home or native language, when used with reference to an individual of limited English proficiency, mean the language normally used by such individuals, or in the case of a student, the language normally used by the parents of the student.*

*3. The term LEP committee means a committee composed of ESOL teacher(s) and home language teacher (if any) and administrator or designee plus guidance counselors, social worker, school psychologist or other educators as appropriate for the situation. The parent(s) would also be invited to attend any committee meetings.*



*4. LEP student plan means a written document(s) which identifies student name, instruction by program, including programs other than ESOL provided, amount of instructional time or schedule, date of LEP identification, and assessment data used to classify or reclassify as LEP, date of exit and assessment data used to exit student as English proficient. The plan may be included in or attached to an existing student's plan, IEP, etc. or may be a separate document for a given student or students, provided, however if "students", each student will have an individual copy of the plan maintained in the student's file.*

*5. Basic subject areas means instruction in computer literacy, mathematics, science and social studies.*

*6. Basic ESOL means instruction in English.*

*7. Other subject areas means any instruction other than Basic ESOL or Basic subject areas.*

**B. Identify the staffing plan for the school's English language learner program, including the number and qualifications of staff.**

Most college graduates are leaving college with ESOL Endorsements or Certifications. GCA will seek to employ teachers with dual qualifications on order to meet the needs of the students as well as the school. With one ESOL Endorsed or Certified teacher on staff, the school will be able to service students that are English Language Learner.

**C. Explain how English Language Learners who enter the school below grade level will be engaged in and benefit from the curriculum.**

The mission of GCA is to produce future leaders, through character education and depth of knowledge. With that, the school strives to engage students in all aspects of the curriculum. Students will learn character traits within the daily curriculum that are designed to motivate and develop characters full of zest, grit, self-control, optimism, gratitude, social intelligence, and curiosity. Teachers will conduct shorter lessons that will engage the learner and will quickly transition into activities that extend the lesson. Students at GCA will engage in culminating projects that are hands-on and designed to meet the Florida Standards. They will also benefit from the language immersion that will permeate throughout the school. Social skills will be addressed and encouraged in order for these students to be engaged in the curriculum.

## Section 8: School Climate and Discipline

**A. Describe the school's planned approach to classroom management and student discipline.**



The key to classroom management is consistency and fairness. GCA staff will work together to develop classroom procedures, rules, and consequences based on a combination of the work of Harry Wong and Ron Clark. These policies will be implemented in every classroom to build a culture of respect and to provide students with a consistent and trusted environment.

Examples of procedures include:

- Beginning and end of day/period
- How to quiet the class
- Students seeking help
- Movement of students and papers
- When students are absent

Examples of classroom rules include:

- Eyes should track the speaker at all times, whether it is the teacher or another student
- When a student is reprimanded, do not make a sound
- Follow along when reading together and begin reading immediately when called on.

Examples of consequences include:

- Warning – Name on the board
- + 1 Check – Silent Lunch
- + 2 Checks – Silent Lunch / Detention / Parent phone conference
- + 3 Checks – Silent Lunch / 2<sup>nd</sup> Detention / Sent to office / Parent face to face conference

**B. Describe the school's Code of Conduct, including the school's policies for discipline, suspension, and dismissal.**

For the first year of operation, GCA will follow and diligently enforce the Gadsden County School District Code of Student Conduct (included as Appendix B) for issues outside of classroom management and school procedures as described above. A full student code of conduct for GCA students will be developed following best practices and legal guidelines during the first year and will be adopted for each year moving forward.

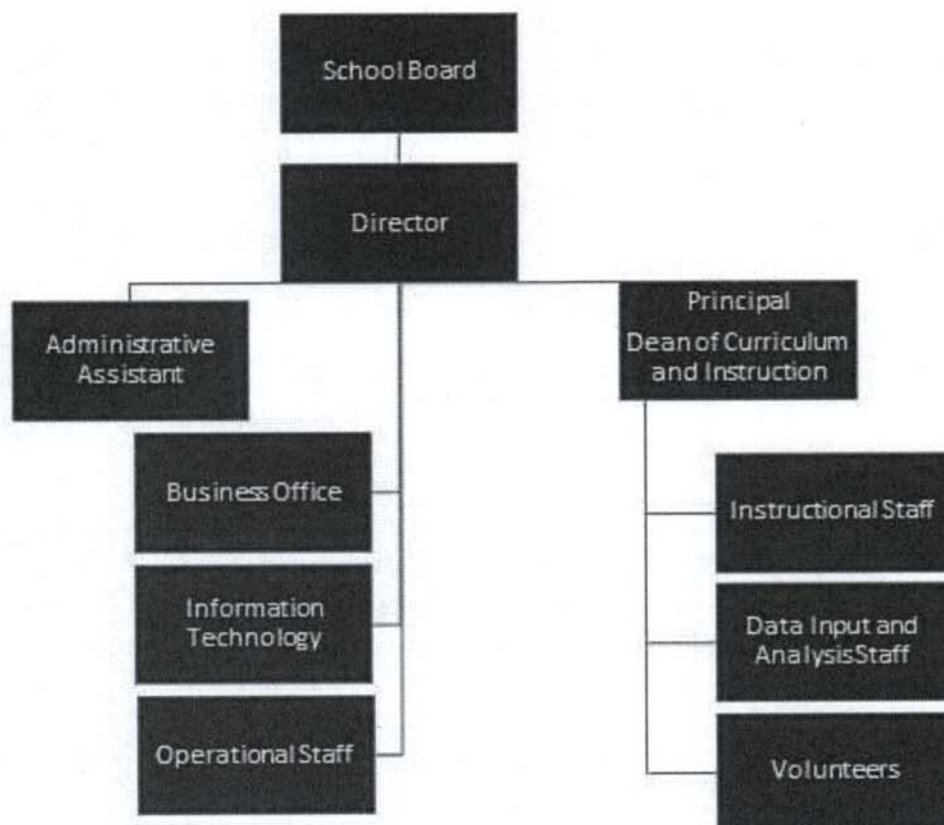
## ORGANIZATIONAL PLAN

### Section 9: Governance

**A. Describe how the school will organize as or be operated by a non-profit organization.**

Upon approval of the application, the school will organize and be operated as a Florida non-profit corporation and a Federal 501(c)(3) non-profit corporation as a name to be determined at that time by the GCA Board of Directors which will have the responsibility for the affairs and management of the school and will provide continuing oversight of school operations.

**B. Provide an organizational chart for the school and a narrative description of the chart. Clearly describe the proposed reporting structure to the governing board and the relationship of the board to the school's leader and administration.**



Primary Reporting Relationships:



*School Board:* Governing body of the school ultimately accountable and responsible to the Sponsor for all operations and results of the school. The Board is the ultimate policy making entity of the organization and employs the Director to be responsible for fulfilling the school's mission, reaching goals, and following the approved budget. The Board will also evaluate the Director for annual performance.

*Director:* The Director serves as the Dean of Culture and Operations, creating an engaging and positive environment for students, an empowered and collaborative environment for faculty and staff, and ensures that GCA operates effectively and efficiently. The Director reports directly to the Board to ensure that all activities and operations at the school are consistent with the Mission of the Board. The Director supervises the office and operational staff.

*Principal:* The Principal serves as Dean of Curriculum and Instruction. As the primary educational leader, the Principal will collaboratively lead the instructional staff to create the best learning environment for the students that will achieve the highest results. The Principal reports to the Director and supervises the instructional staff, data staff, and volunteers.

**C. Provide a description of how the governing board will fulfill its responsibilities and obligations, including but not limited to:**

- **Adoption of annual budget**
- **Continuing oversight over charter school operations**

The Governing Board will not only supervise the school's Director, but will give oversight and direction to the business practices of the School and the Corporation as well as being responsible for handling issues and complaints regarding school operations. Each year, the Board will approve the school's official operating budget and will exercise oversight over the school's operations ensuring a balanced general operating fund. The Board will review the school administration performance periodically and provide a written official evaluation annually. It is the Board's responsibility to retain a CPA or auditor for the annual financial audit and for assurance of compliance with all financial requirements and statutes. The Board will conduct at least two public meetings per school year in the Gadsden district.

The Governing Board will perform the following duties as well as any and all other duties as specified in Florida Statutes regarding Governing Boards of Charter Schools and any other duties specified by the Applicant's Bylaws.

- Oversee operational policies; academic accountability, and financial accountability.
- Annually adopt and maintain an operating budget.
- Exercise continuing oversight over charter school operations.
- Report its progress annually to its Sponsor, which shall forward the report to the Commissioner of Education at the same time as other annual school accountability reports.
- Ensure that the charter school has retained the services of a certified public accountant for the annual financial audit, who shall submit the report to Board.
- Review and approve the audit report, including audit findings and recommendations.
- Monitor any financial recovery plan in order to ensure compliance with same (if applicable).



- Report progress annually to its sponsor, including at least the following components (i.e. Charter School Annual Report):
  - a. Student achievement performance data
  - b. Financial Status of the School, including revenues and expenditures at a level of detail that allows for analysis of the ability to meet financial obligations and timely repayment of debt.
  - c. Documentation of the facilities in current use and any planned facilities for use by the charter school for instruction of students, administrative functions, or investment purposes.
  - d. Information about the charter school's personnel, including the proportion of instructional personnel teaching in field or out-of-field.

**D. Describe the proposed policies and procedures by which the governing board will operate, including board powers and duties; board member selection, removal procedures and term limits; code of ethics, conflict of interest, and frequency of meetings. If the Board has not yet developed policies, the applicant shall describe the timeline for development and approval of Board policies.**

*Charter school governing boards must be guided by a set of by-laws that define how the board will operate. Applicants may include their proposed by-laws.*

The GCA Board will develop policies within 90 days of the date of approval of the charter application.

**E. Explain how the founding group for the school intends to transition to a governing board. (This question is not applicable if the applicant is an established governing board.)**

Upon approval of this application, and subsequently the execution of the charter contract, the Founding Board of Directors will transition to the Governing Board.

**F. Describe the plans for board member recruitment and development, including the orientation process for new members and ongoing professional development.**

When additional Board members are needed, the Board will immediately seek to fill open positions from candidates who can lend their time and expertise in needed areas of government, accounting, law, education, and other backgrounds helpful to the organization. New Board members will be nominated by existing members through a nominating committee from recommendations from existing Board members, parents, and school administrators. The committee will consist of no fewer than two Board members and will submit a list of potential candidates to the full Board. Persons will be offered a position on the Board upon a favorable majority vote of the Board.

Board members will be required to participate in a comprehensive orientation program which will include but not be limited to:

- Review of the current operating budget
- Review of approved policies and procedures
- Review of statutory requirements of charter schools
- Review of the school's contract with the district

All Board member candidates must be fingerprinted and cleared by the District and attend a FLDOE approved 4 hours Governance Training (or re-attend a FLDOE approved 2 hour refresher Governance Training) as outlined and mandated by Rule 6A-6.0784. The governance training will include the areas of Non-Profit Board Governance, Florida's Open Government Requirements, the Florida Sunshine Law, and the Florida Public Records Law.

Board members will also be trained annually in the area of Human Resources. The training will cover the areas of Hiring, Utilizing, and Evaluating Administration, Personnel Policies and Procedures, Hiring Practices, Evaluation, Taxes and Benefits.

**G. List each of the proposed members of the school's governing board, indicating any ex-officio members and vacant seats to be filled. For each proposed member, provide a brief description of the person's background that highlights the contribution he/she intends to make through service as a governing board member and any office of the board that individual holds.**

- 1. Shiquita Derico** – Business Owner, Gadsden County Resident  
Mrs. Derico is a lifelong resident of Gadsden County and is the community representative for the GCA Board. She was educated in the Gadsden County Public School system and has a child that has been educated in the system. She acquired a Bachelor's Degree in Business Administration from Flagler College in 2005.
- 2. Anne Harris** – Retired Deputy Superintendent, Principal, Teacher.  
Ms. Harris' experience as an educator, administrator, and district leader provides unparalleled wisdom to direct GCA in fulfilling the vision of the school. She has and will continue to offer guidance, connections, and resources to serve the students of GCA.
- 3. Lori Smith** – CFO, TCC Foundation  
Mrs. Smith is highly experienced in funding, grants, and general accounting practices of the school. She will be a critical asset to helping the school set up financial policies and procedures and to fund activities and resources outside of FTE dollars.
- 4. Tony Tolson** – Associate Pastor, Fellowship @ Midway; Global Project Manager, Nielsen Corp.  
Tony is a highly qualified business manager with years of experience managing and directing organizations and departments including owning his own business. Tony is invaluable in his ability to think strategically, and to champion the marketing of the school.
- 5. Vacant Seat – Human Resources or Finance**

**H. Outline the methods to be used for resolving disputes between a parent and the school.**

Parents will be given every opportunity to resolve disputes with the school. They will be provided with a conflict resolution model which will require that if they have a dispute with a specific staff member they must first address it with that particular staff member. If they are not satisfied with the resolution, they can bring their dispute to the school administration. If



they are still not satisfied they may request to be placed on the agenda for the next regularly scheduled board meeting. They will be provided with ample opportunity to discuss their particular situation. The decision of the Governing Board is final.

## Section 10: Management

- A. Describe the management structure of the school. Include job descriptions for teachers and each administrative position that identify key roles, responsibilities and accountability.**

Gadsden Charter Academy operates on the premise that school leaders/administrators ultimately lead the largest stakeholders, which are the students. Therefore, in order to be effective leaders, the administrators must be directly connected to the students they are leading. GCA will employ two administrators, Director and Principal, from the outset to more effectively serve the tremendously varied functions of the administration of the school and to allow time for connection with students through instructional and co-curricular teaching. Attention will be given to the scheduling of the administrators classes to allow for the accessibility of at least one administrator at all times. Summary job descriptions are listed below. Detailed job descriptions will be developed by the Board after approval of the charter application and contract.

### Summary Job Descriptions:

**The Director** will report directly to the Board and will supervise the Principal. The Director is responsible to implement and enforce Board approved policies and procedures. The Director also is responsible for the direction of school operations, e.g. business functions, public relations, technology, custodial, food service, facilities, security, etc. Supervises Principal, Business Office, Technology, and Operations staff. The Director will oversee the Leadership Development Program of the school and will teach as needed in the area of certification.

**The Principal** reports to the Director and as the instructional leader, works directly with instructional staff to create engaging learning environments and to design and evaluate curriculum and assessments. Responsible for data collection, analysis, reporting, and distribution for continuous improvement. Directly supervises Instructional Staff, Data Input and Analysis staff, and Classroom Volunteers. The Principal will oversee the integrated literacy program throughout the school and teach as needed in area of certification.

**Teachers** are responsible for creating engaging learning environments in which to deliver the agreed upon instructional material with integrity and validity, and to reach and teach every student with maximum effort toward student learning.

**Administrative Assistant's** responsibility is to work with the administrators to be sure all students are enrolled and registered properly, ensure valid attendance is taken daily, assist teachers with administrative work, manage the school and administrator's calendars, and assist with projects as directed.



**B. Outline the criteria and process that will be used to select the school's leader.**

The selection of the school's Director is a critical decision the Board will make to ensure the success of the startup and growth of Gadsden Charter Academy. The ideal candidate will be a certified educator who is an experienced leader with an exceptional ability to lead and inspire students and staff. The Director should also be skilled at building and managing internal teams as well as collaborating with other stakeholders in the community to build partnerships that are beneficial to students' success. The GCA Board will initially select the school's founder, Bryan Mooneyhan, as Director. Pamela Jones is selected as the school's Principal. Resumes are included as Appendix C. Subsequent searches for the Director position will generally follow the steps below:

1. A search will be conducted, including referrals from board members, job postings in Monster.com, CareerBuilder.com, Teachers-Teachers.com, and other pertinent publications.
2. The Board or their designee will review all resumes.
3. Screening interviews will be conducted by phone to ensure the right fit for the person to the job with the School.
4. First round interviews will be conducted with members of the Board or their designee.
5. A background and extensive reference check will be conducted.
6. Upon the return of a successful background check, the Board will interview final candidates.
7. The Board will vote, and a majority is needed in order to extend an offer of employment to the Director.
8. An offer of employment will be extended to the candidate, offering a compensation and benefits package comparable to the local job market.

In addition to the qualifications outlined above for the School Director, the Board would like to find an individual who also has strong managerial skills, able to multi-task for task completions, excellent communication skills, and the ability to react appropriately in a crisis situation.

**C. Provide a staffing plan for each year of the charter term aligned with the school's projected enrollment as detailed on the cover page of this application.**

*As noted above, both the Director and Principal will serve as instructional staff in the area of certification. The level of teacher FTE for the first year will be 1.0 total for the two administrators and .5 for subsequent years.*

**Gadsden Charter Academy (GCA) Enrollment Projections**

	2015-16	2016-17	2017-18	2018-19	2019-20
Basic Ed	88	109	113	116	116
ESE	12	15	15	16	16
	100	124	128	132	132

Projected Enrollment	100	124	128	132	132
6 <sup>th</sup> Grade	40	44	44	44	44
7 <sup>th</sup> Grade	40	40	44	44	44
8 <sup>th</sup> Grade	20	40	40	44	44
Teachers	4	5	5	5	5
Dual Certified ESE Teacher	1	1	1	1	1
<b>Total Teachers</b>	<b>5</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>
Avg. Class Size	20	20.7	21.3	22.0	22.0

*The above figures are based on projected numbers. If the actual total of students is less than projected, the number of teachers will be decreased accordingly, however ensuring that the average class size does not exceed 22 students.*

#### **D. Explain the school's plan for recruitment, selection, and development.**

##### *Recruitment and Selection*

The Director and Principal of the school will actively recruit staff that will be able to provide students with the highest quality education. The school will post all job openings locally using Teachers-Teachers.com, careerbuilder.com, the schools website and word of mouth. The school will set up at job fairs, go to local teaching colleges and seek recent graduates. The school administration will review the applications and select the most qualified applicants for interview. After interviewing the prospective staff the Director will verify the applicant's eligibility for employment and credentials, and work with the District to verify certification qualifications and eligibility for employment.

No employee will be hired unless the employee is approved/cleared/eligible as per the District guidelines. All school based personnel, including teachers, administrators and staff, will comply with the Sponsor's requirement for fingerprinting, background checks and drug screening prior to employment at the school. Upon clearance and final approval, an offer of employment is made to the final candidate. If the employee accepts the offer, a start date and employee contract will be issued. Employees will be offered an annual contract for employment that is on an at-will basis. The contract specifies specific salary, position, title, and job duties and always is contingent upon verification of eligibility for certification and clearance.

The Director will send all new hire information to the Board for review, and then to the Business Office for payroll processing. The amount of positions and salary offerings are specified in the projected and approved budget, and the Director must be sure to stay within the accepted budget (as it was created, reviewed and accepted by the Governing Board).

##### *Staff development*

All staff will be required to participate in a comprehensive staff develop program. Each staff member will develop, with the School Principal, a Personalized Staff Development Plan.

Staff development will include but not be limited to:

- Strategies for classroom management
- Software specific training
- NGCAR-PD, Florida Standards, in-house assessments, summative and cumulative training
- Effective lesson planning, Differentiated Instruction, Personalized Learning
- Quality improvement, student, group and grade level data analysis



- First Aid/CPR, De-escalation techniques
- ELL/ESE compliance strategies

Teacher and staff quality, experience, and preparation are critical to students' and the School's initial and ongoing success. The School recognizes that the purpose of the professional development system is to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing to high school and ultimately the workforce.

## Section 11: Education Service Providers

Gadsden Charter Academy does not intend to contract with an Education Service Provider.

## Section 12: Human Resources and Employment

### **A. Explain the school's compensation plan, including whether staff will be publicly or privately employed.**

The School will organize as a private employer. All employees of the charter school shall be required to provide proof of background screening. All school based personnel, including teachers, administrators and staff, will comply with the Sponsor's requirement for fingerprinting, background checks and drug screening prior to employment at the school, as well as comply with the certification, endorsement, or other credentials required for their positions as per State guidelines.

The school will comply with the provisions of Florida School Code concerning compensation and salary schedules, contracts with instructional employees and evaluation of instructional personnel and school administrators, as required by Section 1002.33 (16) (b), Florida Statutes.

As an employer we believe that it is in the best interest of both the organization and our employees to fairly compensate our workforce for the value of the work provided. The Board of Directors will work in establishing budget criteria, incentives, and other motivating factors that will attract, reward and retain the best employees. The typical salary will be higher than the area Districts in order to attract the absolute best candidates for each position. Benefits such as health care, retirement, life insurance, etc. will be negotiated with vendors to result in the greatest benefit to the employees while maintaining best budget practices for the school. Best practices will include high investment in personnel in order to achieve the ambitious mission of the school.



- B. Describe the proposed personnel policies and procedures to which staff will be required to adhere, including expectations for participation in the school's professional development program. If personnel policies and procedures have not been developed provide a clear plan, including timeline, for the development and approval by governing board.**

Personnel policies and procedures will be developed by the Board within 120 days after the approval of the charter application in conjunction with at least two Human Resources directors, one from private business and one from higher level education.

### Section 13: Student Recruitment and Enrollment

- A. Describe the plan for recruiting students, including strategies for reaching the school's targeted populations and those that might otherwise not have easy access to information on available educational options.**

#### *Various Marketing Strategies*

GCA will use a variety of strategies to publicize the school including, but not limited to:

- The development of a comprehensive brochure
- Door hangers for door to door marketing
- Post cards for events and mail outs
- Information flyers to be posted and distributed in the community

#### *Informational Meetings*

The school will hold a number of family information meeting occurring at different times of day to accommodate parents. This will provide parents the opportunity to ask questions and meet staff. Flyers will be developed and distributed regarding specific times and dates. The school may also utilize free public announcements via local public radio, the internet, and print media to make announcements regarding enrollment opportunities and parent information meetings.

#### *Internet*

The school will have an interactive web site for email blasts and utilize social media for student and community communication

#### *Grass Root Marketing*

There is no better marketing than word of mouth. GCA will secure volunteers, parents and students to go out and spread the word about the new, fresh alternative middle charter school. These volunteers will work together to present and have tables at local community gatherings.

- B. Explain how the school will achieve a racial/ethnic balance reflective of the community it serves or with the racial/ethnic range of other local public schools.**

The school's marketing efforts will be targeted to the general population of Gadsden County, which should naturally result in a racial balance reflective of the community and the public schools.

- C. Describe the school's proposed enrollment policies and procedures, including an explanation of the enrollment timeline, criteria and/or any preferences for enrollment, and lottery process.**

GCA is committed to enrolling a diverse student population and shall abide by the provisions in the Florida Educational Equity Act, Section 1000.05(2)(a), and Florida Statutes that forbid discrimination on the basis of race, national origin, gender, marital status, ethnicity, or disability.

The school will have a non-discriminatory enrollment policy. An open enrollment period of ninety days shall be held each year for available openings by grade level. Enrollment preference shall be granted to any student who has a sibling in attendance at the school. GCA enrollment is always open and GCA will accept any student who is in grades 6-8 who lives in the district and qualifies for district enrollment as per district code of conduct.

*Open enrollment*

Open enrollment will be from January 1- March 30 of each school year\* for the upcoming school year. Applications can be picked up at the school, printed from the website, emailed or US post office mailed via a request from the parent. Once an application is filled out and returned, it will be date/time stamped and that student will be assigned a number. In the event that the number of applications exceeds the number of available spaces in a given grade level, the school will hold a random lottery to determine admission. Only applications received prior to the end of the enrollment deadline are eligible to participate in the lottery. Numbers will be drawn until such time as all the available spaces are filled. The remaining numbers will be drawn and those students will be placed on a waiting list. Families will have ten days to accept their enrollment. If a family declines or fails to respond the school will offer enrollment to the next student on the waiting list. (ESE and ELL students will not be pre-identified during enrollment). All applications received after the initial enrollment period will be accepted on a "First-Come, First-Serve" basis, after the Waiting List has been exhausted. If the applications exceed the capacity, then the School expects to hold only one lottery per school year

*\*During the enrollment period for the first school year 2015-16, an initial enrollment period will be held January 1 – March 31. If capacity is not reached during this time period, all students who have applied and completed all necessary processes as of March 31 and are able to be serviced by GCA will be admitted. Subsequently, there will be an additional late enrollment period from April 1 – May 31, at the end of which will be a lottery if necessary to fill spots left after the initial enrollment period.*

- D. Explain any student and/or family contracts that will be used as a requisite for initial and continued enrollment in the school. Describe if and how the school will enforce such contracts.**



GCA will institute the following parent/student/teacher Contact of Expectations in order to communicate and encourage expectations of involvement from all major stakeholders in the education process. The contract will be signed as part of the application process and will be reaffirmed each year following. In the event the application is not signed during the application process, the application will be considered incomplete and will not be processed or time stamped until such time as the contract is signed. The expectations outlined in the contract will be expected to be followed by the identified parties. If a party does not comply and after effort has been made for reconciliation including Board intervention, a student can be dismissed from GCA at the discretion of the Board. If the offending party is a teacher, disciplinary action can be taken up to and including termination at the Board's discretion.

## Contract of Expectations

### Student's Commitment

I fully commit to Gadsden Charter Academy (GCA) in the following ways:

- I will arrive at GCA on time each school day. (Monday - Friday).
- I will come to GCA on appropriate days for field trips and after school curricular events.
- I will come to school every day prepared to learn (examples: supplies ready, well-rested, positive attitude).
- I will not take shortcuts. I will give 100% every day.
- I will always work, think, and behave in the best way I know how, and I will do whatever it takes for my fellow teammates and me to learn. Every day, I will be the best student and person I can be.
- I will follow all the components of the Technology Acceptable Use Policy.
- I will take charge of my own learning by following the GCA principle of SPARK: Sitting up straight, Paying attention, Asking and answering questions, Reacting to show I'm following along, and Keep tracking the speaker.
- I will complete all my homework every night. I will make sure my homework is of the best quality and that my parent/guardian signs my agenda.
- I will ask my teachers for help when I need it both in class and outside of class (by phone) until 7:30pm.
- If I make a mistake, I will always use reflection to make a better choice the next time.
- I will always follow my teachers' directions and school rules, the first time I'm asked..
- I will show love and respect the rights and interests of all members of the GCA community regardless of race, color, gender, handicap, age, religion, disability, lifestyle, sexual orientation, gender identity/expression, or national or ethnic origin to help promote a safe learning environment.
- I will follow the GCA Dress Code.
- I will uphold the high expectations of GCA at all school related events on and off campus.
- I am responsible for my own behavior, and I will accept responsibility for my actions.



Failure to adhere to these commitments can cause me to lose various GCA privileges.

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Sign here

## Teachers' Commitment

We fully commit to Gadsden Charter Academy ("GCA") in the following ways:

- We will arrive at GCA every day no later than 15 minutes prior to the first bell (Monday – Friday) and will remain until at least 15 minutes after student dismissal.
- We will come to GCA on appropriate days for field trips and after school curricular events.
- We will always teach in the best way we know how, and we will do whatever it takes for every single one of our students to learn.
- We will plan and execute rigorous lessons to prepare our students for success in high school, college, industry, and in life.
- We will hold all of our students, parents, fellow staff members, and ourselves to GCA's high expectations.
- We are committed to results.
- We will collaborate and plan with colleagues on a regular basis.
- We are committed to our own professional growth and constant learning. We will give each other feedback regularly and seek out professional development opportunities.
- We will make ourselves available to the questions, concerns, or suggestions of our parents through scheduled meetings and phone calls.
- We will make ourselves available to students, parents, and fellow staff members via phone in the evenings until 7:30pm.
- We will provide opportunities to parents/guardians to volunteer and participate in their child's classroom.
- We will regularly provide parents with updates on their children's progress via progress reports and report cards.
- We will respect the rights and interests of everyone at GCA regardless of race, color, gender, handicap, age, religion, disability, lifestyle, sexual orientation, gender identity/expression, or national or ethnic origin to help promote a safe learning environment.
- We will always act in a professional manner when speaking with all people in our school community: fellow colleagues, parents, and students.
- We will strive to be the best teachers we can be, modeling excellence and taking no shortcuts in preparing our students for success in high school, college, industry, and in life.
- We will ensure the safety of all students under our supervision.
- We will follow the GCA Dress Code and norms for Professionalism.

- We are responsible for our own behavior, and will accept responsibility for our own actions.
- We will commit to finding a healthy work-life balance and taking time to re-energize our minds and renew our bodies and spirits to be the best we can be for ourselves, our students and our families.

Failure to adhere to these commitments can lead to our dismissal from GCA.

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Sign here

### **Parents'/Guardians' Commitment**

We fully commit to Gadsden Charter Academy ("GCA") in the following ways:

- We will make sure our child arrives on time each school day. (Monday – Friday).
- We will make sure our child comes to GCA on appropriate days for field trips and after school curricular events.
- In the event my child will leave our Enrichment time early, I will sign him/her out and an release form.
- We give permission for our child to participate in supplemental instruction as needed.
- We give permission for our child to participate in the Saturday enrichment or supplemental instruction program on appropriate Saturdays.
- We commit to volunteering at least 10 hours of service to the school each year (volunteering includes attendance at mandatory meetings, office/classroom support, etc.).
- We will, to the extent possible, serve on parent committees.
- If the team has identified a need, I will attend a Student Success Team meeting to design goals to support my child's success.
- We will do all we can to support our child and the commitment he/she has made to attend GCA.
- We will partner with the teachers and staff of GCA to help our child excel in school, both academically and behaviorally.
- We will always help our child in the best way we know how, and we will do whatever it takes for him/her to learn.
- We will review our child's homework every night, sign his/her agenda, and let him/her call a classmate or teacher (until 7:30pm) if there is a question and/or problem with the homework.
- We will read carefully and sign (if necessary) all the papers the school sends home to us. We will ask questions if we have them.
- We will monitor our child's use of technology and will ensure that he/she adheres to all components of the Technology Acceptable Use Policy both in school and at home.
- We will always make ourselves available to our children and the school and address any concerns they may have. We will meet regularly with teachers to discuss our child's progress.



- If our child is going to miss school, we will call the Principal before 7:00am the morning of the absence. If the student is going to be tardy we will immediately contact the Office Manager.
- We will allow our child to go on GCA field trips.
- We will make sure our child follows the GCA dress code.
- We understand that our child needs to respect the rights and interests of everyone at GCA regardless of race, color, gender, handicap, age, religion, disability, lifestyle, sexual orientation, gender identity/expression, or national or ethnic origin to help promote a safe learning environment.
- We will always act in a professional manner when speaking with all people in our school community: GCA staff members, fellow parents, and students (i.e. use of profanity, shouting, threatening or demeaning language of any kind)
- We will help our child prepare for high school, college, industry, and life by supporting him/her and encouraging him/her to adhere to his/her commitment to excellence.
- We are responsible for our child's behavior, as well as our own.

Failure to adhere to these commitments can cause my child to lose various GCA privileges.

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**E. Explain any other efforts to encourage parental and community involvement, if applicable.**

The school will hold a number of events throughout the school year to encourage parental involvement. These may include but not be limited to:

- Open House events four times each year
- Student award events quarterly
- End of year celebrations
- Family Game night
- Weekly Principal letters home and monthly Student Newsletters.
- Web Site and Email Blasts.
- Student Learning Plan meetings and update meetings
- Orientation sessions
- Guest Speakers
- Community in-services for parents

In addition, parents will be provided with the opportunity to participate in the parent teacher organization, mentor students, volunteer, and will be provided the opportunity to participate in parent teacher conferences.



## BUSINESS PLAN

### Section 14: Facilities (Acquired)

#### **A. Describe the proposed facility, including location, size and layout of space.**

Gadsden Charter Academy will be initially housed in the facilities at Fellowship at Midway Church, 32319 Blue Star Hwy, Midway, FL 32343. There is sufficient space to house the entire projected enrollment for the charter period. GCA intends to seek a more permanent space as the school progresses. Inquiries have been initiated for a 10 acre section of land in the Midway area. Funding for development and construction will come from Capital Outlay funds as well as grants, monetary donations, and gifts in kind, but not from normal operating funds.

Fellowship at Midway has four large classrooms and one small classroom and an auditorium that can seat 150 that can be used for multi-purpose due to removable chairs and concrete floor. The auditorium can be divided off as needed for project classroom space, creative arts, cafeteria, etc. There is sufficient room to house an office. There is a covered drop-off/pick-up area at the front entrance to the main foyer. There is adequate parking for staff and visitors. The building is accessible to persons with disabilities. The building has seven flushable toilets and six sinks. Prior to the time of habitation of the facilities by GCA, the building will have a monitored fire/burglary system.

#### **B. Describe the actions that will be taken to ensure the facility is in compliance with applicable laws, regulations and policies and is ready for the school's opening.**

After GCA is granted the Charter Contract by the District to begin operations as a school, the Governing Board will authorize any renovations necessary to ensure that the building meets or exceeds all local building and fire/safety codes as outlined in Florida Building Code and Florida Fire Prevention Code.

In addition, the City of Midway will be consulted for any necessary changes for zoning or facilities use.

#### **C. Describe how the facility will meet the school's capacity needs for students to be served.**

See section 14.A. above for a description of the functional possibilities for the facilities. The school's capacity includes two classes per grade for three grades for a total of six class groupings. The maximum number of students for Middle School is 22 per the Florida Class-Size Amendment. A Charter School has the ability to average 22 students per teacher rather than 22 per class maximum. GCA will employ various project based initiatives which will group students in classes larger or smaller than 22 as needed. The four large classrooms at the F@M facility can accommodate up to 44 students if needed. The entire school population can meet all together in the auditorium.

- D. Explain the anticipated costs for the facility, including renovation, rent, utilities and maintenance. Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs.**

**Renovation Estimates**

- \$15,000 – existing portable unit for two classrooms
- \$3,000 – handicap accessibility alterations, sidewalks, and one handicap ramp in back
- \$3,000 – Misc. renovations
- Total: \$21,000 – Funding will be acquired through donations, grants, and crowd-funding. If the amount raised does not cover the costs, a line of credit will be taken out from a local lender and the budget will be adjusted accordingly.

**Rent** - \$1,000 per month to include maintenance costs. Rent amount agreed to by Fellowship @ Midway.

**Storage** - \$200 per month – 16 foot POD on-site storage

**Utilities** - \$1,500 per month estimate based on expansion of current building use, additional security, and internet.

## Section 15: Transportation Service

- A. Describe the school's plan for transportation, including any plans for contracting services. Your plan should discuss, to the greatest extent possible, the issues relevant to the school's transportation plans.<sup>1</sup>**

GCA will potentially serve students from all areas of Gadsden County. Being strategically located in Midway will allow for a portion of parents to drop off and pick up students on the way to and from Tallahassee for work. However, due to the size of Gadsden County and in order to provide equal opportunity for all students who wish to attend GCA, the school intends to operate two bus routes: one to the eastern county and one to the western county. The routes will be structured based on the needs and concentration of the riders based on where they live.

GCA will contract with local bus owners to provide transportation services.

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<sup>1</sup> The charter school and the sponsor shall cooperate in making arrangements that ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the charter school as determined in its charter. (Section 1002.33(20)(c), Florida Statutes)



## Section 16: Food Service

**A. Describe the school's plan for food services, including any plans for contracting services or plans to participate in the National School Lunch Program.**

GCA believes the food students eat is a critical component to their success and the overall health program of the school. In order to properly feed students breakfast and lunch, GCA will participate in the National School Lunch Program and will investigate a contractual relationship with the district to provide food from East Gadsden High School on an annual contract basis until such time as GCA can provide its own food preparation. EGHS is the closest district school facility that can service GCA and provides multiple meal options to students. GCA will pick up breakfast and lunch daily from the high school to be delivered back to GCA. The school will also seek out additional options for food service vendors.

Healthy snacks are also important and will be available throughout the day for students as needed. These snacks will be provided through regular budget funds.

## Section 17: Budget

**A. Provide an operating budget covering each year of the requested charter term that contains revenue projections, expenses and anticipated fund balances. The budget should be based on the projected student enrollment indicated on the cover page of the application.**

See appendix for the Five Year Estimated Budget and FEFPP Worksheet

**B. Provide a start-up budget that contains a balance sheet, revenue projections, including source of revenues, expenses, and anticipated fund balance. The start-up budget must cover any period prior to the beginning of FTE payments in which the school will expend funds on activities necessary for the successful start-up of the school.**

The school will apply for a \$25,000 planning and design grant, as provided by the Charter School Implementation Grant Program. If awarded, the grant will assist the school with the start-up costs which will be incurred prior to the period when the school will begin to receive operational funding from the sponsor. In the event that the start-up grant is not awarded, the school will identify a private company school lender that will provide a line of credit to support the opening expenditures.

In addition, credit relationships will be established after Board approval with multiple vendors. These relationships combined with the working capital that will be contributed by the Board,



private and federal grants, private lenders, and planned fundraisers, will enable us to appropriately fund its start-up costs.

Grants that will be applied for include but are not limited to:

- The Bill and Melinda Gates Foundation
- Carson Scholar's Fund
- Walton Family Foundation
- Publix Foundation
- Usher's New Look

A copy of the School's start-up budget that contains a balance sheet, revenue projections, including source of revenues, expenses, and anticipated fund balance is included in the appendix.

**C. Provide a detailed narrative description of the revenue and expenditure assumptions on which the operating and start-up budget are based.**

*The budget narrative should provide sufficient information to fully understand how budgetary figures were determined.*

Five Year Estimated Operating Budget Assumptions:

- FEFP Revenue was calculated using the 2014-15 charter school revenue estimator worksheet provided by the Florida DOE. The revenue for year one of the budget is based on the 14-15 base student allocation.
- Subsequent years are adjusted by 1% per year for inflation according to the Congressional Budget Office's economic projections.
- Full registration of projected enrollment.
- Maximum 3% raise possible for all personnel each year based on performance evaluation developed by Board.
- No dollars for substitutes. Classes for missing teachers will be filled by Administrators or extended time for other classes.
- Most advertising will be word of mouth – most effective in Gadsden County
- Financial Audit amount provided by prospective Accounting Firm
- Technology based on upkeep and replacement. Initial acquisition of devices will be grant and donor funded.
- Transportation cost is based on allocated amount from FETE worksheet and negotiations with transportation vendor.
- GCA will participate in the National School Lunch Program resulting in a break even food cost.
- Food service revenue consists of a combination of full-paid lunches and reimbursement from the National School Lunch Program.
- Budgeted food cost is for supplemental items at \$500 per month for 10 months.
- Lease amount for facility is already negotiated with Fellowship @ Midway Church.
- Insurance is for additional coverage above existing church coverage.
- Open-source, free, and low-cost digital curriculum and textbooks will be used throughout the school. Traditional textbooks will be secondary and will suffice to be used from other schools. Kits for science will be purchased from curriculum cost.

- Phys. Ed and Student Activities funding will increase after the first year unless outside or designated gift or grant funds are available to acquire supplies and equipment.
- Furniture, Fixtures, and Equipment costs are for upkeep and replacement. Initial acquisition of devices will be grant and donor funded.
- Library will be funded through grants, free book acquisition, and free digital resources such as the Gutenberg Project.
- Debt service will be paid through regular dollars designated for items a loan may cover. The payment dollars on any short term debt will be taken directly from the corresponding line item in the operating budget.
- Grants and donations will be utilized for upfront funding of implementation cost as noted in Implementation Budget in appendix.
- FLDOE Implementation Grant will be used as needed and saved for major expenses in years one through five.
- Capital Outlay dollars may be pursued in year three per FL State Regulations. However, they are not included as potential revenue to sustain the school in any way.

**D. Explain how the governing board will monitor the budget, including a strategy for addressing revenue shortfalls due to lower than expected enrollment.**

The School's governing Board will annually adopt and maintain the School's official operating budget and exercise oversight over the School's operation. In exercising its oversight and maintaining the budget, the governing Board shall provide for a balanced general operating fund. The governing Board shall review the School's financial statements quarterly. It shall be the governing Board's responsibility for ensuring retention of a CPA or auditor for the annual financial audit, reviewing and approving the audit report, including audit findings and recommendations for the financial recovery plan, and monitoring a financial recovery plan in order to ensure compliance. In the School's financial statements, the Board will be able to see the budget to actual comparison and will amend the budget as needed. If there are significant budget shortfall concerns between the projected and the actual, IMMEDIATE response will be needed with an action plan to reduce costs. This could be staff reduction, supply restrictions, or other cost cutting measures. All staff and teacher contracts will be written with a 30 day termination clause that will allow the Board to end a position if the school does not meet enrollment expectations or anticipated FEFP.

The Director will be responsible for managing cash flow and expected receivables. Expense commitments will not occur without a clear indication that funds are available to pay for them.

Also included in the appendix is a sample budget based on 50% enrollment for the first year. GCA is convinced that if enrollment is lower than expected the first year, it will increase significantly to projections once the proof-of-concept is complete to the community.

**E. Provide monthly cash flow projections for the school's start-up period (i.e. from the date on which the application is approved to the beginning of the first fiscal year of operation) through the first year of operation.**



See the Budget section in the appendix for cash flow projections spreadsheets.

- F. Describe the school's fundraising plan, if applicable. Report on the current status of any fundraising efforts, including verification of any fundraising monies reported in the school's start-up or operating budgets.**

GCA will pursue partnerships with local entrepreneurs, donors, corporations, small businesses, civic and community groups, churches, etc. in order to fund needed resources, trips, extra-curricular activities, sports, etc. Relationships are vital to successful fund raising and GCA will create a strong community presence with student visibility and service. Grants will also be diligently pursued for specialized expenditures such as computers, musical instruments, smart boards, classroom furniture, specific trips, etc. There will be at least one major school-wide fund raiser per year along with various smaller efforts.

## Section 18: Financial Management and Oversight

- A. Describe who will manage the school's finances and how the school will ensure financial resources are properly managed.**

The school's finances will be managed cooperatively by The Director and the Governing Board. The Governing Board will set the annual budget and the Director will be responsible for compliance. All recurring items such as facility expense, electric, water, phones, internet, pest control, and other reoccurring charges will be set up on an automatic payment system as available. The Governing Board will review the statement of revenues and expenditures each month and a copy will be provided to the sponsor in compliance with the statutory reporting requirements. The monthly financials will be shared with the Board and sent to the District.

- B. Describe the financial controls, including an annual audit and regular board review of financial statements, which will be employed to safeguard finances.**

The Governing Board will review all expenditures each month. They will make a comparison of the budget verses actual amounts and make budgetary adjustments as indicated. In addition, monthly bank reconciliations and a detail list of individual cash disbursements will be reviewed by the Board Treasurer. Any disbursement not previously anticipated within the annually approved budget will need special approval from the Board of Directors; any expenditure in excess of \$10,000 requires signature/approval of two authorized signers. All financial transactions will be handled in accordance with the approved board policies which will be developed upon approval of the charter application.

The school will secure, at its own expense, an annual financial audit which complies with the statutory requirements. All financial documents will be provided to the sponsor in Red Book accounting format in accordance with the procedures outlined by the Florida Department of Education and the district.



**C. Describe the method by which accounting records will be maintained.**

Accounting records will be maintained using Red Book accounting and generally accepted accounting principles. The Governing Board will amend the policies each year as needed based on the recommendation of the audit. The school will comply with all financial regulations as outlined by the district, Florida Department of Education, and the Department of Treasury/Internal Revenue Service.

**D. Describe how the school will store student and financial records.**

The school will store all paper versions of student and financial records in a secure, fire-proof cabinet at all times. Digital copies will be maintained at a secure offsite document storage facility. Student records will not be disclosed except in accordance with statutory requirements. Access to the secure files will be limited to those staff that require access to perform the reasonable and necessary function of their position.

**E. Describe the insurance coverage the school will obtain, including applicable health, workers compensation, general liability, property insurance and directors and officers liability coverage.**

GCA will obtain all required health, workers compensation, general liability, property insurance, and directors and officers liability coverage in accordance with the Charter Contract that will be signed once this application is approved. As set forth in Florida Law, chapter 2006-190, GCA shall meet all applicable state and local health, safety and civil rights requirements. A description of procedures that identify various risks and provide for a comprehensive approach to reduce the impact of losses; plans to identify, minimize, and protect others from violent or disruptive student behavior; and the manner in which the school will be insured, including whether or not the school will be required to have liability insurance, and, if so, the terms and conditions thereof and the amounts of coverage. Evidence of insurance will be provided by GCA to the Sponsor no later than four weeks before the beginning of school. The insurance company or companies that provide insurance coverage will have a Best's rating of "A" or better and financial size category of "VII" or better, according to A.M. Best Company.

**Section 19: Action Plan****A. Present a projected timetable for the school's start-up, including but not limited to the following key activities:**

- i. Identifying and securing facility
- ii. Recruiting and hiring staff
- iii. Staff training
- iv. Governing Board training
- v. Policy Adoption by Board (if necessary)
- vi. Lottery, if necessary
- vii. Student enrollment

The activities included should align with the start-up budget described earlier in the application. If an activity will be paid for by a source of funding not included in the start-up budget, it should be clearly indicated. (This timetable is a projection and is not meant to be binding on the school or sponsor)

Activity	Time Frame	Responsible
Application Due	August 1, 2014	GCA Founding Board
Charter Approval	October 2014	District School Board
Contract Development/ Negotiations	October – December 2014	District and GCA School Boards
Florida Charter School Conference	November 2014	Director and Principal
Transition from Founding Board to Governing Board/Budget Approved	December 2014	GCA Board
Application for Charter School Planning and Implementation Grant	December 2014	GCA Board
Development of Board and School policies and procedures	November – February 2015	GCA Board
Marketing – Supplies paid for by GCA Board members until Start Up funds secured in June/July	January – June 2015	GCA Board
Town Hall Meetings – Midway, Quincy, Havana, Greensboro/Gretna	January – February 2015	GCA Board, Director, and Principal
Zoning/Permitting/Renovations/Lease for site – Fellowship @ Midway Church	January – May 2015	GCA Board
Board Training	March – May 2015	GCA Board
Initial Enrollment Period	January – March 2015	GCA Board, Director, and Principal
Late Enrollment Period (if needed)	April – May 2015	GCA Board, Director, and Principal
Lottery (if needed)	June 2015	GCA Board, Director, and Principal
Student Registration/Enrollment in system database	June 2015	Director and Principal
Staff Recruitment and Interviews	April – June 2015	Director and Principal
Staffing plan presentation to GCA Board	June 2015	Director and Principal
Formal offers of employment to staff/Fingerprints and clearances/Certification and education verified	June 2015	Director and Principal
Finalize procedures, Master Schedule	June – July 2015	Director and Principal
Technology, Books, Materials, Furniture ordered	June 2015	Director and Principal
Student Bonding Events	July 2015	Director and Principal and Staff

Teacher Summer Institute – Workshops, Training, Collaboration, Team Building	June – August 2015	Director and Principal and Staff
Curriculum Development	June – July 2015	Principal and Staff
Insurance acquired and reported to District	July 2015	Director and GCA Board
Installation of Equipment and Furniture	August 2015	Director
Student/Parent Orientation	August 2015	Principal and Staff
Teacher Pre-Planning	August 2015	Principal and Staff
School Opens	August 2015	All Hands



## STATEMENT OF ASSURANCES

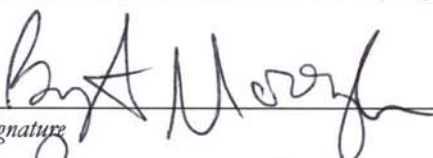
This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

As the authorized representative of the applicant group, I hereby certify that the information submitted in this application for a charter for GADSDEN CHARTER ACADEMY is accurate and true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

- Will be nonsectarian in its programs, admission policies, employment practices and operations.
- Will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case students will be admitted through a random selection process.
- Will adhere to the antidiscrimination provisions of section 1000.05, F.S.
- Will adhere to all applicable provision of state and federal law relating to the education of students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
- Will adhere to all applicable provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.
- Will participate in the statewide assessment program created under section 1008.22, F.S.
- Will comply with Florida statutes relating to public records and public meetings, including Chapter 119, Florida Statutes, and section 286.011, F.S., which are applicable to applicants even prior to being granted a charter.
- Will obtain and keep current all necessary permits, licenses and certifications related to fire, health and safety within the building and on school property.
- Will provide for an annual financial audit in accordance with section 218.39, F.S.

The governing board, at its discretion, allows BRYAN MOONEYHAN (name),

DIRECTOR (title) to sign as the legal correspondent for the school.

  
Signature  
Bryan Mooneyhan  
Printed Name

7-31-14  
Date

## APPENDICES

## Appendix A: Individual Learning Plan Sample

Student Name (Please print): \_\_\_\_\_ School: \_\_\_\_\_ School Year: \_\_\_\_\_ Beginning date of plan: \_\_\_\_\_

## State Assessment Results

WASL:	Student's Score:	WPLT II	Student's Score:	Other Assessments:	Results:
Reading:					
Writing:					
Mathematics:					
Science:					

Indicate Intervention subject area(s) addressed by this Student Learning Plan:

Reading ☐ Writing ☐ Mathematics ☐ Science ☐ Absences ☐ Credits ☐

## School Interventions:

Subject:	Specific Needs	Intervention/Strategies	Monitoring Date	Monitoring Status		
				Insufficient Progress	Some Progress	Mastery
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Intervention Status

Student is not progressing in a timely manner. Intervention/Strategies need to be revised ☐ Date: \_\_\_\_\_

Student is making some progress. Continue with plan as is ☐ Date: \_\_\_\_\_

Student has mastered and completed Student Learning Plan ☐ Date: \_\_\_\_\_

<b>Student Reflections:</b>		Date
		Date
		Date
		Date

<b>Parent Information</b>	Parent has received a copy of Student Learning Plan by: Mail <input type="checkbox"/> Conference <input type="checkbox"/> Date: _____	
	Parent has received a copy of Student Learning Plan after each monitoring update:	
	Mail <input type="checkbox"/> Conference <input type="checkbox"/> Date: _____	Mail <input type="checkbox"/> Conference <input type="checkbox"/> Date: _____
	Mail <input type="checkbox"/> Conference <input type="checkbox"/> Date: _____	

**Signatures:**

School Official: \_\_\_\_\_ Date: \_\_\_\_\_

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

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



## Appendix B: Gadsden County Public Schools 2013-14 Code of Student Conduct

## GADSDEN COUNTY SCHOOL DISTRICT



*"Building a Brighter Future"*

## Code of Student Conduct

2013-2014

**Mr. Reginald C. James**  
 Superintendent of Schools  
 35 Martin Luther King, Jr. Blvd.  
 Quincy, Florida 32351  
 (850) 627-9651  
 Fax: (850) 627-2760

## School Board Members

<b>Audrey Lewis</b> District No. 1 Havana, FL 32333 Midway, FL 32343	<b>Judge B. Helms, Jr.</b> District No. 2 Quincy, FL 32351	<b>Isaac Simmons, Jr.</b> District No. 3 Chattahoochee, FL 32324 Greensboro, FL 32330	<b>Charlie Frost</b> District No. 4 Gretna, FL 32332 Quincy, FL 32352	<b>Roger P. Milton</b> District No. 5 Quincy, FL 32351
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Board Approved  
June 25, 2013

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# The School Board of Gadsden County



*"Building A Brighter Future"*

**REGINALD C. JAMES**  
SUPERINTENDENT OF SCHOOLS

35 MARTIN LUTHER KING, JR. BLVD  
QUINCY, FLORIDA 32351  
TEL: (850) 627-9851  
FAX: (850) 627-2760  
<http://www.gcps.k12.fl.us>

## SUPERINTENDENT'S MESSAGE

In order for the Gadsden County School District to perform effectively, we must operate within a system of rules. These rules are written in the **Code of Student Conduct** to ensure a safe learning environment for the students who attend our schools. We know that there are many factors which contribute to discipline problems in a school; consequently, schools have the responsibility to encourage, promote, and maintain effective disciplinary practices.

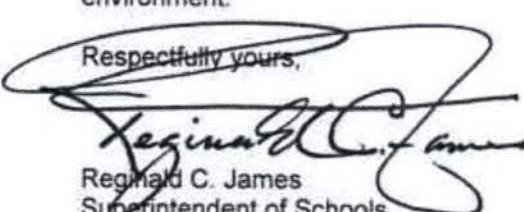
The contents of this document apply to all students in grades **PreK-12**, unless otherwise stated. The information contained in the **Code of Student Conduct** is written specifically to ensure that each student associated with school activities has positive experiences in a safe learning environment.

This document will explain the rules of the Gadsden County School District, student rights and student responsibilities, disciplinary actions, and the disposition of school records. While this document does not contain the exact Florida Statutes referenced herein, a copy of those statutes can be obtained from the district office at 35 Martin Luther King, Jr. Boulevard in Quincy upon request or viewed on the State of Florida website at <http://www.flsenate.gov/statutes>.

The administrators and school personnel will continue to promote and maintain the kind of discipline that will foster a *healthy dose* of intervention, prevention, and the encouragement to discontinue those behaviors that are not acceptable to a safe learning environment. As we continue to find ways to make all of our schools safer, we realize that consequences for inappropriate behavior must be fair, consistent, and comply with policies as conflicts are resolved and undesirable behavior is modified.

Please read and thoroughly discuss this document with your child. Help us maintain the safe school status which we all desire throughout our district. As we work together to build a brighter future, we want to ensure that each student will have positive experiences in a safe learning environment.

Respectfully yours,

  
Reginald C. James  
Superintendent of Schools

RCJ:RWS:mjwb

AUDREY D. LEWIS  
DISTRICT NO. 1  
HAVANA, FL 32333

JUDGE B. HELMS, JR.  
DISTRICT NO. 2  
QUINCY, FL 32351

ISAAC SIMMONS, JR.  
DISTRICT NO. 3  
CHATTAHOOCHEE, FL 32324  
GREENSBORO, FL 32330

CHARLIE D. FROST  
DISTRICT NO. 4  
GRETN, FL 32332  
QUINCY, FL 32352

ROGER P. MILTON  
DISTRICT NO. 5  
QUINCY, FL 32353

## VISION

The Gadsden County Public School District is committed to working together to *"Build A Brighter Future"* for our boys and girls.

We, the partners for excellence, recognize the need for multicultural awareness and education and envision that schools, communities, and parents/guardians will cooperatively embrace one another to offer an educational program that will meet the needs of students, parents/guardians, and the community. We further believe that ALL children can learn, and we envision that schools, using new and emerging technologies in conjunction with traditional approaches, will provide academic, intellectual, emotional, psychological, physical, and social experiences that will develop the whole student. Our product will be students who possess foundational, marketable, and/or functional skills that will enable them to broaden their horizons in any post-secondary endeavor upon which they might choose to embark.

## MISSION STATEMENT

The mission of the district is *"To Build a Brighter Future as We Prepare Students for Success in Life"*.

## JURISDICTION OF THE SCHOOL BOARD

The Code of Student Conduct and the Positive Student Management Discipline Plan were adopted by the Gadsden County School Board and are compatible with the Florida State legislative codes. Subject to law and rules and regulations of the State Board of Education of the State of Florida, each student enrolled in a school shall, during the time he/she is being transported to or from school at public expense, during the time he/she is attending school, including the time during which he/she is proceeding from one school center to another during the school day, and during the time he/she is on the premises of any publicly supported school in this district, be under the control and direction of the principal or teacher in charge of the school, and under the immediate control and direction of the teacher or other member of the instructional staff or the bus driver to whom such responsibility may be assigned by the principal; and each such student shall, during the time he/she is otherwise en route to or from school at public expense, or is presumed by law to be attending school, be under the control and direction of the principal or teacher in charge of the school where he/she is enrolled.

## DISCRIMINATION STATEMENT



No person shall, on the basis of race, color, religion, sex, national origin, handicap, age, or marital status, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under, any education program or activity.

This practice shall apply equally to students, employees and all persons having business with the School Board.



## STUDENTS' RIGHTS AND RESPONSIBILITIES

It is the intent of the Students' Rights and Responsibilities, as expressed in the Code of Student Conduct, that students understand that their rights must be accompanied by corresponding responsibilities.

Florida's School Improvement and Accountability System states that all school communities will provide an environment that is alcohol and drug-free and protects students' health, safety, and civil rights.

### I. ATTENDANCE

All questions relating to the attendance policy are to be directed to the school's attendance office first, and then if needed, the school principal.

Florida law requires each parent/guardian of a child from age six (6) to sixteen (16) years to be responsible for the child's school attendance. Regular attendance is the actual attendance of a pupil during the school day as defined by law and regulations of the state board.

The school attendance law was amended by the 1997 Florida Legislature to require that any sixteen or seventeen year old student withdrawing from school must file a formal declaration of intent to terminate school enrollment with the district school board.

A student is considered "truant" when he/she is not in attendance without approval of the principal and/or consent of the parent/guardian. School-based interventions will occur for all truant students.

A student is considered a "habitual truant" when he/she has 15 unexcused absences within 90 calendar days.

#### **Rights:**

Students will be given an explanation of excused absences, unexcused absences, and tardies. Students can make up work for credit if the absence is excused.

A student who attains the age of 16 years during the school year is not subject to compulsory attendance beyond the date upon which he or she attains that age if the student files a Student Declaration of Intent to Terminate School Enrollment form. This form is available from the school administration or guidance office.

**Responsibilities:**

Students are required to attend school every school day. If absent, a written note from the parent/guardian stating why the student was absent must be brought to school on the day the student returns. The principal shall consider each absence as being either "excusable," "permissible," or "unexcused."

It is the responsibility of the student's parent/guardian to notify the school when his/her child will not be in attendance. The school is to be notified of an absence the morning the student is absent or within twentyfour hours.

Excusable Absence:

An excusable absence is one caused by illness of the student or by serious illness or death in the family, legal reasons and other special conditions or extenuating circumstances. The student shall be given an opportunity to make up all missed work.

Excused Absence for Religious Holidays:

A student shall be excused from attendance for observation of a religious holiday or because the tenets of his religion forbid secular activity on that day. Prior notification to the school principal is required.

A student who has been excused for observance of a religious holiday shall be given up to 3 school days to complete any work missed, including examinations and work assignments. No adverse or prejudicial effects shall result from any such religious observance.



Permissible Absence (Excused):

A permissible absence is one which has the sanction of the parents/guardians and the school. This may include activities such as an individual educational trip or other extenuating circumstances. Any such individual educational trip must be planned by the parent/guardian and teacher, and a written report of the trip must be presented to the teacher. The student shall be given an opportunity to make up all missed work.

Unexcused Absence:

An unexcused absence (this does not include suspensions) is one which does not have the approval of the school, or which is due to disciplinary action against the student. Ordinarily, in such case, the work missed may not be made up by the student for credit. Pursuant to Florida Statute 1006.09, no student who is required by law to attend school shall be suspended for unexcused absence or truancy. Therefore, suspension is not an appropriate disciplinary action for students who fall within the mandatory state attendance requirements.

Students who are more than five (5) minutes late for a class will be recorded as being tardy.

**Rule:**

All students between the ages of six (6) and sixteen (16) must attend school regularly.

**Disciplinary Action:**

A student may receive counseling, attendance conferences, parent/guardian contact, and may be referred to other appropriate disciplinary programs.

The law allows absences for illness and certain other special circumstances. Under these circumstances, district and school policies regard these absences as excused absences. A student with an excused absence is not subject to any disciplinary or academic penalties for that absence. It is the student's responsibility to obtain and complete all makeup work. An unexcused absence takes place any time a child is out of school for reasons not recognized in the law. In these cases, the child may be subject to academic penalties.



For students in grades 9-12 a minimum of 135 hours in attendance is required to earn a credit in a course.

In order to be eligible to receive a credit, a student must meet course requirements and be present at least 67.5 hours each 18 week grading period or demonstrate mastery of the course performance standards for the defined course by passing the semester exam. Credits are awarded at the end of each 18 week grading period.

Each school must implement procedures to increase student attendance. An attendance committee will be established at each school to review the reason(s) for absence(s).

### **Minimum School-Based Intervention Procedures for Truant Students**

Minimum School-Based Intervention Procedures for Truant Students may be as follows (Appropriate Documentation of Interventions Must Be Maintained):

1. After 3 days of unexcused absences, within a 90-day period, a parent/guardian/student contact/conference is conducted by teacher/school designee.
2. After 5 days of unexcused absences, within a 90-day period, a referral is made to the principal to send a certified letter to parents/guardians and possibly to convene a student study team. *NOTE: A student study team is to convene when a student misses 5 unexcused absences within 30 calendar days, or when a student misses 10 days within 90 calendar days.*
3. After 10 days of unexcused absences within a 90-day period, the student is referred to the visiting teacher.
4. After 15 unexcused absences within a 90-day period, the student is considered "habitually truant." Florida statutes 1003.27(b).

The Florida Legislature enacted requirements that school districts report to the Department of Highway Safety and Motor Vehicles (DHSMV) the names, birthdates, sex, and social security numbers of minors who attain the age of 14 and accumulate 15 unexcused absences in a period of 90 calendar days. The legislation further provides that those minors under age 18 who thus fail to satisfy attendance requirements or drop out of (voluntarily withdraw from) school will be ineligible for driving privilege. Additional information about procedures and waivers is available from the school administration or guidance office.

### **Middle-High School Attendance**

A minimum of 135 hours of attendance is required for students to earn a credit in a course. In order to be eligible to receive a credit, a student must meet course requirements and be present at least 67.5 hours each semester or demonstrate mastery of the course performance standards for the defined course by passing the semester exam.

Each school will document attempts to notify parents/guardians of each student's absence either through an automated system or other method. However, failure to successfully notify parents/guardians shall not negate the attendance policy.

### **Absences**

- Students are to sign in/out when missing a class for excusable appointments or emergencies and are to comply with the individual school procedures established with the school attendance office. Failure to sign out may result in an unexcused absence and the consequences thereof.
- Excused absences/tardies may only be used for the following legitimate, documented reasons:
  1. Illness and/or medical care
  2. Death in the family
  3. Legal reasons
  4. Religious Holidays, administratively pre-approved observance
  5. Pre-arranged absences approved by an administrator, school sponsored field trips, or school approved activities
  6. Other special circumstances or insurmountable conditions
- In the event 4 or more unexcused absences occur in a course during a 9-week grading period, an attendance conference may be held to determine which, if any, absences are excusable.
- For each course in which the student has four (4) unexcused absences, that are not for one of the legitimate purposes described above, a grade of "F" will be assigned for that grading period.
- The teacher's grade book and/or the attendance sheet signed by the teacher will be the final authority in determining the number of absences for each student.

### **Attendance Conference / Appeal Procedures**

- In order to appeal an unexcused absence, the following must occur:
  1. The student and parent/guardian must request a hearing by completing and submitting an Attendance Conference Application (form available at school).
  2. Written documentation of absences from a doctor or recognized agency, legal proceedings or other relevant information should be attached to the application



when it is submitted, and may be accepted in lieu of an attendance conference provided all absences are included.

3. An attendance conference may not be necessary if written documentation for each absence is submitted to the attendance office. Other circumstances made known to the attendance office may also make the conference unnecessary. The need for a conference will be made by the principal/designee. The school will notify the parent/guardian(s) if a conference is not necessary.
- The school will make every effort to schedule conferences at a time convenient for parents/guardians, including evening hours when necessary.
  - One administrator/designee and two teachers will hear and rule on the appeal.
  - The parent/guardian will be notified of the decision in a timely manner.
  - Teachers will be notified of the decision in a timely manner.
  - The principal may overrule the findings of the attendance committee should special circumstances occur or excuse any student from any consequence arising from recorded absences.

#### **Other Considerations**

- Students who are suspended will be considered administratively absent and the absences will not count toward the “four unexcused” policy for the nine weeks grading period.
- Students who are absent for an “educationally valuable experience” other than a field trip may receive an excused absence if the following criteria are met:
  - a. The absence must be pre-approved at least one week in advance.
  - b. There must be stated and written educational objectives for the trip that are related to the performance standards for each course in which the student is enrolled and include at least one objective for each course. This information shall be attached to the Prior Approval Request Form when it is turned in to the attendance office and initialed by the teacher of each course.
  - c. The attendance administrator and/or the attendance committee will review the pre-arranged absence request. The absences may then be pre-excused pending the completion of (d) below.
  - d. Within ten (10) calendar days of the student’s return to school following the trip, the student and parent/guardian will present a student prepared report and other appropriate exhibits to the attendance committee documenting the completion of each written objective. The committee shall determine whether the absences are to be excused.
- College recruitment trips are to be scheduled when school is not in session. Days missed will be considered as part of the three (3) allowed per 9-week grading period. Administrative exception may be granted for a planned program scheduled for a specific day if the student has a pre-planned appointment, with a specific college administrator that is verified in writing by the college.



- Any student with fifteen (15) or more absences due to a physical or mental condition, which confines the student to a home or a hospital, may be referred to the Homebound Program. If placed in the Homebound Program, attendance records become the responsibility of the Homebound Program.

## **II. RESPECT FOR PERSONS AND PROPERTY**

### **Rights:**

Students are recognized as individuals. Their rights include a safe, healthy, and drug-free environment.

### **Responsibilities:**

Students should treat others, school property, and property of others with respect. Respectful behavior includes, but is not limited to, following school, classroom, and bus rules. Unacceptable behavior includes, but is not limited to, fighting, stealing, destroying property, and violating school rules.

### **Rule:**

Students will treat others and their property with dignity and respect.

### **Disciplinary Action:**

A student not respecting the right and property of others may be subject to disciplinary action allowed by School Board policy. Disciplinary action may range from counseling to expulsion.

## **III. RIGHT TO LEARN**

### **Rights:**

Students have a right to be in an environment conducive to learning and will have appropriate educational programs.

### **Responsibilities:**

Students should come to school prepared to take advantage of all educational opportunities offered. Students should inform school personnel if they have a problem at home or at school that keeps them from doing their best.

**Rule:**

Students will participate in educational opportunities and complete classroom assignments and homework to the best of their abilities.

**Disciplinary Action:**

Students who fail to comply with the above stated rule may hinder their educational progress and be subject to other disciplinary procedures allowed by the local school-wide discipline plan.

**IV. RIGHT OF ASSEMBLY****Rights:**

Students may meet in an orderly manner on the school grounds or building(s) if proper authorization has been granted.

**Responsibilities:**

The meetings must be approved by the principal/designee and must not interfere with other planned activities.

**Rule:**

With proper school authorization, students may assemble in an orderly manner.

**Disciplinary Action:**

Unauthorized or disorderly meetings will be terminated immediately by the principal/designee, and violators may be subject to further administrative disciplinary action.

**V. RIGHT OF PRIVACY****Rights:**

1. Only authorized persons may have access to student records as governed by Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. §1232g. Regulations: 34 CFR Part 99.)

2. Students and their storage area, under the jurisdiction of the School Board, may be searched in cases of reasonable suspicion. Strip searching is prohibited. The use of metal detectors or specially trained animals is permissible.

**Responsibilities:**

1. Students, parents/guardians should give the school any information needed to work with the student.
2. Students should not bring prohibited items to school.

**Rule:**

Students will respect the privacy of others.

**Disciplinary Action:**

Prohibited items will be confiscated by school personnel and the students will be subject to disciplinary actions allowed by School Board policy.

**VI. PARTICIPATION IN SCHOOL PROGRAMS AND ACTIVITIES****Rights:**

All students will be a part of classroom instruction and other school activities for which they are qualified, without regards to their race, sex, religion, national origin, age, marital status, disability, or perceived disability.

**Responsibilities:**

Students should do their best in school or while participating in school activities. They should also be aware of the rights and responsibilities of others so as to make the school the best place of learning possible.

**Rule:**

Students who participate in or attend school activities will do so in a manner which promotes the objectives of the school and/or the activity.

**Disciplinary Action:**



Students who violate the above stated rule may be subject to disciplinary actions allowed by School Board policy.

## VII. DRESS AND GROOMING

### **Rights:**

Students have a right to dress comfortably.

### **Responsibilities:**

Students have a responsibility to wear clothes that are not dangerous to their health or safety and to dress in a manner that is not disrupting to the educational process. Clothes worn should not advertise drugs, gangs, alcohol, tobacco, inappropriate language and/or sexual behavior.

### **Rule:**

Student will dress and groom in such a way as to express personal preferences within the guidelines of the school dress code. Students are prohibited from wearing bandannas, dropped pants, low riding jeans, and shorts revealing the buttocks or underwear, short tops revealing the belly button, and inappropriate short dresses, shorts, or skirts. Middle and high school students are required to have shirts tucked in and pants are to be worn with a belt.

### **Elementary and Middle School Requirements:**

Appropriate dress is the primary responsibility of the student and his/her parent or guardian. In order to promote safety, personal hygiene, academic well-being and moral and character development, students shall be expected to comply with reasonable requirements relating to dress, grooming and personal appearance as follows:

- 1) All students in elementary or middle school shall wear a school uniform while in attendance during the regular school day and on school sponsored field trips.
- 2) Colors shall be that of the official school colors and other colors as recommended by the School Advisory Committee and approved by the principal of the school.
- 3) Shirts/blouses must have a collar. T-shirts may be worn at the discretion of the individual school. Shirts must be tucked into pants.

- 4) Uniform style bottoms will be dark blue, black, tan (khaki). No sweat pants, overalls, or jeans will be allowed.
- 5) The legs of pants shall not extend below the heels of shoes.
- 6) Uniform knee-length shorts/skirts will be acceptable.
- 7) Sneakers and leather shoes are both acceptable, but must be black, or white with matching shoelaces.
- 8) Socks must be black, white, or other color as approved by the principal.
- 9) Boys and girls must wear belts if pants/shorts have belt loops. No sagging of pants will be allowed.
- 10) Outer garments for cold weather are permissible.

A student who transfers from one school to another in the county will be required to wear the “generic school uniform”, and will have 15 days to acquire the new school’s uniform.

**The “generic uniform” shall consist of the following:**

- A. Khaki or black pants, shorts, or skirt
- B. White collared shirt
- C. Dark or white leather shoes or sneakers with black, dark brown, or white socks

At the beginning of the school year, students will be required to conform to the uniform dress code within but no later than the first ten (10) school days. Likewise, students transferring into the district will have the first fifteen (15) days of school enrollment in order to conform to the uniform dress code.

**Elementary/Middle School Disciplinary Action:**

Any student enrolled in an elementary or middle school who reports to school improperly attired shall be disciplined as follows:

- A. First and second offense consequences are:
  - a. Notification of parent or guardian and require student to change into appropriate attire
- B. Third offense consequences are:
  - a. Notification of parent or guardian and require student to change in to appropriate attire and
  - b. One day of in-school suspension (if available) or three (3) days of after school detention.



- C. The fourth and subsequent offenses are considered to be willful disobedience that will result in further disciplinary action that may include additional days of in-school suspension, after school detention, or work detail.
- D. Any absence resulting from a violation of the uniform dress code will be excused.

### High School Disciplinary Action:

Any student enrolled in a high school who violates the dress code may receive counseling and/or parent/guardian(s) will be contacted.

Clothing and/or other personal adornment that is so unusual or non-traditional that it attracts undue attention and distracts from the academic climate of the classroom cannot be allowed.

### APPROPRIATE ATTIRE

- When young ladies wear shorts, skirts, and dresses, the length must be near their knees. This knee length is determined by the indentation of the tip of the student's middle finger when placed against the student's attire.
- Bound sleeveless shirts and/or dresses that cover the armpits may be worn.
- Shirts/blouses must cover the midriff at all times.
- Young men must wear belts or suspenders with their pants. Elastic waist band/draw strings are acceptable. ▪ Hats and hoods may be worn outside of the building only.
- Shirts and blouses that are designed to be worn inside will be tucked into the pants/skirts.
- Undergarment shirts need to be white or grey.

### INAPPROPRIATE ATTIRE

- Tight-fitting stretchy pants, leotards, bicycle pants, or body gloves
- Blouses or shirts that are unbuttoned, see-through, halter tops, tank tops, or muscle shirts and dresses that are strapless, spaghetti strap, or sun dresses,
- Section cutout garments with holes
- Clothes that advertise gangs, alcoholic beverages, tobacco, drugs, suggestive or sexually explicit logos, or offensive racial slogans
- Headbands, bandannas, scarves, stocking/wave caps, or any other head gear
- Bare feet, bedroom slippers, flip-flops or beach shoes
- Hair combs, hair picks, or hair rollers
- Drop pants / saggy pants (F.S. 1006.07 and F.S. 1006.15) ▪ No hoodies allowed on campus.



\* These dress code guidelines are subject to the interpretation of the administration, faculty, and staff. Any other type of clothing or garment that is distracting, immodest, or interferes with learning will not be allowed.

**ALL STUDENTS (ELEMENTARY, MIDDLE AND HIGH) FOUND IN VIOLATION OF THE DRESS CODE WILL BE SUBJECTED TO THE FOLLOWING OPTIONS:**

- For first offenders, the school is required to give the student a verbal warning, and the principal must call the student's parent or guardian;
- For second offenders, the student is ineligible to participate in extracurricular activities for up to 5 days, and the principal must meet with the parent or guardian;
- For the third or subsequent offenders, the extracurricular activity exclusion is extended to up to 30 days; the school must place the student in in-school suspension for up to 3 days; and the principal must both call and send written notice to a parent or guardian.

**VIII. DISCRIMINATION/SEXUAL HARASSMENT**

**Rights:**

Students have the right to attend school and learn in an environment free from discrimination and sexual harassment.

**Responsibilities:**

Students should report occurrences of discrimination or sexual harassment to the principal through the proper grievance procedures.

**Rules:**

No student shall on the basis of race, sex, religion, national origin, age, marital status, disability, or perceived disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination/sexual harassment under any educational program or activity.

**Disciplinary Actions:**

Students who violate the above-stated rule may be subject to disciplinary actions allowed by School Board policy.

**IX. COUNSELING****Rights:**

Students have the right:

1. To be informed as to the nature of the guidance services available in their school.
2. To have access to individual and group counseling.
3. To request a change of counselor as applicable.
4. Students have the right of confidentiality except in the following circumstances:
  - a. Reports of abuse or neglect,
  - b. Indication of harm to self/others.

**Responsibilities:**

Students have the responsibilities:

1. To use guidance services for their own educational and personal improvement.
2. To schedule appointments in advance unless the problem or concern is one of an emergency.
3. To work cooperatively with all school personnel.

**Rule:**

Students should participate appropriately in the counseling process.

**Disciplinary Action:**

Students who fail to participate appropriately in the counseling process may temporarily have their opportunities for counseling suspended, or other disciplinary measures may be taken.

**X. FREE SPEECH AND PUBLICATION**

**Rights:**

1. Students will be given the opportunity to participate freely in class discussions.
2. Students may, with the approval of the principal/designee, write and distribute non-commercial printed materials. This shall include freedom of the press for all student publications.
3. Students may decide whether or not to participate in symbolic (e.g. flag salute) or religious activities.
4. After receiving permission from the principal, students may display posters, notices, magazines, or articles.
5. Students participation in classroom instruction or other school activities may not be denied based on race, sex, religion, national origin, age, marital status, exceptionality, or perceived disability.

**Responsibilities:**

1. Students must use appropriate language when expressing their thoughts, concerns, and opinions.
2. Students must respect the principal's decision concerning the request to display printed material.
3. Students should respect others' rights, responsibilities, and opinions.

**Rule:**

The principal/designee will ensure that all printed materials distributed in the school reflect appropriate journalistic ethics and are not obscene or offensive by school and community standards.

**Disciplinary Action:**

The principal may discipline any student for infraction of the above stated rule.



**XI. STUDENT GOVERNMENT****Rights:**

Students have the following rights:

1. To form and operate a student government at their respective schools under the direction of a faculty advisor.
2. To have access to policies of the School Board and the individual school.
3. To seek office in student government, or any school organization, regardless of race, sex, religion, national origin, age, marital status, disability, or perceived disability.
4. To attend, as student government officers and representatives, official student government meetings upon approval of such meetings by the school principal.

**Responsibilities:**

Students have the following responsibilities:

1. To elect student government officers and representatives who are responsive to the needs of the school and who will work constructively toward the resolution of such needs.
2. To become knowledgeable of School Board and individual school policies governing the actions of students.
3. To conduct election campaigns in a positive, mature manner, with all due respect provided their opponents.
4. To attend regularly scheduled meetings, if an elected student representative, and exhibit appropriate conduct at all times.

**Rule:**

Students will use the democratic process to conduct student government operations.

**Disciplinary Action:**

The principal/designee may apply disciplinary procedures as appropriate.

**XII. STUDENT RECORDS****Rights:**

Students/Parents/guardians have the following rights:

1. Information contained in records that relates directly to the student may be inspected, reviewed, and challenged.
2. Personal identifiable information will be protected by legal provisions which prohibit its release to any person who is not legally authorized by the consent of the parent, guardian, or eligible student. (An eligible student is one who is 18 years of age or over and/or one who attends a post-secondary institution.)
3. Parents/guardians will receive annual notification, written in their native language, stating that they may review their child's record.

**Rules/Procedures Relating to Student Records:**

Student Records: The principal of each school shall be responsible for all student records and will ensure that all state and federal rules are followed. The Superintendent will make all rules available to principals.

- I. Purposes. Rules cover all school records of all students.
- II. Definitions:

A. Education Records: Records required by law containing information about the student

1. Category A - Permanent Information: student information that is required by law to be kept indefinitely.
2. Category B - Temporary Information: student information that may be kept for a short time then discarded or changed

- B. Child: a person who is under 18 years of age
- C. Pupil/Student: a person who is enrolled in a school
- D. Eligible Student: a person who is 18 years old or older and who is enrolled in one or more offered educational programs by the Gadsden County district (see section IV.)

III. The Cumulative Record: The principal is responsible for all cumulative records. These records must be kept at school and may be relocated to other schools upon appropriate written request.

A. Content of Category A Records: Category A records contain the permanent report card and education records. These records are kept up to date and cannot be changed without the permission of the principal. The person making the change will initialize each change.

- 1. Student's birth certificate name
- 2. Birth date, place of birth, race, and sex
- 3. Current address of the student
- 4. Name of parent(s) or guardian(s)
- 5. Name of last school attended
- 6. Number of days present, absent
- 7. Date enrolled, date withdrawn
- 8. Classes/subjects taken, grades received
- 9. Date of graduation or program completion

B. Content of Category B Records:

- 1. Health information
- 2. Information about the student's family
- 3. Test scores
- 4. School and vocational plans
- 5. Honors and school activities
- 6. Reports of special classes required by law
- 7. List of schools attended
- 8. Driver education certificate
- 9. Letters from other groups



10. Written requests for permission to review the record
11. List of people who requested and received a copy of the record
12. Written information indicating any changes made in the record
13. Summary of state student assessment test results
14. Copies of exceptional student education placement reports as required by law.
15. Records of discipline, suspension, and expulsion
16. Records of counselors' and teachers' conferences with students
17. Free lunch applications, work experience interviews, and other records

IV. The following strategies may be used for an eligible student or parent/guardian to change or remove a portion of the student record:

- A. A written request must be submitted to the principal, clearly identifying the part of the record to be changed, and specifying why it is inaccurate or misleading.
- B. If the request is approved, the change or removal shall be made in writing and signed and dated by the eligible student or parent/guardian and a school official. The written agreement shall show only that the record has been corrected or a portion removed.
- C. If the District denies the request for the change of record, the District will notify the eligible student or parent/guardian of the decision, advising them of their right to a hearing. Information regarding the hearing procedures will be provided to the eligible student or parent/guardian.
- D. If a hearing is held and a decision is made to keep the record intact without the proposed change, the eligible student or parent/guardian may include a written statement in the record. The statement may indicate disagreement with the decision and state reasons for disagreement.

V. Procedures for Transfer of Education Records.

- A. Records shall be transferred immediately upon written request from an eligible student or parent/guardian or from a school to which a student has transferred. The principal or designee shall transfer all

Category A and Category B information and shall keep a copy of Category A information.

- B. Records shall not be prohibited from transfer for unpaid fees or fines assessed by the school.
- C. For all Gadsden County schools, current records shall be passed to a middle or high school upon student promotion to that school. This transfer will occur automatically without request.
- D. If a school is closed by order of the School Board, student records shall be transferred to the school at which students will attend the following year. If students will not attend school the following year, the Superintendent shall decide where records will be kept.

#### **Notification of Rights for Elementary and Secondary Schools**

FERPA affords parents/guardians and students over 18 years of age ("eligible students") certain rights with respect to the student's educational records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents/guardians or eligible students should submit to the School principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent/guardian or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent/guardian or eligible student believes are inaccurate or misleading. Parents/guardians or eligible students may ask the School to amend a record that they believe is inaccurate or misleading. They should write the School principal (or appropriate official), clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the School decides not to amend the record as requested by the parent/guardian or eligible student, the School will notify the parent/guardian or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.



3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. (Optional) Upon request, the School discloses educational records without consent to officials of another school district in which a student seeks or intends to enroll.

Parents/guardians have the following rights:

- b. They may review their child's school records.
  - c. They may give permission for others to review the records.
  - d. They may challenge information in the records.
  - e. Upon request they will receive a copy of this rule from the Superintendent's office.
4. Eligible students or parents/guardians of the student may review individual records. Copies of records may be obtained through written request to the principal or School Board contact person. All requests will be granted within 5 working days.
5. An eligible student or parent/guardian may give permission for others to review letters or statements in the student's records. Permission must be in writing and signed by the eligible student or parent/guardian. Access by others to a student's record will be closed upon written request by the eligible student or parent/guardian.
6. The fee for copying the school records shall be as provided by School Board Policy.
7. Student records are located at the school/district office.



8. Records that give personal information may not be released without an appropriate request, except to the following:
  - a. District and school administrators and supervisors
  - b. District and school personnel, their interns, and substitutes
  - c. Administrative secretaries (as required for record keeping duties)
  - d. Gadsden County Health Department (health records only)
  - e. Florida Diagnostic and Learning Resource System personnel
  - f. Officials from a school to which a student has moved
  - g. State and federal officers, if records are needed to meet legal requirements, including judicial and law enforcement agencies as specified within signed interagency agreements.
  - h. Persons requiring information for the purpose of donating money for tuition and other related expenses
  - I. State and local people who collect data for factual reporting
  - j. Colleges/Universities needing information for the benefit of students
  - k. People who set standards for schools
  - l. Parents/guardians for tax reasons
  - m. To comply with a court order
  - n. Any person requiring information for health or safety emergencies
  - o. Persons needing information for student expulsion hearings
  - p. Educational researchers who will not publish personal identification, and who destroy the information at the end of the study
9. Parents/guardians eligible students have the right to file complaints with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of the Family Educational Rights and Privacy Act (FERPA). Inquiries may be addressed to:  
Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue,  
SW,  
Washington, DC 20202-4605

**Responsibilities:**

Students/Parents/guardians have the following responsibilities:

1. To inform the school of any information that may be useful in making appropriate educational decisions.

2. To authorize release of pertinent information to those individuals or agencies who are working actively and constructively for the benefit of the student.

**Rule:**

Students and parents/guardians must comply with board policies related to student records.

**Disciplinary Action:**

Failure of students/parents/guardians to provide accurate information may result in inaccurate maintenance of student records and a delay in delivery of services in a timely manner. For additional information regarding student records, and procedures, see Appendix.

**XIII. GRADES****Rights:**

Students have the following rights:

1. To receive a teacher's grading criteria at the beginning of each year or semester course.
2. To receive reasonable notification of failure or potential failure at any time during the grading period when it is apparent unsatisfactory work is being performed.
3. To receive periodic academic reports which may include, but not be limited to, academic and/or conduct grades. A conduct grade may not affect an academic grade.

**Responsibilities:**

Students have the following responsibilities:

1. To become informed of the grading criteria and behavior standards.
2. To maintain standards of academic performance commensurate with ability.

**Rules:**

Students enrolled in the Gadsden County School District will comply with the provisions of the Student Progression Plan.

### **GENERAL DISCIPLINARY PROCEDURES**

Students are under the authority of the principal/designee, teacher, or bus driver any time they are going to or from school, at school, or at any school activity. Law enforcement or other appropriate agencies may be notified by the principal/designee as deemed necessary. Law enforcement must be notified for battery, homicide, kidnapping and sexual battery.

#### **I. PRESENCE OF PUPILS, WHEN AND WHERE AUTHORIZED**

Students have permission to be on the school grounds during the regular school day and during special activities. The principal will use appropriate disciplinary procedures with any student who is found on campus without permission.

#### **II. AUTHORITY OF THE TEACHER**

- A. The principal gives to the teacher authority to control students while on school campus or at any school event.
- B. Florida Statutes 1003.32 authorizes the teacher to remove from class, students with abusive, disruptive, or unruly behavior. According to the statute, a teacher may remove from class a student whose behavior the teacher determines interferes with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn. Each district school board, each district school superintendent, and each school principal shall support the authority of teachers to remove disobedient, violent, abusive, uncontrollable, or disruptive students from the classroom.

#### **III. OFFENSES**

- A. Students shall not be subject to discipline which is verbally abusive, severe, or humiliating. Discipline shall not consist of the denial of breakfast, lunch, or toileting.



- B. The principal may discipline any student for, including but not limited to, the following misbehaviors:
1. disobeying or threatening any school personnel
  2. profanity; offensive gestures
  3. destroying property
  4. disturbing school functions (FS 1006.145)
  5. leaving school without proper permission
  6. excessive tardies and/or unexcused absences from school
  7. breaking school rules
  8. serious misconduct
  9. sexual harassment
  10. multiple offenses
  11. fighting (to include instigating a fight)
  12. usage of wireless communication devices and all other electronic devices (such as pagers, cellular phones, iPods, MP3 players)
  13. possession of weapons and/or any firearm, to include imitation firearm
  14. possession or use of alcohol, tobacco, or other drugs
- C. Serious misconduct or multiple offenses may result in expulsion of the student by the School Board.
- D. When a non-English-proficient student and/or parent/guardian(s) are involved in any disciplinary procedure, an interpreter will participate in the process.
- E. When a student is guilty of any act or threat of violence to any school personnel on campus or at a school activity, the principal may discipline the student by suspension and/or request that the School Board expel the student.
- F. School personnel should use the disciplinary method commensurate with the offense. The discipline will be fair and will be given to each student on an individual basis. Before the student is disciplined, the student has the right to tell his/her side of the story and he/she should be told why he/she is receiving the punishment.
- G. If a student is to be suspended, he/she will be told why before being suspended and will also get an explanation of the evidence and a chance to tell his/her side. Every effort will be made to notify the parent/guardian(s)

as soon as possible. A principal may suspend for five days. If the suspension is for more than five days, or if the student is recommended for expulsion, a hearing will be held. If the student is a danger to other students or constantly keeps others from learning, he/she may be immediately removed from class and/or school. Only the School Board can expel a student. (See VIII A-B.) When a student is suspended, privileges to participate in extra-curricular activities will be revoked.

- H. All disciplinary referrals will be maintained in the district's student database.

#### IV. DEFERRED PUNISHMENT FOR OFFENSES

Disciplinary action for offenses occurring near the end of the school year may be carried over to the next school term.

#### BULLYING AND HARASSMENT – GADSDEN SCHOOL BOARD POLICY #5.321

The Gadsden County School Board prohibits acts of bullying and harassment. The School Board has determined that a safe and civil environment in school is necessary for students to learn and achieve high academic standards. Bullying or harassment, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment. Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate bullying or harassment is expected of administrators, faculty, staff, and volunteers to provide positive examples for student behavior.

Bullying or harassment is any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts – i.e. internet, cell phone, or wireless handheld device) that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression; or a mental, physical, or sensory disability or impairment; or by any other distinguishing characteristic. Such behavior is considered harassment or bullying whether it takes place on or off school property, at any school-sponsored function, or in a school vehicle.

1. Statement Prohibiting Bullying and Harassment
  - A. It is the policy of the Gadsden County School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying. The District will not tolerate bullying and harassment of any kind. Conduct that constitutes bullying and harassment, as defined herein, is prohibited.



B. The District upholds that bullying or harassment of any student or school employee is prohibited:

1. During any education program or activity conducted by a public K-12 educational institution;
2. During any school-related or school-sponsored program or activity;
3. On a school bus of a public K-12 educational institution; or
4. Through the use of data or computer software that is accessed through a computer, computer system, or computer network of a public K-12 education institution.

2. Definitions

A. **Bullying** means systematically and chronically inflicting physical hurt or psychological distress on one or more students, or employees. It is further defined as unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by a student or adult, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation; and may involve but is not limited to:

1. Unwanted teasing;
2. Social Exclusion;
3. Threatening;
4. Intimidation;
5. Stalking;
6. Cyberstalking;
7. Cyberbullying;
8. Physical violence;
9. Theft;
10. Sexual, religious, or racial harassment;
11. Public humiliation;
12. Rumor or spreading falsehoods; or 13. Destruction of school or personal property.

B. **Harassment** means any threatening, insulting or dehumanizing gesture, use of technology, computer software, or written, verbal or physical conduct directed against a student or school employee that:

1. Places a student or school employee in reasonable fear of harm to his/her person or damage to his/her property;



2. Has the effect of substantially interfering with a student's educational performance, or employee's work performance, or either's opportunities, or benefits;
  3. Has the effect of substantially negatively impacting a student's or employee's emotional or mental well-being; or
  4. Has the effect of substantially disrupting the orderly operation of a school.
- C. **Cyberstalking** is defined in F. S. 784.084(d) means to engage in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at or about a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.
- D. **Cyberbullying** is defined as the willful and repeated harassment and intimidation of a person through the use of digital technologies, including, but not limited to, email, blogs, social websites (e.g., MySpace, Facebook), chat rooms, and instant messaging.
- E. **Bullying, Harassment, and/or Cyberbullying** also encompass:
1. Retaliation against a student or school employee by another student or school employee for asserting or alleging an act of bullying or harassment. Reporting an act of bullying or harassment that is not made in good faith is considered retaliation.
  2. Perpetuation of conduct listed in the definition of bullying or harassment by an individual or group with intent to demean, dehumanize, embarrass, or cause emotional or physical harm to a student or school employee by
    - a. Incitement or coercion;
    - b. Accessing or knowingly and willingly causing or providing access to data or computer software through a computer, computer system, or computer network within the scope of the District school system;
    - c. Acting in a manner that has an effect substantially similar to the effect of bullying or harassment.
  3. Unwanted harm towards a student or employee in regard to their real or perceived: sex, race, color, religion, national origin, age, disability (physical, mental, or educational), marital status, socio-economic background, ancestry, ethnicity, gender, gender identity or expression, linguistic preference, political beliefs, sexual orientation, or social/family background or being viewed as different in its education programs or admissions to education programs and therefore prohibits bullying of any student or employee by any Board member, District employee, consultant, contractor, agent, visitor, volunteer, student, or other person in the school or outside the school at school-sponsored events, on school buses, and at training facilities or

training programs sponsored by the District. For Federal requirements when these acts are against Federally identified protected categories, refer to Policy 4001.1.

- F. **Accused** is defined as any District employee, consultant, contractor, agent, visitor, volunteer, student, or other person in the school or outside the school at school-sponsored events, on school buses, and at training facilities or training programs sponsored by the District who is reported to have committed an act of bullying, whether formally or informally, verbally or in writing, of bullying.
- G. **Complainant** is defined as any District employee, consultant, contractor, agent, visitor, volunteer, student, or other

3. Behavior Standards

- A. The Gadsden County School District expects students and adults to conduct themselves as appropriate for their levels of development, maturity, and demonstrated capabilities with proper regard to the rights and welfare of other students and school staff, the educational purpose underlying all school activities, and the care of school facilities and equipment.
- B. The District believes that standards for student behavior must be set cooperatively through interaction among the students, parents/legal guardians, staff, and community members producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for District and community property on the part of students, staff, and community members. Because students learn by example, school administrators, faculty, staff, and volunteers will demonstrate appropriate behavior, treat others with civility and respect, and refuse to tolerate bullying or harassment.
- C. The School District prohibits the bullying of any student or school employee:
  - a. During any educational program or activity conducted by Gadsden County Schools District;
  - b. during any school-related or school-sponsored program or activity or on a Gadsden County school bus;
  - c. Through the use of any electronic device or data while on school grounds or on a Gadsden County school bus, computer software that is accessed through a computer, computer system, or computer network of the Gadsden County School Board. The physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action initiated under this section.
  - d. Through threats using the above to be carried out on school grounds. This includes threats made outside of school hours, which are intended



- to be carried out during any school-related or school-sponsored program or activity, or on a Gadsden County school bus.
- e. While the District does not assume any liability for incidences that occur at a bus stop or en route to and from school, a student or witness may file a complaint following the same procedures for bullying against a student and the school will investigate and/or provide assistance and intervention as the principal/designee deems appropriate, which may include the use of the School Resource Officer. The principal/designee shall use all District Reporting Systems to log all reports and interventions.
  - D. All administrators, faculty, and staff, in collaboration with parents, students, and community members, will incorporate systemic methods for student and staff recognition through positive reinforcement for good conduct, self discipline, good citizenship, and academic success, as seen in the required school plan to address positive school culture and behavior (the school's Discipline Plan).
  - E. Student rights shall be explained as outlined in this policy and in the Student Code of Conduct: Respect for Persons and Property.
  - F. Proper prevention and intervention steps shall be taken based on the level of severity of infraction as outlined in the Student Code of Conduct and this Policy.
4. Stakeholder Responsibilities
- A. By August 2009, each school principal shall create a School Safety team and designate one of its members as a School Safety Liaison and contact who shall serve on a district School Safety team that address acts of violence and school safety. The district's Safety Investigation's Officer will be head the School Safety Team. At minimum, school teams should include staff members from administration, guidance, and instruction. These persons will serve as the key school based personnel who will receive prevention/safety training and assist in the dissemination of prevention/safety procedures, intervention, and curriculum, for bullying and other issues that impact the school culture and welfare of students and staff.
  - B. The Academic Services' Office, in collaboration with other District departments, will collaborate with school based staff members, families, and community stakeholders to utilize this Policy and associated procedures to promote academic success, enhance resiliency, build developmental assets, and promote protective factors within each school by ensuring that each and every staff member and student is trained on violence prevention. These trainings will work to create a climate within each school and within the District that fosters the safety and respect of children and the belief that



adults are there to protect and help them. Additionally, students and staff (including but not limited to school based employees, administrators, district personnel, counseling staff, bus drivers) will be given the skills, training, and tools needed to create the foundation for preventing, identifying, investigating, and intervening when issues of bullying arise.

- C. The Parent Services' Office, in collaboration with other District departments, will train a wide range of community stakeholders, profit, non-profit, School Resource Officers, and faith based agencies to provide the dissemination and support of violence prevention curriculums to students, their families and school staff. This collaboration will make effective use of available school district and community resources while ensuring seamless service delivery in which each and every school and student receives an equitable foundation of violence prevention.
- D. The District School Safety Team will serve as the coordinators and trainers of prevention/safety for all school staff and outside agencies/community partners. The District Safety Team will receive training in violence prevention programs. These team will ensure that these programs are evidence-based and proven. The team will be responsible for implementing the evidence-based interventions and proven programs within each of their schools.
- E. The Parent Services' Office, in collaboration with other District departments, will provide opportunities and encourage parents to participate in prevention efforts with their children in meaningful and relevant ways that address the academic, social, and health needs of their children. The District will offer parents and parent associations' trainings on violence prevention as well as knowledge of and/or opportunity to participate in any violence prevention initiatives currently taking place in their school via the district and school websites, open houses, and school newsletters. Training will provide resources and support for parents by linking them with internal supports as well as referral to community-based resources as needed.
- F. Evaluations to determine the effectiveness and efficiency of the services being provided will be conducted at least every three years and shall include data-based outcomes.
- G. The Superintendent, other district administrators, as well as school principals, will be held accountable for implementation of these student support services consistent with the standards of this policy. These administrators will take steps to assure that student support services are fully integrated with their instructional components at each school as well as in policy and practice.

#### V. Training for all Stakeholders

- At the beginning of each school year, the school principal/designee and or appropriate area/district administrator shall provide awareness of this policy, as well as the process for reporting incidents, investigation and appeal, to students, school staff, parents, or other persons responsible for the welfare of a pupil through appropriate references in the Student Code of Conduct, Employee Handbooks, the school website, and/or through other reasonable means.

## VI. Consequences

### A. Committing an act of bullying or harassment

1. Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances. The physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action.
2. Consequences and appropriate remedial action for students who commit acts of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion, as outlined in the Code of Student Conduct.
3. Consequences and appropriate remedial action for a school employee, found to have committed an act of bullying or harassment, shall be determined in accordance with District policies, procedures, and agreements. Additionally, gross acts of harassment by certified educators may result in a sanction against an educator's state issued certificate.
4. Consequences and appropriate remedial action for a visitor or volunteer, found to have committed an act of bullying or harassment, shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.

### B. Wrongful and intentional accusation of an act of bullying or harassment

1. Consequences and appropriate remedial action for a student, found to have wrongfully and intentionally accused another as a means of bullying or harassment, range from positive behavioral interventions up to and including suspension or expulsion, as outlined in the Code of Student Conduct.
2. Consequences and appropriate remedial action for a school employee, found to have wrongfully and intentionally accused another as a means of bullying or harassment, shall be determined in accordance with District policies, procedures, and agreements.
3. Consequences and appropriate remedial action for a visitor or volunteer, found to have wrongfully and intentionally accused another as a means of bullying or harassment shall be determined by the school administrator after



consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.

- C. Reporting an Act of Bullying or Harassment
1. At each school, the principal or the principal's designee shall be responsible for receiving complaints alleging violations of this policy.
  2. All school employees are required to report alleged violations of this policy to the principal or the principal's designee.
  3. All other members of the school community, including students, parents/legal guardians, volunteers, and visitors are encouraged to report any act that may be a violation of this policy anonymously or in person to the principal or principal's designee.
  4. The principal of each school in the District shall establish and prominently publicize to students, staff, volunteers, and parents/legal guardians, how a report of bullying or harassment may be filed either in person or anonymously and how this report will be acted upon.
  5. The victim of bullying or harassment, anyone who witnessed the bullying or harassment, and anyone who has credible information that an act of bullying or harassment has taken place may file a report of bullying or harassment.
  6. A school employee, school volunteer, student, parent/legal guardian or other persons who promptly reports in good faith an act of bullying or harassment to the appropriate school official and who makes this report in compliance with the procedures set forth in the District policy is immune from a cause of action for damages arising out of the reporting itself or any failure to remedy the reported incident.
  7. Submission of a good faith complaint or report of bullying or harassment will not affect the complainant or reporter's future employment, grades, learning or working environment, or work assignments.
  8. Any written or oral reporting of an act of bullying or harassment shall be considered an official means of reporting such act(s).
  9. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.
- D. Investigation of a Report of Bullying or Harassment
1. The investigation of a reported act of bullying or harassment is deemed to be a school-related activity and shall begin with a report of such an act.
  2. The principal or designee shall select an individual(s), employed by the school and trained in investigative procedures, to initiate the investigation. The person may not be the accused perpetrator (harasser or bully) or victim.



3. Documented interviews of the victim, alleged perpetrator, and witnesses shall be conducted privately, separately, and shall be confidential. Each individual (victim, alleged perpetrator, and witnesses) will be interviewed separately and at no time will the alleged perpetrator and victim be interviewed together.
  4. The investigator shall collect and evaluate the facts including but not limited to:
    - i. Description of incident(s) including nature of the behavior;
    - ii. Context in which the alleged incident(s) occurred;
    - iii. How often the conduct occurred;
    - iv. Whether there were past incidents or past continuing patterns of behavior;
    - v. The relationship between the parties involved;
    - vi. The characteristics of parties involved, *i.e.*, grade, age;
  - vii. The identity and number of individuals who participated in bullying or harassing behavior;
  - viii. Where the alleged incident(s) occurred;
  - ix. Whether the conduct adversely affected the student's education, educational environment or mental well-being;
  - x. Whether the alleged victim felt or perceived an imbalance of power as a result of the reported incident; and
  - xi. The date, time, and method in which the parents/legal guardians of all parties involved were contacted.
  5. Whether a particular action or incident constitutes a violation of this policy shall require a determination based on all the facts and surrounding circumstances and shall include but not limited to:
    - i. Recommended remedial steps necessary to stop the bullying and/or harassing behavior; and
    - ii. A written final report to the principal.
  6. The maximum of ten (10) school days shall be the limit for the initial filing of incidents and completion of the investigative procedural steps.
  7. The highest level of confidentiality possible will be upheld regarding the submission of a complaint or a report of bullying and/or harassment and the investigative procedures that follow.
- E. Investigation to Determine Whether a Reported Act of Bullying or Harassment is Within the Scope of the District
1. The principal or designee will assign an individual(s) who is trained in investigative procedures to initiate an investigation of whether an act of bullying or harassment is within the scope of the School District.

2. The trained investigator(s) will provide a report on results of investigation with recommendations for the principal to make a determination if an act of bullying or harassment falls within the scope of the District.
    - i.If it is within the scope of the District, a thorough investigation shall be conducted.
    - ii.If it is outside the scope of the District and determined a criminal act, the principal shall refer the incident(s) to appropriate law enforcement.
    - iii.If it is outside the scope of the District and determined not a criminal act, the principal or designee shall inform the parents/legal guardians of all students involved.
- F. Notification to Parents/Guardians of Incidents of Bullying or Harassment
1. Immediate notification to the parents/legal guardians of a victim of bullying or harassment.
    - i.The principal, or designee, shall promptly report via telephone, personal conference, and/or in writing, the occurrence of any incident of bullying or harassment as defined by this policy to the parent or legal guardian of all students involved on the same day an investigation of the incident(s) has been initiated. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).
    - ii.If the bullying incident results in the perpetrator being charged with a crime, the principal, or designee, shall by telephone or in writing by first class mail, inform the parents/legal guardian of the victim(s) involved in the bullying incident about the Unsafe School Choice Option (No Child Left Behind, Title IX, Part E, Subpart 2, Section 9532) that states “. . . a student who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary school or secondary school within the local educational agency, including a public charter school.”
  2. Immediate notification to the parents/legal guardians of the perpetrator of an act of bullying or harassment.

The principal, or designee, shall promptly report via telephone, personal conference, and/or in writing, the occurrence of any incident of bullying or harassment as defined by this policy to the parent or legal guardian of all students involved on the same day an investigation of the incident(s) has been initiated. Notification must be consistent



with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

3. Notification to local agencies where criminal charges may be pursued.  
Once the investigation has been completed and it has been determined that criminal charges may be pursued against the perpetrator, all appropriate local law enforcement agencies will be notified by telephone and/or in writing.

G. Referral of Victims and Perpetrators of Bullying or Harassment for Counseling  
When bullying or harassment is suspected or when a bullying incident is reported, counseling services shall be made available to the victim(s), perpetrator(s), and parents/guardians.

1. The teacher or parent/legal guardian may request informal consultation with school staff, *e.g.*, school counselor, school psychologist, to determine the severity of concern and appropriate steps to address the concern. The teacher may request that the involved student's parents or legal guardian are included.
2. School personnel or the parent/legal guardian may refer a student to the school intervention team for consideration of appropriate services. Parent or legal guardian involvement shall be required when the student is referred to the intervention team.
3. If a formal discipline report or formal complaint is made, the principal or designee must refer the student(s) to the school intervention team for determination of counseling support and interventions. Parent or legal guardian involvement shall be required.
4. The intervention team may recommend
  - i. Counseling and support to address the needs of the victims of bullying or harassment;
  - ii. Research-based counseling or interventions to address the behavior of the students who bully and harass others, *e.g.*, empathy training, anger management; and/or
  - iii. Research-based counseling or interventions which include assistance and support provided to parents/legal guardians, if deemed necessary or appropriate.

H. Reporting Incidents of Bullying and Harassment

1. Incidents of bullying or harassment shall be reported in the school's report of data concerning school safety and discipline data required under s. 1006.09(6), F.S. The report shall include each incident of bullying or harassment and the resulting consequences, including discipline and referrals. The report shall also include each reported incident of bullying or



harassment that did not meet the criteria of a prohibited act under this section with recommendations regarding such incidents.

2. The District will utilize Florida's School Environmental Safety Incident Reporting (SESIR) Statewide Report on School Safety and Discipline Data, which includes bullying/harassment as an incident code as well as bullying-related as a related element code.
    - i. Bullying and/or harassment incidents shall be reported and coded appropriately in SESIR using the relevant incident code and the bullying-related code as indicated in the *Code of Student Conduct*.
  3. Discipline and referral data shall be recorded in Student Discipline/Referral Action Report and Automated Student Information System.
  4. The District shall provide bullying incident, discipline, and referral data to the Florida Department of Education in the format requested, through Survey 5 from Education Information and Accountability Services, and at designated dates provided by the Department of Education.
- I. Instruction on Identifying, Preventing, and Responding to Bullying or Harassment
1. The District shall ensure that schools sustain healthy, positive, and safe learning environments for all students. It is committed to maintain a social climate and social norms in all schools that prohibit bullying and harassment. This requires the efforts of everyone in the school environment – teachers; administrators; counselors; school nurses; other nonteaching staff such as bus drivers, custodians, cafeteria workers; school librarians; parents/legal guardians; and students.
  2. Students, parents/legal guardians, teachers, school administrators, counseling staff, and school volunteers shall be given instruction at a minimum on an annual basis on the District's policy and regulations against bullying and harassment. The instruction shall include evidencebased methods of preventing bullying and harassment as well as how to effectively identify and respond to bullying in schools.
- J. Reporting to a Victim's Parents/Legal Guardians the Actions Taken to Protect the Victim
- The principal or designee shall by telephone and/or in writing report the occurrence of any incident of bullying as defined by this policy to the parent or legal guardian of all students involved on the same day an investigation of the incident has been initiated. According to the level of infraction, parents/legal guardians will be notified by telephone and/or writing of actions being taken to protect the child; the frequency of notification will depend on the seriousness of the bullying or harassment incident. Notification must be consistent with

the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

K. Publicizing the Policy

1. At the beginning of each school year, the Superintendent or designee shall, in writing, inform school staff, parents/legal guardians, or other persons responsible for the welfare of a student of the District's student safety and violence prevention policy.
2. Each District school shall provide notice to students and staff of this policy through appropriate references in the *Code of Student Conduct* and employee handbooks and through other reasonable means.
3. The Superintendent shall also make all contractors contracting with the District aware of this policy.
4. Each school principal shall develop an annual process for discussing the school district policy on bullying and harassment with students.
5. Reminders of the policy and bullying prevention messages such as posters and signs will be displayed around each school and on the District school buses.
- 6.

Disclaimer: The Gadsden County School District prohibits bullying & harassment of any kind; if you know, heard, and/or witness any infraction, Please fill out a form from the district's website or any school in Gadsden's County. You may remain anonymous, if you desire.

## PROCEDURES FOR THE DISCIPLINE OF STUDENTS WITH DISABILITIES

(as defined under Section 504 Rehab Act 1973, ADA & IDEA)

### 6A-6.03312. Discipline Procedures for Students with Disabilities

For students with disabilities whose behavior impedes their learning or the learning of others, strategies, including positive behavioral interventions and supports to address that behavior must be considered in the development of their **individual educational plans (IEPs)**. School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the requirements and procedures in this rule, is appropriate for a student with a disability who violates a code of student conduct.

## PROCEDURES FOR THE DISCIPLINE OF K-12 STUDENTS INCLUDING PREKINDERGARTEN



The use of corporal punishment, humiliation, total or extended isolation, and/or withholding of food is prohibited as a form of discipline for prekindergarten students. (ACYF/HS 4.02;45 CFR 1304). When necessary, additional assistance will be acquired to provide for the needs of individual children.

Definitions specific to this policy:

Corporal Punishment - Paddling, slapping, pulling of hair, pinching, or any other means of causing bodily harm.

Denial of Participation in Extracurricular Activities - Denying a child the opportunity to participate in out-of-class activities such as field trips or parties. When necessary, additional assistance will be acquired to provide for the needs of individual children.

Extended Isolation in the Classroom - Denying a child the opportunity to participate in classroom activities for an unreasonable period of time. (e.g. long periods in time out).

Humiliation - Using derogatory remarks when referring to a child, name calling, or any other action that could lower the pride, dignity, or self-respect of a student.

Withholding of Food - Denying a child food that is provided to his/her peers such as dessert, snack, party foods, etc.

Total Isolation - Placing a child out of view of a responsible adult.

Suspension- The temporary removal of a child from his regular school program or the school bus.

Expulsion - The removal of the right and obligation of a child to attend a public school under conditions set by the School Board for a period of time not to exceed the remainder of the school year and one (1) additional year of attendance.

Suspension and/or expulsion are NOT RECOMMENDED in disciplining prekindergarten children. These procedures should only be used for the safety, health, or welfare of any student, teacher, or staff member.

If a child's problem behavior is extensive or has escalated over a period of time, this may be an indicator of a physical or emotional problem and a referral to the prekindergarten office and the student study team may be needed.

## DISCIPLINARY PROCEDURES GRADES K-12



**Disclaimer: The principal has authority, within Florida Statutes, to increase consequences based upon the severity of the infraction.**

Discipline Guidelines  
and  
Procedures

CLASS I	MINOR OFFENSES
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\*Document All Actions Taken in Class I on the Classroom Behavior Management Form

- Chewing gum, eating food, or drinking beverages during class
- Being unprepared for class/no materials
- Arriving late to class (up to 5 minutes)
- Refusing to do classroom work
- Sleeping in class
- Using offensive language in general conversation with peers
- Disrupting the classroom (talking out loud, getting out of seat, laughing or talking at inappropriate times) ▪ Displaying intimate affection in public
- Possessing inappropriate items, (toys, games, tape players,)
- Disrupting the class by any other minor offense

Actions To Be Taken By Teachers

**1st Offense**

- Contact the parent/guardian. **[required]**
- Hold a teacher/student conference with documentation **[complete applicable section of Classroom Behavior Management Form (CBM)]**.
- Collect inappropriate items from the student and return them at end of the day or when a parent/guardian collects them.

**2nd Offense**

- Use creative teacher interventions (may include behavior improvement plan, disciplinary work, etc.).
- Refer the student to the homeroom teacher (If student is an athlete, refer to coaches)
- Hold formal teacher-student conference and contact the parent/guardian. **(complete applicable section of CBM)**

- Refer the student to the team leader or designee, if applicable.
- Refer the student to the Guidance Counselor/Resource person/Student Study Team. ▪  
Arrange peer mediation for the student.

**3rd Offense**

- Contact the parent/guardian. **[required]** ▪ Render a verbal reprimand.
- Provide notification of the consequences of the next offense.
- Arrange peer mediation for the student.
- Refer the student to the team leader or designee.
- Refer the student to a Guidance Counselor.

**4th Offense****ACTIONS TO BE TAKEN BY ADMINISTRATORS**

- Contact the parent/guardian. **[required]**
- Refer the student to an Administrator for disciplinary action/parent/guardian contact ▪ Suspend the student from home-based school activities for 2 weeks.
- Assign the student to after-school detention - 2 Days ▪  
Assign work detail to the student.
- Assign the student to in-school suspension (ISS) for 3 to 5 days/parent/guardian contact.

**Disclaimer: The principal has authority, within Florida Statutes, to increase consequences based upon the severity of the infraction.**

**CLASS II****INTERMEDIATE OFFENSES**

- Repeating classroom disruptions
- Failing to serve detention or other disciplinary interventions
- Instigating conflicts by spreading rumors, false statements, accusations, threats and other statements that tend to escalate situations or incite chaos
- Throwing food or drinks in cafeteria
- Loitering in an unauthorized location
- Using obscene or profane language or gestures
- Possessing or using tobacco products
- Cheating, plagiarism, abuse of technology, or forgery
- Skipping class/Leaving class (Skipping class is also considered arriving to class after 5 minutes.)



- Throwing or propelling objects or spitting
- Intimidating or harassing another student
- Dressing in opposition to the dress code
- Repeating Class I offenses
- Unauthorized usage of electronic devices
- Drop Pants / Saggy Pants (reference page 12)
- Student use of cell telephones/wireless communication devices

Personal cell telephones may be brought to school with the following conditions:

- a. Phones must be turned off and kept out of sight during school hours and while riding on the school buses or using school transportation at any time.
- b. If emergency calls to or from students are necessary, they should be placed through the school office and not to or from the student's telephone.
- c. Phones should be kept secure to prevent theft (vehicles, purses, backpacks, lockers, etc.) The school is not responsible for lost or stolen phones or any other electronic device.

#### Actions To Be Taken By Administrators

- An administrator calls the parent/guardian. **[required]**
- An administrator will assign In-school suspension (ISS) for specified number of days.
- An administrator will assign 3 - 5 days out-of-school suspension (OSS) /parent/guardian contact.
- An administrator will assign 5 days OSS [school level hearing/ parent/guardian conference] ▪ An administrator will provide a hearing with the option to give OSS of 5 more days.
- The School Resource Officer will issue a citation.
- An administrator will provide peer mediation for the student.
- An administrator will involve the Guidance Counselors in fact-finding and counseling of students.
- Drop pants / saggy pants: verbal warning; ineligibility to participate in extracurricular activities; in-school suspension

**Disclaimer: The principal has authority, within Florida Statutes, to increase consequences based upon the severity of the infraction.**

CLASS III	GROUP A	MAJOR OFFENSES
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- Defying a school district employee (an attitude or action designed to provoke a confrontation) ▪ Defacing school property/malicious mischief



- Inciting or participating in riotous behavior
- Obstructing school employees from their duty (preventing fight breakups, etc.)
- Possessing merchandise stolen on school campus
- Trespassing
- Using school property without authorization (computers, A/V or PE equipment)
- Exhibiting lewd and lascivious behavior
- Possessing obscene literature or objects
- Stealing
- Repeating Class II offenses
- leaving school campus without permission
- under the influence of alcohol and/or drugs

#### Actions To Be Taken By Administrators

##### *1st Offense*

- An administrator calls the parents/guardians. **[required]**
- The teacher/administrator writes a referral and administrator confers with the student.
- An administrator assigns 3-5 days out of school suspension.
- An administrator warns the student and parents/guardians of the consequence of the second offense. ▪ Guidance Counselors assist with fact finding and counseling of students. ▪ The student/parent/guardian makes restitution ▪ The Resource Officer administers a civil citation.
- A law enforcement officer is called to give assistance.

##### *2nd Offense*

- An administrator calls the parents/guardians. **[required]** ▪ The teacher/administrator writes a referral.
- An administrator confers with the student.
- An administrator assigns 5 days out of school suspension and conducts a hearing.
- An administrator warns the student and parent/guardian of the consequences of the third offense.
- An administrator informs the student and parent/guardian that all subsequent referrals will result in recommendation for alternative placement and/or expulsion.
- The student/parent/guardian makes restitution.
- The Resource Officer administers a civil citation.
- A law enforcement officer is called to give assistance.

**Disclaimer: The principal has authority, within Florida Statutes, to increase consequences based upon the severity of the infraction.**

## CLASS III

## GROUP B

## MAJOR OFFENSES

- Fighting (involvement in physical confrontation in which the participant either initiated the fight or failed to take advantage of an opportunity to avoid escalation of the incident that led to the fight)
- Creating a hostile environment that includes harassing, physical, verbal, graphic or written conduct that is sufficiently severe, pervasive or persistent as to interfere with an individual's ability to participate in or benefit from school activities. This includes all forms of sexual, racial, national origin, disability or other forms of discrimination or harassment prohibited by school board policies
- Threatening, harassing or intimidating a school district employee/adult
- Bullying & Harassment that is systematic in gesture or written, verbal, graphic, or physical acts. Also, a repeated behavior that has been already addressed.

## Actions To Be Taken By Administrators

*1st Offense*

- An administrator calls the parents/guardians. **[required]** ▪ The teacher/administrator writes a referral.
- An administrator confers with the student.
- An administrator assigns 5 days out-of-school suspension.
- Guidance Counselors assist in fact finding and counseling of student.
- An administrator reads the second offense consequences to the students and parent/guardian. ▪ An administrator provides peer mediation.

*2nd Offense*

- An administrator calls the parents/guardians. **[required]** ▪ The teacher/administrator writes a referral.
- An administrator confers with the student.
- An administrator assigns 5 days out-of-school suspension with a hearing for possible alternative placement and/or expulsion considerations.

**Disclaimer: The principal has authority, within Florida Statutes, to increase consequences based upon the severity of the infraction.**

## CLASS III

## GROUP C

## MAJOR OFFENSES



**ZERO TOLERANCE OFFENSES****REFER TO THE GADSDEN COUNTY SCHOOL BOARD CODE OF STUDENT CONDUCT.**

Florida Statute: 1006.13 - Zero Tolerance Policy

1. The Gadsden County School Board has a zero tolerance policy for:
  - (a) Crime and substance abuse, including the reporting of delinquent acts and crimes occurring whenever and wherever students are under the jurisdiction of the district school board.
  - (b) Victimization of students, including taking all steps necessary to protect the victim of any violent crime from any further victimization.
2. The zero tolerance policy requires students found to have committed one of the following offenses to be expelled, with or without continuing educational services, from the student's regular school for a period of not less than 1 full year, and to be referred to the criminal justice or juvenile justice system. . (See definition of expulsion.)
  - (a) Bringing a firearm, imitation firearm, or weapon (as defined in F.S. Chapter 790) to school, to any school function, or possessing a firearm, imitation firearm, at school. (to include the possession, use, or sell of a firearm, imitation firearm, or explosive on campus, at a school activity, or on school sponsored transportation, including designated bus stops, or
  - (b) Making a threat or false report (as defined by subsection 790.162 and 790.163) respectively, involving school or school personnel's property, school transportation, or a school-sponsored activity, bring, possess, use, or sell a firearm, imitation firearm, or explosive on campus

The Gadsden County School Board may assign the student to a disciplinary program for the purpose of continuing educational services during the period of expulsion. District school superintendents may consider the 1-year expulsion requirement on a case-by-case basis and request the district school board to modify the requirement by assigning the student to a disciplinary program or second chance school if the request for modification is in writing and it is determined to be in the best interest of the student and the school system. If a student committing any of the offenses in this subsection is a student with a disability, the district school board shall comply with applicable State Board of Education rules.

**Offenses Prohibited**



1. The Gadsden County School Board's zero tolerance for students that have been found to have committed any of the offenses listed below on school property, school sponsored transportation, including designated bus stops, or during a school sponsored activity. These students will be referred to the School Board for expulsion.
  - a. homicide (murder, manslaughter) – law enforcement must be notified
  - b. sexual battery – law enforcement must be notified
  - c. armed robbery
  - d. aggravated battery – law enforcement must be notified
  - e. assault, battery or aggravated battery on a teacher or other school personnel
  - f. kidnapping or abduction – law enforcement must be notified
  - g. arson
  - h. possession, use, or sale of any firearm, to include an imitation firearm
  - i. display, use, threaten, or attempt to use any imitation firearm
  - j. possession, use, or sale of any explosive device
  - k. possession, use, or sale of drugs or alcohol
  - l. threat or false report involving a school or school personnel's property, school transportation, or a school sponsored activity.
  - m. bomb threat
  - n. possession, use of hazardous chemical or substances material

(The above terms are defined in the glossary.)

2. Any student charged with an assault or battery on any employee of the School Board shall be removed from the classroom immediately and placed in an alternative school setting pending disposition. After an investigation, if the student is found guilty of this offense and in violation of F.S. 784.081, he/she shall be expelled or placed in an alternative school setting (F.S. 1006.13(4)).
3. **All incidents involving firearms, imitation firearms, explosives, unlawful possession, use or sale of controlled substances, including alcohol, and offenses listed in 1 above will be referred immediately to law enforcement.**
4. In the case of a physical altercation (fight) between two or more students on campus, school bus, or at any school sponsored activity, and where it is determined by the principal/designee that one or more of the students was/were the aggressor(s), and the remainder was/were the defender(s), the

aggressive behavior of the student(s) shall be considered a zero-tolerance offense for which the student(s) will be subject to expulsion procedures as outlined in the Code of Student Conduct and the Fight Intervention Program.

5. In implementing this policy, the district will comply with all local, state, federal laws and guidelines.

#### WEAPONS PROHIBITED

2. Students must not bring or possess weapons on campus, at any school activity, or on school-sponsored transportation, including designated bus stops. For use in this policy, weapons shall include but not be limited to the following: air rifle, BB or pellet gun, rifle, shot gun, zip gun, stun gun, pistol, ammunition or explosive device (no matter how limited), incendiary device, ice pick, knife, box cutter, pocket knife, machete, hypodermic needle(s), laser pointer, brass knuckles, club, nunchakus, razor blade, self-defense sprays (such as mace or pepper gas), sling shot, spear, sword, or any item used with intent to cause bodily harm to another individual.
3. The principal or designee will immediately contain/remove the student from the class or school campus and investigate the alleged offense. After the investigation has been completed, the principal may complete procedures for suspension for up to five days.
4. The use and/or possession of a weapon other than a firearm, imitation firearm, or explosive device will result in suspension, expulsion, or other disciplinary action.
5. All incidents involving weapons will be referred to law enforcement. Willful and knowing possession of these weapons (listed in A above) may be a misdemeanor or third degree felony.
6. In implementing this policy, the district will comply with all local, state, federal laws and guidelines.

#### CERTAIN DRUGS PROHIBITED

1. The use, distribution, sale and/or unlawful possession of mood modifiers, synthetic drugs, controlled substances or alcohol on campus, at school activities, or on school-sponsored transportation, including designated bus stops, is strictly prohibited. If, after an investigation, a student has been determined to be in violation of this section, he or she will be referred to the School Board for expulsion.
2. **All incidents involving unlawful possession, use or sale of controlled substances, including alcohol, will be reported to law enforcement.**



3. With written parent/guardian permission, using Form GCSB 893, a prescribed or nonprescribed medication may be given to a student by authorized school personnel. (See School Board rule 5.62.)
4. In implementing this policy, the district will comply with all local, state, federal laws and guidelines.

#### PROCEDURES FOR STUDENT TRANSFER-FELONY CHARGES

1. Section 1006.09, Florida Statutes provides for the transfer to an alternative program of a student enrolled at school who:
  - a. has been formally charged with a felony, or with a delinquent act which would be a felony if committed by an adult, by a prosecuting attorney; and
  - b. the incident for which he/she has been charged occurred on other than school property, and
  - c. under circumstances in which the student would not already be subject to the rules and regulations of the Gadsden County Schools; and
  - d. the incident would have an adverse impact on the educational program, discipline or welfare of the school in which the student is enrolled.
2. If the principal proposes a felony transfer, he/she will, in accordance with Section 1006.09(2), Florida Statutes, conduct an administrative hearing for the purpose of determining whether or not the student should be assigned to an alternative program pending determination of his/her guilt or innocence, or the dismissal of the charge, by a court of competent jurisdiction. The following procedures shall be followed if the principal proposes a felony transfer.
  - a. Upon receiving proper notice that a student has been formally charged with a felony or with a delinquent act which would be a felony if committed by an adult, the principal shall notify the parent/guardian of the student, in writing of the specific charges against the student and of the right to a hearing.
  - b. Such notice shall set a date for the hearing which shall not be less than two (2) school days nor more than five (5) school days from date of postmark or delivery. It shall also advise the parent/guardian of the conditions under which a waiver of discipline may be granted.\* A hearing can be held without the attendance of the parent/guardian after proper notification.



**\*Waiver of Discipline:**

Any pupil who is subject to discipline or expulsion for unlawful possession or use of any substance controlled under chapter F.S. 893, may request a waiver of the discipline code:

- i. If the pupil divulges information leading to the arrest and conviction of the person who supplied such controlled substance to him/her, or if the pupil voluntarily discloses his/her unlawful possession of such controlled substance prior to his/her arrest. Any information divulged which leads to such arrest and conviction is not admissible in evidence in a subsequent criminal trial against the pupil divulging such information, or
  - ii. If the pupil commits himself/herself, or is referred by the court in lieu of sentence, to a state licensed drug abuse program and successfully completes the program. Florida Statutes 1006.09.
3. The hearing shall be conducted by the principal, or designee, and may be attended by the student, the parent/guardian, the student's representative or counsel, and any witnesses requested by the student or the principal.
  4. The student may speak in his/her own defense, may present any evidence indicating his/her eligibility for waiver of disciplinary action, and may be questioned on his/her testimony. However, the student shall not be threatened with punishment or later punished for refusal to testify.
  5. In conducting the hearing, the principal/designee shall not be bound by rules of evidence or any other courtroom procedure and no transcript of testimony shall be required.
  6. Following the hearing, the principal shall provide the student and parent/guardian with a decision, in writing, as to whether or not student transfer for felony charges will be made, and if so, the effective date of such transfer. In arriving at this decision, the principal shall consider the conditions under which a waiver of discipline may be granted, and may grant such a waiver when she/he determines such action to be in the best interests of the school and the student.
  7. If the court determines that the pupil did commit the felony or delinquent act which would have been a felony if committed by an adult, the principal may recommend that the student be expelled. This expulsion, however, shall not affect the delivery of educational services to the pupil in any residential, nonresidential, alternative, daytime, or evening program outside of the regular school setting. (F.S. 1006.09)
  8. If a student is convicted or is found to have committed, a felony or a delinquent act, which would be a felony if committed by an adult, regardless of whether

adjudication is withheld, participation in interscholastic, athletic, and extra-curricular activities will be withheld.

## SUSPENSION/EXPULSION

Suspension, also referred to as out-of-school suspension, is the temporary removal of a student from all classes of instruction on public school grounds and all other school sponsored activities, except as authorized by the principal or principal's designee for a period not to exceed ten (10) school days. F.S. 1003.01 During the suspension, the student is remanded to the custody of the parent/guardian with specific homework assignments for the student to complete.

Expulsion is the removal of the right and obligation of a student to attend a public school under conditions set by the School Board, and for a period of time not to exceed the remainder of the term or school year and one (1) additional year of attendance.

Expulsions may be imposed with or without continuing educational services and shall be reported accordingly.

1. The principal must follow all procedures for suspensions/expulsions. Only the School Board can expel students.
2. If a student is suspended or expelled from school, the student will not be allowed to attend any other school or school activity in the district until the time of suspension or expulsion has ended, or the School Board or the Superintendent has assigned an alternative setting. Failure to adhere to this rule could result in the extension of the suspension/expulsion and/or arrest.
3. Computerized records must be kept on all disciplinary actions that involve suspension/expulsion, and alternative placement.
4. The following are procedures for suspension:
  - a. Before suspending a student, the principal/designee will investigate the alleged offense, giving the student a chance to tell his/her side of the story and obtain written statements from witnesses, if appropriate.
  - b. When a student is suspended from school, an immediate attempt will be made to contact the parent/guardian(s). The student, the parents/guardians, and the Superintendent will be sent written notice (suspension form) within twenty-four hours.
  - c. The suspension by the principal may not be for more than ten days. No student will be suspended for more than five days without a school hearing which will adhere to the following procedures:
    - i. A suspension form will be completed giving the date for the hearing (usually on the third or fourth day of the suspension), and it will also include the time, place, and the purpose for the hearing.



- ii. The hearing will be video and/or audio taped.
  - iii. The student may bring witnesses to speak for him/her, ask other witnesses questions, and tell his/her side of the story.
  - iv. This hearing should include the student and his/her parent/guardian(s) and may also include teachers, administrators, guidance counselors, school psychologists, and/or others as appropriate.
  - v. Decisions will be based on the information presented.
  - vi. At the end of the hearing, the principal will tell the student and the parent/guardian(s) verbally and later in writing what he/she has decided to do about the misbehavior. The Principal may extend the suspension up to 10 days.
5. The following are procedures for an expellable offense:
- a. When a student commits an expellable offense (see Zero Tolerance Policy), the Principal/Designee investigates. If after the investigation it is deemed necessary to continue the expulsion process, the Principal/Designee notifies:
    - i. parent/guardian of suspension and sets a hearing date (hand delivered)
    - ii. the District Office
    - iii. ESE, ESOL and School Psychologist (if appropriate)
  - b. At the school hearing the following will be present:
    - i. student
    - ii. parent/guardian
    - iii. school personnel
    - iv. district personnel
    - v. witnesses
    - vi. other appropriate personnel
  - c. The following guidelines will be adhered to at the school hearing:
    - i. The Principal/Designee will chair the hearing.
    - ii. All information discussed will be recorded.
    - iii. Everyone involved in the incident may give his/her side of the story.
    - iv. All pertinent information will be discussed including the student's discipline, attendance, and academic records and other significant information such as police and witness reports.
    - v. The recommendations of the Principal/Designee may also include, but not be limited to, alternative programs, counseling, community service, drug and rehabilitative treatment centers, extended suspension, and expulsion.
    - vi. If expulsion is recommended to the Superintendent, the suspension is extended for a total of 10 days. The parent/guardian is notified of the date of the School Board Meeting.



- vii. The parent/guardian has the right to request a School Board Hearing prior to the School Board Meeting.
- d. If the Superintendent concurs with the Principal's decision, he will make a recommendation to the School Board. If the Superintendent does not agree with the expulsion recommendation, the student will be allowed to return to school.
- e. All recommendations for expulsion are placed on the School Board agenda for final action. The Superintendent will give to the Board, prior to the School Board meeting, background information on the student. The Board will act upon the recommendation of the Superintendent. The principal making the recommendation for expulsion must be present when the case goes before the School Board .

### **CORPORAL PUNISHMENT**

Corporal punishment is prohibited.

### **REASONABLE FORCE**

Florida Statue 1003.32(1) authorizes teachers and other instructional personnel to use reasonable force to protect himself/herself or others from injury. The Department of Education has defined reasonable force as, "appropriate professional conduct including physical force as necessary to maintain a safe and orderly environment." The Department of Education has clarified that school personnel do have the right and the authority to protect against: conditions harmful to learning, self, and others. Note: Florida Statute 1006.11(2) further provides that a principal, teacher, other staff members, or bus driver shall not be civilly or criminally liable for any action carried out in conformity with School Board rules regarding the control, discipline, and expulsion of students, except in the case of excessive force or cruel & unusual punishment.

### **COLLECTION OF EVIDENCE / SEARCH AND SEIZURE**

The right of students as citizens to be free from unreasonable search shall be preserved in the schools. However, the principal or designee has the right to collect evidence as necessary to provide for the safe and orderly operation of the school and all of its functions. These may include, but not be limited to, the following measures:

1. General Search: In all cases of search the responsible school officials shall maintain an accurate written summary of the events surrounding the search incident.
2. Lockers: Lockers remain the property of the school and are provided to students without charge. The rights of personal property, however, as well as the rights of the school, must be afforded consideration. The school principal or his designee is authorized to open lockers in the presence of another witness and to examine their contents to include personal belongings of students when such person has reasonable suspicion to believe that the contents threaten the safety, health, or welfare of any student or include property stolen from the school personnel or other students. This policy does not preclude administrators from being able to randomly search lockers. Appropriate notices will be posted to this effect.
3. Personal Search: With reasonable suspicion, the administrator/designee may conduct a personal search of a student. Personal search may include: emptying of pockets, removal of shoes and socks, and removal of jacket. FRISKING AND STRIP SEARCHES ARE PROHIBITED.
4. Use of Metal Detectors: As part of an overall plan to protect the health, welfare, safety, and lives of students, faculty, staff, and visitors to the public schools, and to enforce provisions of the Code of Student Conduct, metal detectors may be used to scan and screen for firearms, imitation firearms, and other weapons which have no place in public schools due to the fact that they are life threatening, cause bodily harm, and have adverse and disruptive effects on the educational process.
5. Search of Vehicles: Any motor vehicle parked on school property may be searched by the site administrator or designee with reasonable suspicion. Appropriate notices will be posted to this effect.
6. Use of Video Cameras: For the health, welfare, and safety of students, faculty, and staff, video cameras may be used on school buses and in school facilities as appropriate.
7. Drug-Sniffing Dog: In searching for illegal objects or substances in students' lockers or other school areas, a trained drug-sniffing dog may be used. The search procedure shall consist of the following:

- a. Contact the Superintendent or his designee for approval.
- b. The search will be conducted to avoid contact between students and the dog.
- c. Contact the local law enforcement office and obtain a certified officer and a certified drug-sniffing dog, if drugs are suspected.



**CLASSROOM BEHAVIOR MANAGEMENT  
FORM FOR MINOR OFFENSES IN K-12  
SCHOOLS**

STUDENT \_\_\_\_\_ I.D. \_\_\_\_\_ DATE \_\_\_\_\_  
TEACHER \_\_\_\_\_ SUBJECT \_\_\_\_\_ PERIOD \_\_\_\_\_  
\_\_\_\_\_ CIRCLE IF APPLICABLE TO STUDENT: ESE  
ESOL

The above student's behavior has been disruptive to the class and inhibits my ability to teach. Specifically, the problem is:

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

As the classroom teacher, I have taken the following steps to correct the problem:

**1st Offense:** An **AFTER-CLASS DISCUSSION** was held on \_\_\_\_\_ with the student regarding the above problem. The student's reaction to the problem and my suggestions for improvement were:

\_\_\_\_\_ Favorable \_\_\_\_\_ Unfavorable \_\_\_\_\_ No reaction

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Student Signature

**2<sup>nd</sup> Offense:** A **FORMAL TEACHER/STUDENT CONFERENCE** was held on \_\_\_\_\_ at \_\_\_\_\_  
(DATE) (TIME)

The problem was again discussed, and the student was warned that further misbehavior would result in a referral to the office. The student's reaction to my suggestions for improvement were:

\_\_\_\_\_ Favorable \_\_\_\_\_ Unfavorable \_\_\_\_\_ No reaction

**PARENT/GUARDIAN PHONE CONTACT**

(Name and No.) \_\_\_\_\_ was called on \_\_\_\_\_. The parent/guardian was advised of the problems and the steps taken thus far by me to remedy the problem. The parent/guardian's support was requested. Parent/Guardian reaction was:

\_\_\_\_\_ **Positive**      \_\_\_\_\_ **Neutral**      \_\_\_\_\_ **No reaction**

**3<sup>rd</sup> Offense:** The following **RESOURCE PEOPLE** were consulted:

A. Department/Team Chairman/Leader: The following recommendation/s was made:

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

B. Guidance Counselor: The following recommendation/s was made:

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

C. Other: The following assistance was provided:

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

**4<sup>th</sup> Offense: THE PROBLEM PERSISTS:** I request administrative assistance with this student. [Send this form and the student to the office.]

\_\_\_\_\_  
Date/Time Student Sent

\_\_\_\_\_  
Teacher signature

White – Office Yellow – Parent/Guardian Pink – Guidance Gold – Referring Teacher

#### AUTHORITY OF THE SCHOOL BUS DRIVER

1. The principal/designee gives to the bus driver authority to control students to and from school or on school trips. Any student who misbehaves may be reported to the principal.
2. The bus driver will not suspend a student from riding the bus, spank a student, or put a student off the bus at any place other than his regular stop. However, if a bus driver has a note from the student's parent/guardian which has been approved by the school, the bus driver may let the student off at another stop. If there is an emergency on the bus because of student behavior, the bus driver must take care of the emergency and protect the students on the bus. The bus driver will immediately report the incident to the proper authority.

#### MISCONDUCT ON SCHOOL BUSES

Form Number: IEPC-M1  
Rule Number: 6A-6.0786  
May 2012

If a student misbehaves on the school bus, the bus driver may report the misbehavior to the principal. The principal may suspend the student from riding the bus for no more than ten (10) school days per offense. Please note: If ESE students do not get a ride to school during the bus suspension, the suspension will count towards the maximum allowable ten (10) day school suspension for the year. If the suspension is for more than five (5) days, a hearing is required. The School Board may change the suspension to an expulsion from the school bus. The student may also be subject to other disciplinary actions which may include suspension or expulsion from school.

**Disclaimer: The principal has authority, within Florida Statutes, to increase consequences based upon the severity of the infraction.**

## BUS OFFENSES

### MINOR OFFENSES

- Shouting/loud talking
- Eating / drinking
- Littering
- Holding hand/head outside of the bus

#### Actions To Be Taken

- **BUS DRIVERS' INTERVENTIONS (use one or more)**
- Conduct a conference with the student.
- Assign a new seat assignment.
- Notify the parents/guardians.
- Write a referral and give it to an administrator.
- **ADMINISTRATORS' INTERVENTIONS**
- 1st referral: Notify parents/guardians and have a conference with the student.
- 2nd referral: 1- 3 days off bus
- 3rd referral: 3 days off bus
- 4th referral: 5 days off bus (**Hearing Requested**)

### MAJOR OFFENSES

- Being out of seat when bus is in motion
- Using foul language/ racial slurs
- Defacing property



- Throwing objects
- Holding hand/head outside bus while in motion ▪ Fighting
- Distracting the bus driver with deviant behavior

**Actions To Be Taken By Administrators**

- Restitution is paid by the student/parent/guardian.
- 1st referral: 1-3 day off bus
- 2nd referral: 3-5 days off bus
- 3rd referral: 5 days off bus
- 4th referral: 5 days off bus (**Hearing Requested/expulsion considered**)

The student may also be subject to other disciplinary actions which may include suspension or expulsion from school.

**ZERO TOLERANCE ON THE BUS**

- Threatening/assaulting the driver
- Possessing weapons
- Possessing/using drugs/alcohol

**GLOSSARY**

**Abuse of property/minor vandalism** - to use wrongly or improperly, or to maltreat any school equipment or property

**Aggravated battery** - Intentionally or knowingly causing great bodily harm, permanent disability, or permanent disfigurement or using a deadly weapon while committing a battery.

**Alcohol possession, use, sale, storage, or distribution** - having on one's person or within one's personal property or under one's control by placement of and knowledge of the whereabouts or reasonable belief that one has assimilated, or reasonably appears, in the judgment of appropriate school officials, to be under the influence of any alcoholic substance

**Armed robbery** - the taking of money or other property which may be the subject of larceny from the person or custody of another, with intent to either permanently or temporarily deprive the person or the owner of the money or other property, when in the course of the taking there is the use of force, violence, assault, or putting in fear; with the use of a firearm, imitation firearm, or other deadly weapon

**Arson** - to willfully and unlawfully, or while in the commission of any felony, by fire or explosion, damage or cause to be damaged: any dwelling, whether occupied or not, or its contents; any structure, or contents thereof, where persons are normally present; and any other structure that the person knew or had reasonable grounds to believe was occupied by a human being

**Articles disruptive to school** - to possess, display or use anything that is disruptive to the general peace and welfare of a school center, school bus, or a school sponsored activity

**Assault** - an intentional, unlawful threat by word or act to do violence to the person of another, coupled with an apparent ability to do so which creates a well-founded fear in such other person that such violence is imminent. (F.S 784.011)

**Assault on school board employee** - any intentional, unlawful threat, by word or act, to do violence to a school board employee, coupled with an apparent ability to do so, and doing some act that creates a well-founded fear in another person that violence is imminent

**Attempted criminal act against a person** - any person who attempts to commit, or who solicits another to commit, or who agrees, conspires, combines, or confederates with another person or persons to commit the offense of a battery against another person or persons, and in such attempt does any act toward the commission of such offense, but fails in the perpetration or is intercepted or prevented in the execution of the offense

**Battery (BAT)-Level I** - (physical attack/harm) The physical use of force or violence by an individual against another. The attack must be serious enough to warrant consulting law enforcement and result in more serious bodily injury. (To distinguish from Fighting, report an incident as Battery only when the force or violence is carried out against a person who is not fighting back.) Law enforcement must be notified.

**Battery or aggravated battery on a school board employee** - a battery or aggravated battery on any elected official or school district employee whether it is committed on school property, on school sponsored transportation, during a school-sponsored activity or while the elected official or employee is on official school business

**Bomb threat** - intentionally making a false report to any person concerning the placement of any bomb, dynamite, explosive, or arson-causing device

**Breaking and entering/burglary** - the unlawful entry into a building or other structure with the intent to commit a crime



**Bullying** - Systematically and chronically inflicting physical hurt or psychological distress on one or more students, or employees. It is further defined as unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by a student or adult, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation; and may involve but is not limited to:

- a. Unwanted teasing;
- b. Social Exclusion;
- c. Threatening;
- d. Intimidation;
- e. Stalking;
- f. Cyberstalking;
- g. Cyberbullying;
- h. Physical violence;
- i. Theft;
- j. Sexual, religious, or racial harassment;
- k. Public humiliation;
- l. Rumor or spreading falsehoods; or
- m. Destruction of school or personal property.

**Bus disruption** - behavior that disrupts and/or distracts the driver from safely operating the school bus

**Cheating (copying work of another, using materials not authorized to use** - copying of anyone else's work or cheating on any test or assignment

**Chemical/hazardous material** - Any chemical compounds or dangerous materials that may be used to cause harm or vulnerability to any person(s).

**Computer misuse/inappropriate use of e-mail/internet** - the inappropriate use of a computer, including, but not limited to, breaking into restricted accounts or networks, modifying, or destroying files without permission, illegally copying software, and entering or distributing or printing unauthorized files; accessing or entering unauthorized internet sites; distributing inappropriate electronic messages

**Confrontation/tussle** - a verbal confrontation, struggle, or scuffle involving more than one person; pushing, shoving, pulling, etc. that has the propensity to escalate into a fight



**Contraband, non-criminal** - possession and/or use of items or contraband designated by the school as inappropriate materials such as portable paging devices, beepers, portable cellular telephones, etc.; these will be confiscated

**Corporal punishment** - Paddling by the principal/designee on the student's buttocks.

**Criminal assault on a student/person** - any intentional, unlawful threat, by word or act, to do violence to another person, coupled with an apparent ability to do so, and doing some act that creates a well-founded fear in another person that violence is imminent

**Criminal battery on a student/person (non-School Board Employee)** - an actual and intentional touching or striking of another person against his or her will or intentionally causing bodily harm to an individual, including child abuse; the malicious and unprovoked physical attack by an aggressor upon another person

**Destructive device** - A destructive device is any bomb, grenade, mine, rocket, missile, pipe bomb, or similar device containing some type of explosive that is designed to explode and is capable of causing bodily harm or property damage (F.S. 790.001(4)).

**Disobedient/open defiance/insubordination** - refusal or failure to obey, marked by resistance to authority; the flagrant or hostile challenge of the authority of a school staff member, bus driver, or any other adult in authority

**Disobeying rules on the school bus** - violation of the posted or written rules of conduct for the bus that is not necessarily a disruptive behavior; e.g.: not in assigned seat, eating or drinking on the bus

**Disorderly conduct/disruption of school** - any act which substantially disrupts the orderly conduct of a school function, behavior which substantially disrupts the orderly learning environment or poses a threat to the health, safety, and/or welfare of students, staff, or others

**Disrespectful language** - written or verbal remarks or gestures that show a lack of respect, rudeness or are inappropriate; The use of words or acts which demean, degrade, antagonize, or humiliate a person or group of persons

**Disruptive behavior** - behavior by its nature disrupts the educational process, but is not criminal.

**Disruptive play** - non-confrontational activity that is not appropriate in a school setting and is disruptive to the educational process; engaging in rowdy, rough behavior that

interferes with the safe and or purposeful order of a school; e.g.: horseplay, chasing another student in the hallway of classroom, etc.

**Dress code violation** - to dress in a manner that would constitute a disruption in the school, create a safety hazard or exhibit impropriety; violations of the school dress code

**Drug paraphernalia use, sale, storage, or distribution** - to possess, use, sale, store, or distribute any equipment, device, or equipment used for the purpose of preparing or taking drugs

**Drug Use/Possession Excluding Alcohol (DRU)-Level III** - (illegal drug possession or use) The use or possession of any drug, narcotic, controlled substance, or any substance when used for chemical intoxication. Use means the person is caught in the act of using, admits to use or is discovered to have used in the course of an investigation.

**Due process** - A student has the right to a fair, reasonable, and impartial hearing for a broken or disobeyed rule. [F.S 1006.07]

**Explosive (F.S. 790.001 (5))** - any chemical compound or mixture that has the property of yielding readily to combustion or oxidation upon application of heat, flame, or shock, including but not limited to dynamite, nitroglycerin, trinitrotoluene, or ammonium nitrate when combined with other ingredients to form an explosive mixture, blasting caps, and detonators; but not including: (a) Shotgun shells, cartridges, or ammunition for firearms; (b) Fireworks as defined in s. 791.01(4)(a); means and includes any combustible or explosive composition or substance or combination of substances or, except as hereinafter provided, any article prepared for the purpose of producing a visible or audible effect by combustion, explosion, deflagration, or detonation. The term includes blank cartridges and toy cannons in which explosives are used, the type of balloons which require fire underneath to propel them, firecrackers, torpedoes, skyrockets, roman candles, dago bombs, and any fireworks containing any explosives or flammable compound or any tablets or other device containing any explosive substance.

(c) Smokeless propellant powder or small arms ammunition primers, if possessed, purchased, sold, transported, or used in compliance with F.. 552.241;

**Explosive devices possession, use, sale, or distribution (not firecrackers, fireworks)** - an explosive is any chemical compound or mixture that has the property of yielding readily to combustion or oxidation upon application of heat, flame, or shock, including but not limited to dynamite, nitroglycerin, trinitrotoluene, or ammonium nitrate when combined with other ingredients to form an explosive mixture, blasting caps, and detonators



**Expulsion** - Removal of the right and obligation of a student to attend a public school under conditions set by the School Board for a period of time not to exceed the remainder of the school year and one (1) additional year of attendance. Expulsion can also mean alternative placement.

**Extortion/blackmail/coercion** - the use of threat or intimidation to obtain anything of value from another person, including, but not limited to, money

**Extracurricular** - any school-authorized or education-related activity occurring during or outside the regular instructional school day. [F.S. 1006.15]

**Failure to comply with class/school rules** - violation of specified posted or written school or class rule that is not necessarily a disruptive behavior; e.g.: repeatedly chewing gum, repeatedly tardy for class, etc.

**False fire alarm/911 call** - whoever, without reasonable cause, by outcry or the ringing of bells, or otherwise makes or circulates, or causes to be made or circulated, a false alarm of fire or 911 call

**False report involving school, school personnel's property, school transportation or school sponsored activity**- Making a false report with intent to deceive, mislead, or otherwise misinform any person, concerning the placing or planting of any bomb, dynamite, or other deadly explosive.

**Fighting** - mutual participation in a hostile, physical encounter; mutual participation in an altercation involving physical violence

**Firearm** - means any weapon (including a starter gun) which will, is designed to, or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; any destructive device; or any machine gun. The term "firearm" does not include an antique firearm unless the antique firearm is used in the commission of a crime. [F.S. 790.001(6)]

**\*Firearm, possession, use, or sale of** - Possession, use, or sale of any firearm, imitation firearm, on school property, school-sponsored transportation or during a school-sponsored activity. A firearm, imitation firearm, is any weapon (including a starter gun) which will, is designed to, or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; any destructive device; or any machine gun. [F.S. 790.001(6)]

**Fireworks/firecrackers** - possession, use, sale, storage, or distribution of fireworks or firecrackers or associated devices



**Forgery of a document or signature** - to fashion or reproduce for fraudulent purposes

**Gambling** - one who participates in games of chance or skill for money or profit

**Grievance procedure** - The process of filing appropriate forms resulting from a complaint filed by a student. Forms may be obtained from the principal.

**Harassment** - Any threatening, insulting or dehumanizing gesture, use of technology, computer software, or written, verbal or physical conduct directed against a student or school employee that:

1. Places a student or school employee in reasonable fear of harm to his/her person or damage to his/her property;
2. Has the effect of substantially interfering with a student's educational performance, or employee's work performance, or either's opportunities, or benefits;
3. Has the effect of substantially negatively impacting a student's or employee's emotional or mental well-being; or
4. Has the effect of substantially disrupting the orderly operation of a school.

**Hazing** - to persecute or harass with meaningless, difficult, or humiliating tasks whether its mental and/or physical.

**Homicide/murder** - the unlawful killing of a human being; and manslaughter – the killing of a human being by the act, procurement, or culpable negligence of another, without lawful justification. Law enforcement must be notified.

**Illicit drug** - A drug not allowed by law, custom, rule, etc.

**Imitation firearm** – Any toy gun, replica of a firearm, air-soft gun that fires nonmetallic projectiles, or other device that is so substantially similar in coloration and overall appearance to a firearm.

**Inappropriate activity** - any activity that is disruptive and/or inappropriate in a school setting that does not fit into another category

**Intentionally striking a staff member intervening in a fight** - intentionally striking or violently struggling with a staff member intervening in a fight or confrontation

**Kidnapping or abduction** - forcibly, secretly, or by threat, confining, abducting, or imprisoning another person against their will and without lawful authority, with intent to hold for ransom or reward or as a shield or hostage; commit or facilitate commission of any felony; inflict bodily harm upon or to terrorize the victim or another person. Law enforcement will be notified.

**Leaving School Grounds without permission** - unauthorized leaving of the school grounds

**Lying/misrepresentation** - intentionally providing false or misleading information to, or withholding valid information from a school staff member

**Motor vehicle theft** - theft or attempted theft of a motor vehicle; anything that is self-propelled

**Obscene, lewd, or inappropriate act** - the use of oral or written language, electronic messages, pictures, objects, gestures, or engaging in any physical act considered to be offensive, socially unacceptable, or not suitable for an educational setting

**Other potentially dangerous weapons/items** - any instrument or object, other than firearms or knives, deliberately used to inflict harm on another person, or used to intimidate any person

**Out of Assigned Area** - out of assigned area without permission and/or in a restricted access area without permission

**Permissible absence** - An absence which has the sanction of the parents/guardians and the school. This may include activities such as an individual educational trip or other extenuating circumstance. Any such individual educational trip must be planned by the parent/guardian and teacher, and a written report of the trip must be presented to the teacher. Work missed may be made up by the student.

**Petty theft/stealing 1 (\$0-\$10)** - the unlawful taking, carrying, or lending of property less than \$10.00 in value from the possession or constructive possession of another person

**Petty theft/stealing 2 (\$10-\$25)** - the unlawful taking, carrying, lending, or riding away of property more than \$10, but less than \$25 in value from the possession, or constructive possession of another person

**Petty theft/stealing 3 (\$25-\$50)** - the unlawful taking, carrying, lending, or riding away of property more than \$25, but less than \$50 in value from the possession, or constructive possession of another person



**Physical aggression (not involving law enforcement)** - the intentional physical aggression of one party against another person such as pushing, punching, or striking

**Plagiarism** - The unauthorized use of someone else's material, which is then presented as being the result of the plagiarist's own primary research, creative impulse or insight. Plagiarism technically encompasses the borrowing of ideas of others, as well as their exact words or allowing one's own personal work or homework to be copied

**Possession/use of tobacco products** - possession, use, sale, storage, or distribution of tobacco products on school district property

**Profane/obscene language** - abusive, profane, obscene, or vulgar language (verbal, written, or gestures) or conduct in the presence of another person

**Prohibited items** - An item prevented by law or by an order.

**Public display of affection** - engaging in overtly amorous contact or language not appropriate in a school setting

**Robbery** - the taking or attempting to take anything of value that is owned by another person or organization, under confrontational circumstances by force or threat of force or violence and /or by putting the victim in fear

**Synthetic Drug** - substances that mimic marijuana, cocaine and other illegal **drugs** are making users across the nation seriously ill, causing seizures and death.

**Sexual battery (attempted or actual forcible penetration)** - forced- oral, anal, or vaginal penetration by, or union with, the sexual organ of another or the anal or vaginal penetration of another by any other object. Law enforcement must be notified.

**Sexual harassment** - any slur, innuendo, or other physical conduct reflecting on an individual's gender which has the purpose of creating an intimidating, hostile, or offensive educational work environment; has the purpose or effect of unreasonably interfering with an individual's work or school performance or participation; or otherwise affects an individual's educational opportunities; sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature

**Sexual misconduct** - engaging in a sex act or physical conduct of a sexual nature; the unlawful sexual intercourse, sexual contact or other unlawful behavior or conduct intended to result in sexual gratification without force or threat and where the victim is capable of giving consent



**Stealing more than \$50** - the unlawful taking, carrying, leading, or riding away of property more than \$50, in value from the possession or constructive possession of another person or entity (meaning school)

**Suspension** - Removal of students from their regular school program for a period not to exceed 10 school days. Pursuant to Florida Statute 1006.09, no student who is required by law to attend school shall be suspended for unexcused absence or truancy.

**Tardiness, Habitual** - consistently late to class or school

**Tear gas gun or chemical weapon or device** - any weapon of such nature, except a device known as a "selfdefense chemical spray." "Self-defense chemical spray" means a device carried solely for purposes of lawful selfdefense that is compact in size, designed to be carried on or about the person, and contains not more than two ounces of chemical. [F.S. 790.001(3)(b)]

**Threat against school, school personnel's property, school transportation or school sponsored activity** - Threatening to throw, project, place, or discharge any destructive device with intent to do bodily harm.

**Threat, non-criminal** - a threat (less serious than assault) by word or act to do violence to another person or his/her property; e.g.: "You better watch your back", "I'm going to get you after school."

**Trespassing** - to enter or remain on a public school campus or school board facility without authorization or invitation and with no lawful purpose for entry, including students under suspension or expulsion, employees not required by their employment to be at the particular location; and unauthorized persons who enter or remain on campus or school district facility or sponsored activity after being directed to leave

**Truancy/Unexplained Absence** - An absence from class or school that the reason or excuse is inadequate or does not meet the criteria for an excused absence

**Unauthorized possession or use of prescription medication** - to possess, use, sell, store, or distribute or be under the influence of any substance which requires a physician's prescription, or any over-the-counter medication without parent/guardian approval and school notification

**Unauthorized sale/distribution of materials (non-criminal)** - unauthorized selling or distributing of materials not generally considered illegal; e.g.: candy

**Unexcused absence** - An absence which does not have the approval of the school, or which is due to disciplinary action against the student. Ordinarily, in such case, the work missed may not be made up by the student for credit.

**Unintentionally striking a staff member intervening in a fight** - unintentional striking or violently struggling with a staff member intervening in a fight or confrontation

**Unknown weapon possession** - type of instrument or object unknown at the time of the report

**Unserved detention (extended)** - unexcused absence from a scheduled extended detention

**Unserved detention (regular)** - unexcused absence from a scheduled regular detention

**Unserved detention (Saturday)** - unexcused absence from a scheduled Saturday detention

**Use of intoxicants** - the inappropriate use of intoxicants, including but not limited to, glue, solvents, butane, and whipped cream, for the purpose of obtaining a mood-modifying experience

**Vandalism more than \$100 (includes time and labor)** - the willful and/or malicious destruction, damage, or defacement of public or private property, real or personal, without the consent of the owner or the person having custody or control of it. This includes graffiti.

**Weapon** - A weapon may be, but is not limited to, any firearm, imitation firearm, any explosive or destructive device, any knife, razor blade or box cutter, any dirk (dagger), metallic knuckles, slung shot (a small mass of metal, stone, sand, or similar material fixed on a flexible handle, strap, or the like, used as a weapon.), billie [billie (also spelled billy) club, night stick, a stick of less than arm's length, usually made of wood, plastic, or metal], tear gas gun, chemical weapon or device, or other deadly weapon except a firearm or a common pocketknife, plastic knife, or blunt-bladed table knife [F.S. 790.001(13)] or any item used with intent to cause bodily harm to another individual.

**Weapon/knife possession** - the possession of any knife that may inflict harm on another person, or be used to intimidate another person, including, but not limited to, fixed blade knives, folding knives, switch blade knives, and common pocket knives or any item used with intent to cause bodily harm to another individual.



## Appendix C: Director and Principal Resume's

**Bryan Mooneyhan****60 Kathy Dr. Havana, FL 32333 – (850) 294-1032 – bmoon1065@gmail.com****Profile**

I am a second career educator after spending 13 years in Information Technology. I have over 25 years of demonstrated leadership experience in a variety of settings. My success in leadership has always been about empowering the people that I lead to reach their full potential. That comes through close observation and listening in order to determine their individual strengths, passions, and desires and effectively resourcing, educating, and leading them to set and accomplish relevant goals.

Proven track record of handling relationships necessary to facilitate whatever task is at hand. Able to wisely use available resources including people, money, time, etc to accomplish goals efficiently and effectively. Demonstrated ability to manage budgets up to and in excess of 2 million dollars. Ability to learn new skills and information very quickly and to apply them appropriately. Flexible and versatile – able to work extremely well under pressure. Poised and competent with demonstrated ability to easily transcend cultural differences.

I have held a number of leadership positions including: Associate Pastor (5 different churches), IT Director, Music Teacher (groups and private individuals), School Board President (2 years – Community Christian School – Tallahassee), School Board Member (6 years), Self-Employed Business Owner, Domino's Pizza Store President (Manager), and many others.

Married for 27 years and have two children: one in college in NC and another in high school in Tallahassee

**Skills Summary**

- |                 |  |                                 |
|-----------------|--|---------------------------------|
| ◆ Leadership    | ◆ Technology Savvy                       | ◆ Project Management            |
| ◆ Teaching      | ◆ Management                             | ◆ Vendor/Resource Relationships |
| ◆ Team Building | ◆ Volunteer Recruitment and Coordination | ◆ Budget Administration         |

**Educator Certifications/Training**

- ◆ Temporary Certificate valid through June 2015 – English 5-9
- ◆ Temporary Certificate valid through June 2015 – Business Education 6-12
- ◆ Temporary Certificate valid through June 2015 – Music K-12
- ◆ Multiple in-service trainings for reading, curriculum, assessment, classroom management, student engagement
- ◆ Attended Ron Clark Academy Educator Training in Atlanta April 2013 (1 day) and May 2014 (2 days)

**Education Highlights**

- ◆ Students achieved highest FCAT Reading scores in Gadsden County 2014 for non-charter schools – Havana Middle School 7<sup>th</sup> Grade
- ◆ Taught Middle School Information Technology course – Microsoft IT Academy
- ◆ Taught Middle School Language Arts



- ◆ Band Director for Havana Middle School and GMAC summer camp
- ◆ Grade level Team Leader
- ◆ Private instructor for Woodwinds, Brass, and Percussion over 30 yr period. Recent trumpet student was 1<sup>st</sup> chair in the Tallahassee All-District band 2010 and 2011.
- ◆ Play all band instruments
- ◆ Started current era of band program at Community Christian School in Tallahassee

#### Leadership Highlights

- ◆ Provided leadership, vision, and management to multi-discipline staff in all organizations/groups led
- ◆ Able to coordinate department and organization level projects with relevant resources and stakeholders
- ◆ Created department and organization level policies and procedures, documents, and manuals
- ◆ Able to effectively lead through high pressure situations and communicate with those affected
- ◆ Proven relationships and ability to teach students of various ages
- ◆ Heavy focus on foundational level teaching
- ◆ Establish specific procedures and rules to be followed with consistent accountability and consequences
- ◆ Able to establish and organize action plans to accomplish personal and organizational goals
- ◆ Promote team building as critical to success
- ◆ Led numerous projects to fall within budget and timeframe
- ◆ Recruited, trained, and coordinated volunteers for over 25 years
- ◆ Founded a church in Midway, FL
- ◆ Owned and operated 3 small businesses.
- ◆ Able to evaluate difficult situations and provide creative solutions to challenges
- ◆ Very resource conscious to work within existing budget and leverage outside resources to accomplish goals
- ◆ Communicate clearly and concisely to a variety of audiences with relevancy
- ◆ Ordained Minister
- ◆ Coordinated various community improvement projects in Gadsden County
- ◆ Directed multiple church programs
- ◆ Served in multiple mission projects and trips including stateside and Guatemala, Brazil (Amazon), and India

#### Technology Highlights

- ◆ 13 years IT experience leading to Director level position
- ◆ Built IT Operations department from startup to 13 employees serving tech support for 500+ employees
- ◆ Worked with users and management to determine requirements for new hardware and software
- ◆ Managed multiple hardware and software implementations

- ◆ Provided support for desktop and server hardware and software
- ◆ Proficient in all Microsoft Office software versions 2000-2010 including: Word, Excel, Powerpoint, etc.
- ◆ Proficient in computer troubleshooting, networking, data storage, and security
- ◆ Proficient in developing slide show presentations and publications
- ◆ Trained multiple classes and individuals on a variety of software applications and computer functions

#### Professional Certifications/Training

- ◆ ITIL Service Mangement Practitioner Level Certification
- ◆ Microsoft Office Specialist: Microsoft Office Word 2010 Certification
- ◆ Project Management Training
- ◆ Numerous Leadership and Management Training courses
- ◆ Human Resources Training
- ◆ Hiring Practices Training

#### Employment History

GADSDEN COUNTY SCHOOLS – Quincy, FL  
Teacher, August 2012 to present; Substitute Teacher, 2011 School Year  
FELLOWSHIP AT MIDWAY CHURCH. – Midway, FL  
Associate and Founding Pastor, September 2007 to Present  
TCC GMAC SUMMER BAND PROGRAM – Quincy, FL  
Percussion and Band Instructor, June 2012 to August 2013  
CAPITAL HEALTH PLAN – Tallahassee, FL  
IT Director, 1997 to 2010

#### Education

FLORIDA STATE UNIVERSITY – Tallahassee, FL  
Bachelor of Music Education Degree, 1997  
FLORIDA COMMUNITY COLLEGE AT JACKSONVILLE – Jacksonville, FL  
Associate of Arts Degree with concentration in Music, 1987

**Pamela L. Jones**

285 Hidden Lake Rd. Havana, FL 32333 \* 850-539- 4941 (Home) \* 850-766-1581 (Cell) \* [jonesp@gcpsmail.com](mailto:jonesp@gcpsmail.com)

**Objective**

To obtain a leadership position that will allow me to enhance the lives of the youth in the educational school system.

**Professional Experience**

Reading Teacher

James A. Shanks Middle School

Gadsden County Schools

August 2003-2013

Academic Coach

Carter-Parramore Academy/James A. Shanks Middle

East Gadsden High School

Gadsden County Schools

August 2011-2013

August 2013-2014

**Education**

Walden University

Masters of Science, Educational Leadership

Minneapolis, Minnesota

April 2008-April 2010

Florida A&M University

Bachelors of Science, Business Administration

Tallahassee, Florida

January 2000-May 2003

Tallahassee Community College

Associates of Arts, Business Administration

Tallahassee, Florida

August 1997- August 2000

**Experience**

*Academic Coach/Reading Teacher*

2003-2014

August

**James A. Shanks Middle**

- NGCAR-PD trainer
- Common Core trainer
- Reading Endorsement trainer
- Taught reading to struggling readers
- Create environments conducive to literacy
- Provide professional development to teachers
- Model effective teaching strategies to teachers
- Encourage teachers to apply best practices in daily instruction
- Analyze and present data to faculty and staff on a periodic basis
- Serve on numerous school, district, and state groups and committees
- Maintain and distribute professional learning materials to teachers and staff
- Maintain and promptly submit accurate and complete records required by law



## Appendix D: Florida Standards and Next Generation Sunshine State Standards

**LAFS: Language Arts Florida Standards****GRADE: 6****Strand: READING STANDARDS FOR LITERATURE****Cluster 1: Key Ideas and Details**

STANDARD CODE	STANDARD
LAFS.6.RL.1.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  <i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i>
LAFS.6.RL.1.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  <i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i>
LAFS.6.RL.1.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.  <i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i>

**Cluster 2: Craft and Structure**

STANDARD CODE	STANDARD
LAFS.6.RL.2.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.  <i>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning</i>
LAFS.6.RL.2.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.  <i>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning</i>
LAFS.6.RL.2.6	Explain how an author develops the point of view of the narrator or speaker in a text.  <i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i>

## Cluster 3: Integration of Knowledge and Ideas

STANDARD CODE	STANDARD
LAFS.6.RL.3.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.  <i>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning</i>
LAFS.6.RL.3.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.  <i>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning</i>

## Cluster 4: Range of Reading and Level of Text Complexity

STANDARD CODE	STANDARD
LAFS.6.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.  <i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i>

## Strand: READING STANDARDS FOR INFORMATIONAL TEXT

## Cluster 1: Key Ideas and Details

STANDARD CODE	STANDARD
LAFS.6.RI.1.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  <i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i>
LAFS.6.RI.1.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  <i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i>
LAFS.6.RI.1.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).  <i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i>

## Cluster 2: Craft and Structure



STANDARD CODE	STANDARD
LAFS.6.RI.2.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
LAFS.6.RI.2.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
LAFS.6.RI.2.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning

## Cluster 3: Integration of Knowledge and Ideas

STANDARD CODE	STANDARD
LAFS.6.RI.3.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
LAFS.6.RI.3.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
LAFS.6.RI.3.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning

## Cluster 4: Range of Reading and Level of Text Complexity

STANDARD CODE	STANDARD
LAFS.6.RI.4.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

## Strand: WRITING STANDARDS

## Cluster 1: Text Types and Purposes



STANDARD CODE	STANDARD
LAFS.6.W.1.1	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> <li>Introduce claim(s) and organize the reasons and evidence clearly.</li> <li>Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from the argument presented.</li> </ol> <p><i>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning</i></p>
LAFS.6.W.1.2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> <li>Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from the information or explanation presented.</li> </ol> <p><i>Cognitive Complexity: Level 4: Extended Thinking &amp; Complex Reasoning</i></p>
LAFS.6.W.1.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>Use a variety of transition words, phrases, and clauses to convey sequence</li> </ol>

	<p>and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>
<i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning	

**Cluster 2: Production and Distribution of Writing**

STANDARD CODE	STANDARD
LAFS.6.W.2.4	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>
LAFS.6.W.2.5	<p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.)</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>
LAFS.6.W.2.6	<p>Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>

**Cluster 3: Research to Build and Present Knowledge**

STANDARD CODE	STANDARD
LAFS.6.W.3.7	<p>Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p><i>Cognitive Complexity:</i> Level 4: Extended Thinking &amp; Complex Reasoning</p>
LAFS.6.W.3.8	<p>Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>



LAFS.6.W.3.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").</li> <li>Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").</li> </ol> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>
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## Cluster 4: Range of Writing

STANDARD CODE	STANDARD
LAFS.6.W.4.10	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of disciplinespecific tasks, purposes, and audiences.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>

## Strand: STANDARDS FOR SPEAKING AND LISTENING

## Cluster 1: Comprehension and Collaboration

STANDARD CODE	STANDARD
LAFS.6.SL.1.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li> <li>Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> <li>Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li> </ol> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>



LAFS.6.SL.1.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
LAFS.6.SL.1.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning

## Cluster 2: Presentation of Knowledge and Ideas

STANDARD CODE	STANDARD
LAFS.6.SL.2.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
LAFS.6.SL.2.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
LAFS.6.SL.2.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.)  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

## Strand: LANGUAGE STANDARDS

## Cluster 1: Conventions of Standard English

STANDARD CODE	STANDARD
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LAFS.6.L.1.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</li> <li>b. Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).</li> <li>c. Recognize and correct inappropriate shifts in pronoun number and person.</li> <li>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</li> <li>e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</li> </ul> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>
LAFS.6.L.1.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</li> <li>b. Spell correctly.</li> </ul> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>

## Cluster 2: Knowledge of Language

STANDARD CODE	STANDARD
LAFS.6.L.2.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>a. Vary sentence patterns for meaning, reader/listener interest, and style</li> <li>b. Maintain consistency in style and tone.</li> </ul> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>

## Cluster 3: Vocabulary Acquisition and Use

STANDARD CODE	STANDARD
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LAFS.6.L.3.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</li> </ul>
	<ul style="list-style-type: none"> <li>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul> <p><i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i></p>
LAFS.6.L.3.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Interpret figures of speech (e.g., personification) in context.</li> <li>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</li> <li>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</li> </ul> <p><i>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning</i></p>
LAFS.6.L.3.6	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><i>Cognitive Complexity: Level 1: Recall</i></p>



**GRADE: 7****Strand: READING STANDARDS FOR LITERATURE****Cluster 1: Key Ideas and Details**

STANDARD CODE	STANDARD
LAFS.7.RL.1.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  <i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i>
LAFS.7.RL.1.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.  <i>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning</i>
LAFS.7.RL.1.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).  <i>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning</i>

**Cluster 2: Craft and Structure**

STANDARD CODE	STANDARD
LAFS.7.RL.2.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.  <i>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning</i>
LAFS.7.RL.2.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.  <i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i>
LAFS.7.RL.2.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.  <i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i>

**Cluster 3: Integration of Knowledge and Ideas**

STANDARD CODE	STANDARD
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LAFS.7.RL.3.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
LAFS.7.RL.3.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

## Cluster 4: Range of Reading and Level of Text Complexity

STANDARD CODE	STANDARD
LAFS.7.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

## Strand: READING STANDARDS FOR INFORMATIONAL TEXT

## Cluster 1: Key Ideas and Details

STANDARD CODE	STANDARD
LAFS.7.RI.1.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
LAFS.7.RI.1.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
LAFS.7.RI.1.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

## Cluster 2: Craft and Structure

STANDARD CODE	STANDARD
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LAFS.7.RI.2.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.  <i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i>
LAFS.7.RI.2.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.  <i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i>
LAFS.7.RI.2.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.  <i>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning</i>

## Cluster 3: Integration of Knowledge and Ideas

STANDARD CODE	STANDARD
LAFS.7.RI.3.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).  <i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i>
LAFS.7.RI.3.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.  <i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i>
LAFS.7.RI.3.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.  <i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i>

## Cluster 4: Range of Reading and Level of Text Complexity

STANDARD CODE	STANDARD
LAFS.7.RI.4.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.  <i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i>

## Strand: WRITING STANDARDS

## Cluster 1: Text Types and Purposes



STANDARD CODE	STANDARD
LAFS.7.W.1.1	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> <li>Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol> <p><i>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning</i></p>
LAFS.7.W.1.2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> <li>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ol> <p><i>Cognitive Complexity: Level 4: Extended Thinking &amp; Complex Reasoning</i></p>
LAFS.7.W.1.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> </ol>

	<ul style="list-style-type: none"> <li>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</li> </ul>
<i>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning</i>	

## Cluster 2: Production and Distribution of Writing

STANDARD CODE	STANDARD
LAFS.7.W.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  <i>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning</i>
LAFS.7.W.2.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52.)  <i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i>
LAFS.7.W.2.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.  <i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i>

## Cluster 3: Research to Build and Present Knowledge

STANDARD CODE	STANDARD
LAFS.7.W.3.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.  <i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i>
LAFS.7.W.3.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.



	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
LAFS.7.W.3.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").</li> <li>b. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").</li> </ul>
	<i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning

## Cluster 4: Range of Writing

STANDARD CODE	STANDARD
LAFS.7.W.4.10	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of disciplinespecific tasks, purposes, and audiences.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>

## Strand: STANDARDS FOR SPEAKING AND LISTENING

## Cluster 1: Comprehension and Collaboration

STANDARD CODE	STANDARD
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LAFS.7.SL.1.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</li> <li>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</li> </ul> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>
LAFS.7.SL.1.2	<p>Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>
LAFS.7.SL.1.3	<p>Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>

## Cluster 2: Presentation of Knowledge and Ideas

STANDARD CODE	STANDARD
LAFS.7.SL.2.4	<p>Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>
LAFS.7.SL.2.5	<p>Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>
LAFS.7.SL.2.6	<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>

**Strand: LANGUAGE STANDARDS****Cluster 1: Conventions of Standard English**

STANDARD CODE	STANDARD
LAFS.7.L.1.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Explain the function of phrases and clauses in general and their function in specific sentences.</li> <li>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> <li>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</li> </ul> <p><i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i></p>
LAFS.7.L.1.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie but not He wore an old[,] green shirt</i>).</li> <li>b. Spell correctly.</li> </ul> <p><i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i></p>

**Cluster 2: Knowledge of Language**

STANDARD CODE	STANDARD
LAFS.7.L.2.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> </ul> <p><i>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning</i></p>

**Cluster 3: Vocabulary Acquisition and Use**

STANDARD CODE	STANDARD
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LAFS.7.L.3.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</li> <li>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>
LAFS.7.L.3.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</li> <li>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</li> <li>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</li> </ul> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>
LAFS.7.L.3.6	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>

## GRADE: 8

## Strand: READING STANDARDS FOR LITERATURE

## Cluster 1: Key Ideas and Details

STANDARD CODE	STANDARD
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LAFS.8.RL.1.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
LAFS.8.RL.1.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
LAFS.8.RL.1.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning

## Cluster 2: Craft and Structure

STANDARD CODE	STANDARD
LAFS.8.RL.2.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
LAFS.8.RL.2.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
LAFS.8.RL.2.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning

## Cluster 3: Integration of Knowledge and Ideas

STANDARD CODE	STANDARD
LAFS.8.RL.3.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
LAFS.8.RL.3.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning

## Cluster 4: Range of Reading and Level of Text Complexity

STANDARD CODE	STANDARD
LAFS.8.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.  <i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i>

## Strand: READING STANDARDS FOR INFORMATIONAL TEXT

## Cluster 1: Key Ideas and Details

STANDARD CODE	STANDARD
LAFS.8.RI.1.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  <i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i>
LAFS.8.RI.1.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.  <i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i>
LAFS.8.RI.1.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).  <i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i>

## Cluster 2: Craft and Structure

STANDARD CODE	STANDARD
LAFS.8.RI.2.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.  <i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i>
LAFS.8.RI.2.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.  <i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i>
LAFS.8.RI.2.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.  <i>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning</i>



## Cluster 3: Integration of Knowledge and Ideas

STANDARD CODE	STANDARD
LAFS.8.RI.3.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.  <i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i>
LAFS.8.RI.3.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.  <i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i>
LAFS.8.RI.3.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
	<i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i>

## Cluster 4: Range of Reading and Level of Text Complexity

STANDARD CODE	STANDARD
LAFS.8.RI.4.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.  <i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i>

## Strand: WRITING STANDARDS

## Cluster 1: Text Types and Purposes

STANDARD CODE	STANDARD
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LAFS.8.W.1.1	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> <li>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul> <p><i>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning</i></p>
LAFS.8.W.1.2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul> <p><i>Cognitive Complexity: Level 4: Extended Thinking &amp; Complex Reasoning</i></p>
LAFS.8.W.1.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> </ul>

	<ul style="list-style-type: none"> <li>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</li> <li>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</li> </ul>
<i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning	

## Cluster 2: Production and Distribution of Writing

STANDARD CODE	STANDARD
LAFS.8.W.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
LAFS.8.W.2.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 52.)  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
LAFS.8.W.2.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

## Cluster 3: Research to Build and Present Knowledge

STANDARD CODE	STANDARD
LAFS.8.W.3.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.  <i>Cognitive Complexity:</i> Level 4: Extended Thinking & Complex Reasoning



LAFS.8.W.3.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.  <i>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning</i>
LAFS.8.W.3.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.  a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). b. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").
	<i>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning</i>

## Cluster 4: Range of Writing

STANDARD CODE	STANDARD
LAFS.8.W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of disciplinespecific tasks, purposes, and audiences.  <i>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning</i>

## Strand: STANDARDS FOR SPEAKING AND LISTENING

## Cluster 1: Comprehension and Collaboration

STANDARD CODE	STANDARD
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LAFS.8.SL.1.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</li> <li>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</li> </ul> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>
LAFS.8.SL.1.2	<p>Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>
LAFS.8.SL.1.3	<p>Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>

## Cluster 2: Presentation of Knowledge and Ideas

STANDARD CODE	STANDARD
LAFS.8.SL.2.4	<p>Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>
LAFS.8.SL.2.5	<p>Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>
LAFS.8.SL.2.6	<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>

**Strand: LANGUAGE STANDARDS****Cluster 1: Conventions of Standard English**

STANDARD CODE	STANDARD
LAFS.8.L.1.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</li> <li>b. Form and use verbs in the active and passive voice.</li> <li>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> <li>d. Recognize and correct inappropriate shifts in verb voice and mood.</li> </ul> <p><i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i></p>
LAFS.8.L.1.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</li> <li>b. Use an ellipsis to indicate an omission.</li> <li>c. Spell correctly.</li> </ul> <p><i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i></p>

**Cluster 2: Knowledge of Language**

STANDARD CODE	STANDARD
LAFS.8.L.2.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</li> </ul> <p><i>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning</i></p>

**Cluster 3: Vocabulary Acquisition and Use**



STANDARD CODE	STANDARD
LAFS.8.L.3.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</li> <li>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul> <p><i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i></p>
LAFS.8.L.3.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Interpret figures of speech (e.g. verbal irony, puns) in context.</li> <li>b. Use the relationship between particular words to better understand each of the words.</li> <li>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).</li> </ul> <p><i>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning</i></p>
LAFS.8.L.3.6	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><i>Cognitive Complexity: Level 1: Recall</i></p>



## MAFS: Mathematics Standards

## GRADE: 6

**Domain: RATIOS & PROPORTIONAL RELATIONSHIPS**

Cluster 1: Understand ratio concepts and use ratio reasoning to solve problems.

## Major Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.6.RP.1.1	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. <i>For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."</i>  <i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i>
MAFS.6.RP.1.2	Understand the concept of a unit rate $a/b$ associated with a ratio $a:b$ with $b \neq 0$ , and use rate language in the context of a ratio relationship. <i>For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is <math>3/4</math> cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."</i>  <i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i>

MAFS.6.RP.1.3	<p>Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.</p> <ol style="list-style-type: none"> <li>Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.</li> <li>Solve unit rate problems including those involving unit pricing and constant speed. <i>For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?</i></li> <li>Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.</li> <li>Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.</li> <li>Understand the concept of Pi as the ratio of the circumference of a circle to its diameter.</li> </ol> <p>(<sup>1</sup>See <a href="#">Table 2 Common Multiplication and Division Situations</a>)</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>
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## Domain: THE NUMBER SYSTEM

Cluster 1: Apply and extend previous understandings of multiplication and division to divide fractions by fractions.

Major Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.6.NS.1.1	<p>Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, create a story context for <math>(2/3) \div (3/4)</math> and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that <math>(2/3) \div (3/4) = 8/9</math> because <math>3/4</math> of <math>8/9</math> is <math>2/3</math>. (In general, <math>(a/b) \div (c/d) = ad/bc</math>.) How much chocolate will each person get if 3 people share <math>1/2</math> lb of chocolate equally? How many <math>3/4</math>-cup servings are in <math>2/3</math> of a cup of yogurt? How wide is a rectangular strip of land with length <math>3/4</math> mi and area <math>1/2</math> square mi?</i></p>



	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
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Cluster 2: Compute fluently with multi-digit numbers and find common factors and multiples.

Additional Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.6.NS.2.2	Fluently divide multi-digit numbers using the standard algorithm.  <i>Cognitive Complexity:</i> Level 1: Recall
MAFS.6.NS.2.3	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.  <i>Cognitive Complexity:</i> Level 1: Recall
MAFS.6.NS.2.4	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. <i>For example, express <math>36 + 8</math> as <math>4(9 + 2)</math>.</i>  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts



Cluster 3: Apply and extend previous understandings of numbers to the system of rational numbers.

### Major Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.6.NS.3.5	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.
	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.6.NS.3.6	Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. <ul style="list-style-type: none"> <li>a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., <math>-(-3) = 3</math>, and that 0 is its own opposite.</li> <li>b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.</li> <li>c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.</li> </ul>
	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

MAFS.6.NS.3.7	<p>Understand ordering and absolute value of rational numbers.</p> <ul style="list-style-type: none"> <li>a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. <i>For example, interpret <math>-3 &gt; -7</math> as a statement that <math>-3</math> is located to the right of <math>-7</math> on a number line oriented from left to right.</i></li> <li>b. Write, interpret, and explain statements of order for rational numbers in realworld contexts. <i>For example, write <math>-3^{\circ}\text{C} &gt; -7^{\circ}\text{C}</math> to express the fact that <math>-3^{\circ}\text{C}</math> is warmer than <math>-7^{\circ}\text{C}</math>.</i></li> <li>c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. <i>For example, for an account balance of <math>-30</math> dollars, write <math> -30  = 30</math> to describe the size of the debt in dollars.</i></li> <li>d. Distinguish comparisons of absolute value from statements about order. <i>For example, recognize that an account balance less than <math>-30</math> dollars represents a debt greater than 30 dollars.</i></li> </ul> <p><i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i></p>
MAFS.6.NS.3.8	<p>Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.</p> <p><i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i></p>

## Domain: EXPRESSIONS & EQUATIONS

Cluster 1: Apply and extend previous understandings of arithmetic to algebraic expressions.

### Major Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.6.EE.1.1	<p>Write and evaluate numerical expressions involving whole-number exponents.</p> <p><i>Cognitive Complexity: Level 1: Recall</i></p>



MAFS.6.EE.1.2	<p>Write, read, and evaluate expressions in which letters stand for numbers.</p> <ol style="list-style-type: none"> <li>Write expressions that record operations with numbers and with letters standing for numbers. <i>For example, express the calculation "Subtract y from 5" as <math>5 - y</math>.</i></li> <li>Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. <i>For example, describe the expression <math>2(8 + 7)</math> as a product of two factors; view <math>(8 + 7)</math> as both a single entity and a sum of two terms.</i></li> <li>Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). <i>For example, use the formulas <math>V = s^3</math> and <math>A = 6s^2</math> to find the volume and surface area of a cube with sides of length <math>s = \frac{1}{2}</math>.</i></li> </ol> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>
MAFS.6.EE.1.3	<p>Apply the properties of operations to generate equivalent expressions. <i>For example, apply the distributive property to the expression <math>3(2 + x)</math> to produce the equivalent expression <math>6 + 3x</math>; apply the distributive property to the expression <math>24x + 18y</math> to produce the equivalent expression <math>6(4x + 3y)</math>; apply properties of operations to <math>y + y + y</math> to produce the equivalent expression <math>3y</math>.</i></p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>
MAFS.6.EE.1.4	<p>Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). <i>For example, the expressions <math>y + y + y</math> and <math>3y</math> are equivalent because they name the same number regardless of which number <math>y</math> stands for.</i></p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>

Cluster 2: Reason about and solve one-variable equations and inequalities.

Major Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
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MAFS.6.EE.2.5	Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.
	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.6.EE.2.6	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.
	<i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
MAFS.6.EE.2.7	Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which $p$ , $q$ and $x$ are all non-negative rational numbers.
	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.6.EE.2.8	Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.
	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

Cluster 3: Represent and analyze quantitative relationships between dependent and independent variables.

#### Major Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.6.EE.3.9	Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. <i>For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation <math>d = 65t</math> to represent the relationship between distance and time.</i>
	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

**Domain: GEOMETRY**

Cluster 1: Solve real-world and mathematical problems involving area, surface area, and volume.

## Supporting Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.6.G.1.1	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.6.G.1.2	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.
	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.6.G.1.3	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.6.G.1.4	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.
	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

**Domain: STATISTICS & PROBABILITY**



Cluster 1: Develop understanding of statistical variability.

Additional Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.6.SP.1.1	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. <i>For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.</i>  <i>Cognitive Complexity: Level 1: Recall</i>
MAFS.6.SP.1.2	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.  <i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i>
MAFS.6.SP.1.3	Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.  <i>Cognitive Complexity: Level 1: Recall</i>

Cluster 2: Summarize and describe distributions.

Additional Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.6.SP.2.4	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.  <i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i>



MAFS.6.SP.2.5	<p>Summarize numerical data sets in relation to their context, such as by:</p> <ul style="list-style-type: none"><li>a. Reporting the number of observations.</li><li>b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.</li><li>c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.</li><li>d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.</li></ul> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>
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## GRADE: 7

**Domain: RATIOS & PROPORTIONAL RELATIONSHIPS**

Cluster 1: Analyze proportional relationships and use them to solve real-world and mathematical problems.

**Major Cluster**

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.7.RP.1.1	<p>Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. <i>For example, if a person walks <math>\frac{1}{2}</math> mile in each <math>\frac{1}{4}</math> hour, compute the unit rate as the complex fraction <math>\frac{1/2}{1/4}</math> miles per hour, equivalently 2 miles per hour.</i></p> <p><i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i></p>
MAFS.7.RP.1.2	<p>Recognize and represent proportional relationships between quantities.</p> <ul style="list-style-type: none"> <li>a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.</li> <li>b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.</li> <li>c. Represent proportional relationships by equations. <i>For example, if total cost <math>t</math> is proportional to the number <math>n</math> of items purchased at a constant price <math>p</math>, the relationship between the total cost and the number of items can be expressed as <math>t = pn</math>.</i></li> <li>d. Explain what a point <math>(x, y)</math> on the graph of a proportional relationship means in terms of the situation, with special attention to the points <math>(0, 0)</math> and <math>(1, r)</math> where <math>r</math> is the unit rate.</li> </ul> <p><i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i></p>
MAFS.7.RP.1.3	<p>Use proportional relationships to solve multistep ratio and percent problems. <i>Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</i></p> <p><i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i></p>

**Domain: THE NUMBER SYSTEM**

Cluster 1: Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

### Major Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.7.NS.1.1	<p>Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</p> <ol style="list-style-type: none"> <li>Describe situations in which opposite quantities combine to make 0. <i>For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.</i></li> <li>Understand <math>p + q</math> as the number located a distance <math> q </math> from <math>p</math>, in the positive or negative direction depending on whether <math>q</math> is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.</li> <li>Understand subtraction of rational numbers as adding the additive inverse, <math>p - q = p + (-q)</math>. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.</li> <li>Apply properties of operations as strategies to add and subtract rational numbers.</li> </ol> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>
MAFS.7.NS.1.2	<p>Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <ol style="list-style-type: none"> <li>Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as <math>(-1)(-1) = 1</math> and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.</li> <li>Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If <math>p</math> and <math>q</math> are integers, then <math>-(p/q) = (-p)/q = p/(-q)</math>. Interpret quotients of rational numbers by describing real-world contexts.</li> <li>Apply properties of operations as strategies to multiply and divide rational numbers.</li> <li>Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.</li> </ol> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>



MAFS.7.NS.1.3	Solve real-world and mathematical problems involving the four operations with rational numbers.
	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

### Domain: EXPRESSIONS & EQUATIONS

Cluster 1: Use properties of operations to generate equivalent expressions.

Major Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.7.EE.1.1	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
	<i>Cognitive Complexity:</i> Level 1: Recall
MAFS.7.EE.1.2	Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. <i>For example, <math>a + 0.05a = 1.05a</math> means that "increase by 5%" is the same as "multiply by 1.05."</i>
	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

Cluster 2: Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

Major Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
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MAFS.7.EE.2.3	<p>Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. <i>For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional <math>\frac{1}{10}</math> of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar <math>9\frac{3}{4}</math> inches long in the center of a door that is <math>27\frac{1}{2}</math> inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.</i></p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>
MAFS.7.EE.2.4	<p>Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</p> <ol style="list-style-type: none"> <li>Solve word problems leading to equations of the form <math>px + q = r</math> and <math>p(x + q) = r</math>, where <math>p</math>, <math>q</math>, and <math>r</math> are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. <i>For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?</i></li> <li>Solve word problems leading to inequalities of the form <math>px + q &gt; r</math> or <math>px + q &lt; r</math>, where <math>p</math>, <math>q</math>, and <math>r</math> are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. <i>For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.</i></li> </ol> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>

**Domain: GEOMETRY**

Cluster 1: Draw, construct, and describe geometrical figures and describe the relationships between them.

Additional Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
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MAFS.7.G.1.1	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.7.G.1.2	Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.7.G.1.3	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

Cluster 2: Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

Additional Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.7.G.2.4	Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.7.G.2.5	Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.7.G.2.6	Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

## Domain: STATISTICS & PROBABILITY



Cluster 1: Use random sampling to draw inferences about a population.

Supporting Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.7.SP.1.1	Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.7.SP.1.2	Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. <i>For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.</i>  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning

Cluster 2: Draw informal comparative inferences about two populations.

Additional Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.7.SP.2.3	Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. <i>For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.</i>  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

MAFS.7.SP.2.4	Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. <i>For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.</i>
	<i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i>

Cluster 3: Investigate chance processes and develop, use, and evaluate probability models.

### Supporting Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.7.SP.3.5	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around $\frac{1}{2}$ indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.
	<i>Cognitive Complexity: Level 1: Recall</i>
MAFS.7.SP.3.6	Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. <i>For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.</i>
	<i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i>
MAFS.7.SP.3.7	Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. <ol style="list-style-type: none"> <li>Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. <i>For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.</i></li> <li>Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. <i>For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?</i></li> </ol>

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	<i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
MAFS.7.SP.3.8	<p>Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</p> <ul style="list-style-type: none"> <li>a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.</li> <li>b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.</li> <li>c. Design and use a simulation to generate frequencies for compound events. <i>For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?</i></li> </ul> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>

**GRADE: 8****Domain: THE NUMBER SYSTEM**

Cluster 1: Know that there are numbers that are not rational, and approximate them by rational numbers.

Supporting Cluster



Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.8.NS.1.1	Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.  <i>Cognitive Complexity: Level 1: Recall</i>
MAFS.8.NS.1.2	Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., $\pi^2$ ). For example, by truncating the decimal expansion of $\sqrt{2}$ , show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.  <i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i>

## Domain: EXPRESSIONS & EQUATIONS

Cluster 1: Work with radicals and integer exponents.

Major Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.8.EE.1.1	Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$  <i>Cognitive Complexity: Level 1: Recall</i>
MAFS.8.EE.1.2	Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$ , where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.

	<i>Cognitive Complexity:</i> Level 1: Recall
MAFS.8.EE.1.3	Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. <i>For example, estimate the population of the United States as <math>3 \times 10^8</math> and the population of the world as <math>7 \times 10^9</math>, and determine that the world population is more than 20 times larger.</i>
	<i>Cognitive Complexity:</i> Level 1: Recall
MAFS.8.EE.1.4	Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.
	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

Cluster 2: Understand the connections between proportional relationships, lines, and linear equations.

#### Major Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.8.EE.2.5	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. <i>For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.</i>
	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.8.EE.2.6	Use similar triangles to explain why the slope $m$ is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at $b$ .
	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts



Cluster 3: Analyze and solve linear equations and pairs of simultaneous linear equations.

### Major Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.8.EE.3.7	<p>Solve linear equations in one variable.</p> <ol style="list-style-type: none"> <li>Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form <math>x = a</math>, <math>a = a</math>, or <math>a = b</math> results (where <math>a</math> and <math>b</math> are different numbers).</li> <li>Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.</li> </ol> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>
MAFS.8.EE.3.8	<p>Analyze and solve pairs of simultaneous linear equations.</p> <ol style="list-style-type: none"> <li>Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.</li> <li>Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. <i>For example, <math>3x + 2y = 5</math> and <math>3x + 2y = 6</math> have no solution because <math>3x + 2y</math> cannot simultaneously be 5 and 6.</i></li> <li>Solve real-world and mathematical problems leading to two linear equations in two variables. <i>For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.</i></li> </ol> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>

### Domain: FUNCTIONS



Cluster 1: Define, evaluate, and compare functions.

Major Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.8.F.1.1	Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.8.F.1.2	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). <i>For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.</i>  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.8.F.1.3	Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. <i>For example, the function <math>A = s^2</math> giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.</i>  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

Cluster 2: Use functions to model relationships between quantities.

Major Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.8.F.2.4	Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning

MAFS.8.F.2.5	Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.
	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

**Domain: GEOMETRY**

Cluster 1: Understand congruence and similarity using physical models, transparencies, or geometry software.

**Major Cluster**

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.8.G.1.1	Verify experimentally the properties of rotations, reflections, and translations: <ul style="list-style-type: none"> <li>a. Lines are taken to lines, and line segments to line segments of the same length.</li> <li>b. Angles are taken to angles of the same measure.</li> <li>c. Parallel lines are taken to parallel lines.</li> </ul> <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.8.G.1.2	Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.8.G.1.3	Describe the effect of dilations, translations, rotations, and reflections on twodimensional figures using coordinates.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.8.G.1.4	Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts



MAFS.8.G.1.5	Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. <i>For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.</i>
	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

### Cluster 2: Understand and apply the Pythagorean Theorem.

#### Major Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.8.G.2.6	Explain a proof of the Pythagorean Theorem and its converse.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.8.G.2.7	Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.8.G.2.8	Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.  <i>Cognitive Complexity:</i> Level 1: Recall

### Cluster 3: Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.

#### Additional Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
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MAFS.8.G.3.9	Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.
	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

**Domain: STATISTICS & PROBABILITY**

Cluster 1: Investigate patterns of association in bivariate data.

Supporting Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.8.SP.1.1	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.8.SP.1.2	Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.8.SP.1.3	Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. <i>For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.</i>  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.8.SP.1.4	Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. <i>For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?</i>  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning

### Appendix E: Budget Information

- FEFP Worksheet 2014-15
- Five Year Estimated Operating Budget
- Implementation Budget Projection
- Cash Flow - Startup
- Cash Flow - Year 1
- 50% Budget

## Revenue Estimate Worksheet for Gadsden Charter Academy

Based on the Second Calculation of the FEFP 2014-15

School District:

Gadsden

### 1. 2014-15 FEFP State and Local Funding

Base Student Allocation

\$4,031.77

District Cost Differential: 0.9490

Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2014-15 Base Funding WFTE x BSA x DCD (e)
101 Basic K-3		1.126	0.0000	\$ -
111 Basic K-3 with ESE Services		1.126	0.0000	\$ -
102 Basic 4-8	88.00	1.000	88.0000	\$ 336,701
112 Basic 4-8 with ESE Services	12.00	1.000	12.0000	\$ 45,914
103 Basic 9-12		1.004	0.0000	\$ -
113 Basic 9-12 with ESE Services		1.004	0.0000	\$ -
254 ESE Level 4 (Grade Level PK-3)		3.548	0.0000	\$ -
254 ESE Level 4 (Grade Level 4-8)		3.548	0.0000	\$ -
254 ESE Level 4 (Grade Level 9-12)		3.548	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		5.104	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)		5.104	0.0000	\$ -
255 ESE Level 5 (Grade Level 9-12)		5.104	0.0000	\$ -
130 ESOL (Grade Level PK-3)		1.147	0.0000	\$ -
130 ESOL (Grade Level 4-8)		1.147	0.0000	\$ -
130 ESOL (Grade Level 9-12)		1.147	0.0000	\$ -
300 Career Education (Grades 9-12)		1.004	0.0000	\$ -
<b>Totals</b>	<b>100.00</b>		<b>100.0000</b>	<b>\$ 382,615</b>

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee Per Student	
Additional Funding from the ESE		PK-3	251	\$ 954	\$ -
Guaranteed Allocation. Enter the		PK-3	252	\$ 3,080	\$ -
FTE from 111,112, & 113 by		PK-3	253	\$ 6,286	\$ -
grade and matrix level. Students	12.00	4-8	251	\$ 1,070	\$ 12,840
who do not have a matrix level		4-8	252	\$ 3,196	\$ -
should be considered 251. This		4-8	253	\$ 6,402	\$ -
total should equal all FTE from		9-12	251	\$ 761	\$ -
programs 111, 112 & 113 above.		9-12	252	\$ 2,888	\$ -
		9-12	253	\$ 6,093	\$ -
<b>Total FTE with ESE Services</b>	<b>12.00</b>			<b>Total from ESE Guarantee</b>	<b>\$ 12,840</b>

### 3. Supplemental Academic Instruction:

District SAI Allocation

\$ 1,157,950

divided by district FTE

5,276.43

Per Student

\$ 219 \$ 21,900

(with eligible services)

### 4. Reading Allocation:

Charter schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

Total Base Funding, ESE Guarantee, and SAI \$ 417,355

### 5. Class size Reduction Funds:

	Weighted FTE (From Section 1)	X	DCD	X Allocation factors	
PK - 3	0.0000		0.9490	1325.01	= 0
4-8	100.0000		0.9490	903.80	= 85,771
9-12	0.0000		0.9490	905.98	= 0
<b>Total *</b>	<b>100.0000</b>			<b>Total Class Size Reduction Funds</b>	<b>\$ 85,771</b>

(\*Total FTE should equal total in Section 1, column (d).)



6A. Divide school's Weighted FTE (WFTE) total computed					
in (d) above:	100.0000	by district's WFTE:	5,608.19		
to obtain school's WFTE share.				1.7831%	
6B. Divide school's Unweighted FTE (UFTE) total computed					
in (b) above:	100.00	by district's UFTE:	5,276.43		
to obtain school's UFTE share.				1.8952%	
Letters Refer to Notes At Bottom:					
7. Other FEFP (WFTE share)	(a)	2,345,000	x	1.7831%	\$ 41,814
Applicable to all Charter Schools:					
Declining Enrollment		220,295			
Sparsity Supplement		1,956,309			
Program Related Requirements:					
Safe Schools		168,396			
Lab School Discretionary		0			
8. Discretionary Local Effort (WFTE share)	(c)	1,046,440	x	1.7831%	\$ 18,659
9. Discretionary Millage Compression Allocation .748 mills (UFTE share)	(b)	1,098,764	x	1.8952%	\$ 20,824
10. Proration to Funds Available (WFTE share)	(a)	(9,020)	x	1.7831%	-\$ 161
11. Discretionary Lottery (WFTE share)	(a)	48,725	x	1.7831%	\$ 869
12. Instructional Materials Allocation (UFTE share)	(b)	416,864	x	1.8952%	\$ 7,900
Dual Enrollment Instructional Materials Allocation (See footnote i below)					
ESE Applications Allocation:					
Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Application funds.					
13. Student Transportation	(d)				
Enter All Riders		100.00	x	#####	\$ 39,000
Enter ESE Student Riders		12.00	x	#####	\$ 17,592
14. Digital Classrooms Allocation (UFTE share)	(e)	292,675	x	1.8952%	\$ 5,547
15. Florida Teachers Classroom Supply Assistance Program	(f)				
16. Food Service Allocation	(g)				
Total				\$	655,170

17. Funding for the purpose of calculating the administrative fee for ESE Charters. (h)  
If you have more than a 75% ESE student population please place a 1 in the following box: \$ -

NOTES:

- (a) District allocations multiplied by percentage from item 6A.  
(b) District allocations multiplied by percentage from item 6B.  
(c) Proceeds of 0.748 millage levy (s. 1011.71(3)(b), Florida Statutes) multiplied by percentage from item 6A.  
(d) Consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions. Numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.  
(e) The Digital Classroom Allocation is provided pursuant to House Bill 5101 and requires that charter school submit a digital classrooms plan to their school district for approval by the Department of Education.  
(f) Teacher Classroom Supply Assistance Program Allocation per Section 1012.71, Florida Statutes  
(g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.  
(h) Consistent with Section 1002.33(20)(a), Florida Statutes, for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.  
(i) As provided in the 2013 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(1)(i), Florida Statutes.

Administrative fees charged by the school district shall be calculated based upon 5 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2 percent.

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

**Projected Budget**  
**Gadsden Charter Academy**  
**Five Year Estimated Operating Budget**

		Year 1 15-16	Year 2 16-17	Year 3 17-18	Year 4 18-19	Year 5 19-20
FEFP Value 4-8		\$6,551	\$6,616	\$6,683	\$6,749	\$6,817
Students		100	124	128	132	132
Teachers		5	6	6	6	6
Avg Class		20	20.7	21.3	22	22

**REVENUE**

FTE Revenue	655,100	820,384	855,424	890,868	899,844
School District Fee (5% of Revenue)	32,755	41,019	42,771	44,543	44,992
<b>Total Revenue:</b>	<b>622,345</b>	<b>779,365</b>	<b>812,653</b>	<b>846,325</b>	<b>854,852</b>

**EXPENSES**

Personnel Costs

Director	70,000	72,100	74,263	76,862	79,167
Principal	70,000	72,100	74,263	76,862	79,167
Teachers	210,000	256,300	263,989	271,909	280,066
Clerical/Admin	30,000	60,900	62,727	64,608	66,547
Employee Taxes and Benefits (30%)	114,000	138,420	142,573	147,072	151,484
<b>Total:</b>	<b>494,000</b>	<b>599,820</b>	<b>617,815</b>	<b>637,313</b>	<b>656,431</b>

School Operations

Advertisements	1,500	1,500	1,500	1,500	1,500
Class and School Supplies	5,000	6,000	6,000	6,000	6,000
Professional Development	7,000	8,000	8,000	8,000	8,000
Independent Financial Audit	9,000	9,000	9,000	9,000	9,000
Educational Technology	5,000	5,000	5,000	5,000	5,000
Transportation	26,000	26,000	26,000	26,000	26,000
Food Service	5,000	5,000	5,000	5,000	5,000
Office Supplies, Copier/Paper, Postage, etc.	6,000	6,000	6,000	6,000	6,000
Misc	3,000	5,000	5,000	5,000	5,000
<b>Total:</b>	<b>67,500</b>	<b>71,500</b>	<b>71,500</b>	<b>71,500</b>	<b>71,500</b>

Facilities Operations

Utilities	18,000	18,000	18,000	18,000	18,000
Lease of Facility (includes Janitorial, Repairs, and Maintenance) @ \$1500 per month	12,000	12,000	12,000	12,000	12,000
Insurance	6,000	6,000	6,000	6,000	6,000
Furniture, Fixtures, & Equipment	5,000	5,000	5,000	5,000	5,000
<b>Total:</b>	<b>41,000</b>	<b>41,000</b>	<b>41,000</b>	<b>41,000</b>	<b>41,000</b>

Instructional

Curriculum: Digital and Standard Format	15,000	15,000	15,000	15,000	15,000
Phys Ed	1,000	3,000	3,000	3,000	3,000
Student Activities	2,000	4,000	4,000	4,000	4,000
<b>Total:</b>	<b>18,000</b>	<b>22,000</b>	<b>22,000</b>	<b>22,000</b>	<b>22,000</b>

<b>Total Expenses:</b>	<b>620,500</b>	<b>734,320</b>	<b>752,315</b>	<b>771,813</b>	<b>790,931</b>
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<b>Surplus (Deficit) or Reserves</b>	<b>\$1,845</b>	<b>\$45,045</b>	<b>\$60,338</b>	<b>\$74,512</b>	<b>\$63,921</b>
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# GADSDEN CHARTER ACADEMY

## Implementation Budget Projection 2014-15

ACCOUNT TITLE AND NARRATIVE	Unit Price or Average Cost per Student (Class, Average Estimated Cost/Unit, etc.)	Number of Units	Total Cost	AMOUNT
<b>Technology</b>				
Promethean board and projector set for each classroom: 5 sets X \$3,500/set=\$17,500	\$3,500.00	5	\$17,500.00	\$17,500.00
Chrome Books for 1:1, 100 X 4000 each = \$40,000	\$400.00	100	\$40,000.00	\$40,000.00
Printers, 1/class X 5 classes X \$400 each= \$2,000	\$400.00	5	\$2,000.00	\$2,000.00
Laptop computers for teachers, 1/class X 5 Teachers X \$1000= \$5,000	\$1,000.00	5	\$5,000.00	\$5,000.00
Printers for teachers, 1/class X 5 classes X \$300 each = \$1,500	\$300.00	5	\$1,500.00	\$1,500.00
<b>Furniture and Fixtures: Classroom Furniture</b>				
Student Tables @ \$60 each = \$3,300. Five classrooms X 11/class	\$60.00	55	\$3,300.00	\$3,300.00
Student Chairs, 110 chairs @ \$37 each = \$4,070. Five classrooms X 22/class.	\$37.00	110	\$4,070.00	\$4,070.00
Teacher Desks, 5 X \$225 each=\$1,125	\$225.00	5	\$1,125.00	\$1,125.00
PBL Stations: 10 Student work tables X \$100 each = \$ 1,000	\$100.00	10	\$1,000.00	\$1,000.00
<b>Instructional Materials</b>				
Digital, Textbooks, and Supplemental - \$150 per student X 100 students	\$150.00	100	\$15,000.00	\$15,000.00
<b>Professional Development</b>				
Assessment & Instruction strategies: Using technology to monitor/analyze changes in student performance, Infusing technology (ongoing trainings as needed) Data interpretation, compilation, and reporting. 7 in-service training workshops/seminars for teachers X average \$1,000 each = \$7,000.	\$1,000.00	7	\$7,000.00	\$7,000.00
<b>Administration</b>				
Director Salary for one month (\$5,000/month)	\$5,000.00	1	\$5,000.00	\$5,000.00
Principal Salary for one month (\$5000/month)	\$5,000.00	1	\$5,000.00	\$5,000.00
<b>Advertising</b>	\$1,500.00	1	\$1,500.00	\$1,500.00
				<b>\$108,995.00</b>

# **Projected Start-Up Budget and Cash Flow** **Gadsden Charter Academy**

**Oct-14   Nov-14   Dec-14   Jan-15   Feb-15   Mar-15   Apr-15   May-15   Jun-15**

## **REVENUE**

Source:			Board		Board				Private Grants and Donations	P&I Grant
			1300		1,500				100,000	25,000
<b>Total Revenue:</b>			1300		1,500				100,000	25,000

## **EXPENSES**

### Personnel Costs

Director									5,000
Principal									5,000
Teachers									4,375
Clerical/Admin									
Employee Taxes and Benefits (30%)									3,000
<b>Total:</b>	0	0	0	0	0	0	0	0	17,375

### Implementation Costs per Budget Projection on separate Spreadsheet

Technology									66,000
Furniture and Fixtures									9,495
Advertising				1,500					
Instructional Materials									15,000

Prof Devel									7,000
Florida Charter Conference		1300							
Miscellaneous									5000
<b>Total:</b>	0	1,300	0	1,500	0	0	0	0	102,495
<b>Total Expenses:</b>	0	1,300	0	1,500	0	0	0	0	119,870
<b>Cash Ending:</b>	0	0	0	0	0	0	0	100,000	5,130



## Projected Year 1 Budget and Cash Flow

### Gadsden Charter Academy

		Jul-15	Aug-15	Sep-15	Oct-15	Nov-15	Dec-15	Jan-16	Feb-16	Mar-16	Apr-16	May-16	Jun-16
<b>REVENUE</b>													
	FEFP Value 4-8 less 5% District												
	<b>Source:</b> Admin Fee	51,862	51,862	51,862	51,862	51,862	51,862	51,862	51,862	51,862	51,862	51,862	51,862
	<b>Total Revenue:</b>	51,862	51,862	51,862	51,862	51,862	51,862	51,862	51,862	51,862	51,862	51,862	51,862
<b>EXPENSES</b>													
Personnel Costs													
	Salaries	31,667	31,667	31,667	31,667	31,667	31,667	31,667	31,667	31,667	31,667	31,667	31,667
	Taxes and Benefits (30%)	9,500	9,500	9,500	9,500	9,500	9,500	9,500	9,500	9,500	9,500	9,500	9,500
	<b>Total:</b>	41,167	41,167	41,167	41,167	41,167	41,167	41,167	41,167	41,167	41,167	41,167	41,167
School Operations													
	Total from Projected Budget	5,625	5,625	5,625	5,625	5,625	5,625	5,625	5,625	5,625	5,625	5,625	5,625
	<b>Total:</b>	5,625	5,625	5,625	5,625	5,625	5,625	5,625	5,625	5,625	5,625	5,625	5,625
Facilities Operations													
	Total from Projected Budget	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417
	<b>Total:</b>	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417

Instructional	Total from Projected Budget												
		1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500
<b>Total:</b>		1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500
<b>Total Expenses:</b>		51,709	51,709	51,709	51,709	51,709	51,709	51,709	51,709	51,709	51,709	51,709	51,709
<b>Cash Ending:</b>		153	306	459	612	765	918	1,071	1,224	1,377	1,530	1,683	1,836

**Projected Budget - 50% Enrollment**  
**Gadsden Charter Academy**  
**First Year Estimated Operating Budget**

Year 1  
15-16

FEFP Value 4-8		\$5,985				
Students		50				
Teachers	Includes Administrators in Teacher count	3				
Avg Class		16.7				

**REVENUE**

FTE Revenue	299,290				
School District Fee (5% of Revenue)	14,965				
<b>Total Revenue:</b>	<b>284,325</b>				

**EXPENSES**

Personnel Costs

Director	68,000				
Principal	68,000				
Teacher	40,000				
Clerical/Admin	15,000				
Employee Taxes and Benefits (25%)	47,750				
<b>Total:</b>	<b>238,750</b>				

School Operations

Advertisements	500				
Class and School Supplies	1,500				
Professional Development	1,500				
Independent Financial Audit	7,000				
Educational Technology	2,000				
Transportation					
Food Service	2,500				
Office Supplies, Copier/Paper, Postage, etc.	3,000				



Misc	500				
<b>Total:</b>		18,500			

Facilities Operations

Utilities	9,000				
Lease of Facility (includes Janitorial, Repairs, and Maintenance) @ \$500 per month	6,000				
Insurance	4,000				
Furniture, Fixtures, & Equipment	1,000				
<b>Total:</b>		20,000			

Instructional

Curriculum: Digital and Standard Format	3,000				
Phys Ed	250				
Student Activities	500				
<b>Total:</b>		3,750			

<b>Total Expenses:</b>	281,000				
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<b>Surplus (Deficit) or Reserves</b>	<b>\$3,325</b>				
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# DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY

Florida Statute 1002.33 states: (21) PUBLIC INFORMATION ON CHARTER SCHOOLS.--

(a) The Department of Education shall provide information to the public, directly and through sponsors, on how to form and operate a charter school and how to enroll in a charter school once it is created. This information shall include a standard application format, charter format, evaluation instrument, and charter renewal format, which shall include the information specified in subsection (7) and shall be developed by consulting and negotiating with both school districts and charter schools before implementation. The charter and charter renewal formats shall be used by charter school sponsors.

## Section 1: General Provisions

- A) Approved Application (renewals and amendments), **Appendix 1**
- B) Term of Contract
  - 1) Effective Date
    - i. Date of approved negotiations
  - 2) Term [4 or 5 years for initial]
    - i. 5 years
  - 3) Start-Up Date [Same as District for initial start-up, flexible thereafter]
    - i. August 2015 first day as set by Gadsden School District
  - 4) Deadline to submit all items from Pre-Opening Checklist [Section 11A of contract]
  - 5) Charter Modification
  - 6) Charter Renewal
- C) Educational Program and Curriculum [as described in Sections 3b-e or 3f-g of Application]
- D) Non-Renewal/Cancellation and Termination
  - 1) Non-Renewal provisions
    - i. Duties of Sponsor and School under Pendency of Appeal
  - 2) Ninety (90) Day Termination
    - i. Duties of Sponsor and School under Pendency of Appeal
  - 3) Immediate Termination
    - i. Notice of Planned Immediate Termination
    - ii. Hearing Process
    - iii. District Operation of School Pending Appeal
  - 4) Post Termination provisions
    - a) Financial & Operational Records Upon Termination or Expiration
    - b) Student Records Upon Termination or Expiration
    - c) Property/Assets
    - d) Debts Upon Non-Renewal [Pursuant to Statute]
    - e) Leases upon Non-Renewal
    - f) Assets upon Non-Renewal

## Section 2: Academic Accountability

## **DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY**

- A) Student Performance: Assessment and Evaluation
  - 1) Initial Year
    - i. Expected Outcomes [as described in Application]
    - ii. Methods of Measurement [How will outcomes be measured]
    - iii. Assessments [as described in Application]
      - 1. State required assessments [pursuant to statute and State Board of Education rule]
      - 2. Additional Assessments
  - 2) Annual
    - i. School Improvement Plan (Required for “D” and “F” Schools)
      - 1. Minimum Components of SIP
      - 2. Deadline for Governing Board approval
      - 3. Monitoring
    - ii. Corrective Action (Pursuant to Section 1002.33(9), F.S.)
    - iii. Assessments [as described in Section 5e]
      - 1. State required assessments [pursuant to statute and State Board of Education rule]
      - 2. Additional Assessments
- B) Student Promotion
  - 1) School student promotion policy consistent with the approved application unless otherwise agreed upon by both parties.
  - 2) Graduation Requirements
  - 3) Other Assessment tools as stated in approved Application
- C) Data Access and Use Pursuant to Statute

### **Section 3: Students**

- A) Eligible Students [as described in Application]
- B) Grades Served
- C) Class Size (If Applicable)
- D) Annual Projected Enrollment [deadline for submission to Sponsor]
- E) Annual Capacity Determination [deadline for submission to Sponsor]
- F) Admissions and Enrollment Plan [as described in Application]
- G) Maintenance of Student Records as Required by Statute
- H) Exceptional Student Education
  - 1) Non-discriminatory Policy
  - 2) Sponsor’s responsibilities
  - 3) School responsibilities
  - 4) Services covered by the five percent (5%) administrative fee
  - 5) Due Process Hearing
- I) Dismissal Policies and Procedures [as described in Application]

### **Section 4: Financial Accountability**



## DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY

- A) Revenue
  - 1) Basis for funding as provided in statute [Section 1002.33(17)]
    - a) Student Reporting
    - b) Distribution of Funds Schedule
    - c) Adjustments
    - d) Millage levy, if applicable
    - e) Holdback/Proration
  - 2) Federal Funding
    - a) Title I
    - b) IDEA
    - c) Federal Grants
    - d) Other federal funds
  - 3) Charter School Capital Outlay Funds
    - a) Application
    - b) Distribution
  - 4) Other Revenue
- B) Sponsor Administrative Fee
  - 1) 5% up to 250 Students
  - 2) 2% up to 250 Students for High-Performing Charter Schools
  - 3) 5% for Virtual Charter Schools
- C) Medicaid School Match Program Participation
- D) Restriction on Charging Tuition
- E) Allowable Student Fees [as provided in statute]
- F) Budget
  - 1) Annual Budget
    - i. Governing Board Approval Required
    - ii. Date to submit to Sponsor
  - 2) Amended Budget
- G) Financial Records, Reports and Monitoring
  - 1) Maintenance of Financial Records
  - 2) Financial and Program Cost Accounting and Reporting for Florida Schools
  - 3) Financial Reports
    - a) Monthly Financial Reports
    - b) Annual Property Inventory
    - c) Program Cost Report
    - d) Annual Financial Audit
    - e) Form 990, if applicable
  - 4) School's Fiscal Year [July 1 – June 30]
  - 5) Financial Recovery Plan and Corrective Action Plan as required by statute and State Board of Education rule
- H) Financial Management of School [as described in Application]

## DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY

- I) Description of Internal Audit Procedures [as described in Application]

### Section 5: Facilities

#### Not Applicable for Virtual Charter Schools

- A) Prior Notification [If facility is not secured at time of contract]
  - 1) Deadline to secure facility
  - 2) Deadline to submit zoning approvals and Certificate of Occupancy
  - 3) District Inspection of Facility
- B) Compliance with Building and Zoning Requirements
  - 1) Florida Building Code
  - 2) Florida Fire Prevention Code
  - 3) applicable laws, ordinances, and codes of federal, state, and local governance
  - 4) Capacity of facility
- C) Location
  - 1) School's Street Address with folio number, if identified
  - 2) Temporary Facility [if applicable]
  - 3) Relocation [prior notification of sponsor]
  - 4) Additional Campuses
- D) Prohibition to affix Religious or partisan political symbols, statues, artifacts, on or about the facility
- E) (Select if Applicable) Specific Facility Requirements
  - 1) District Non-Conversion Owned Facility
    - a) Definition
    - b) Cost to School
    - c) Maintenance Responsibilities
    - d) Delineation of common areas, if applicable
    - e) Liability (Insurance)
  - 2) Conversion Charters
    - a) Ownership
    - b) Repairs and Maintenance
    - c) School's Responsibilities (e.g., cleaning and grounds)
    - d) Construction by Sponsor
    - e) Capital Outlay Projects
    - f) Portables
    - g) Liability (Insurance)

### Section 6: Transportation

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## Not Applicable for Virtual Charter Schools

- A) Cooperation between Sponsor and School [pursuant to statute, parties shall cooperate to ensure transportation is not a barrier]
- B) Reasonable Distance [for purposes of this contract]
- C) School shall demonstrate compliance with all applicable transportation safety requirements

## Section 7: Insurance & Indemnification

- A) Indemnification of Sponsor by school
- B) Indemnification of School by sponsor
- C) Sovereign Immunity [governed by Section 768.28, F.S.]
- D) Acceptable Insurers
- E) Commercial and General Liability Insurance
  - 1) Liabilities Required
  - 2) Minimum Limits
  - 3) Deductible/Retention
  - 4) Occurrence/Claims
  - 5) Additional Insureds
- F) Automobile Liability Insurance
  - 1) Liabilities covered
  - 2) Occurrence/Claims
  - 3) Minimum limits
  - 4) Additional Insured
- G) Workers Compensation/ Employer's Liability
  - 1) Coverages
  - 2) Minimum Limits
- H) School Leader's Errors and Omissions Insurance
  - 1) Form of Coverage
  - 2) Coverage Limits
  - 3) Occurrence/Claims
  - 4) Fidelity Bond/Crime coverage
- I) Property Insurance
- J) Applicable to All Coverages
  - 1) Other Coverages
  - 2) Deductibles/Retention
  - 3) Liability and Remedies
  - 4) Subcontractors



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- 5) Provision(s) for cure (90 days)
- 6) Default upon Non-Compliance

### **Section 8: Governance**

- A) Public or Private Employer
- B) Governing Board Responsibilities [pursuant to statute]
- C) Public Records
- D) Reasonable Access to Records by Sponsor
- E) Sunshine Law
- F) Reasonable Notice [School shall provide reasonable notice to sponsor of all governing board meetings]
- G) Identification of Governing Board Members
- H) Changes in Governing Board [Timely Notice to Sponsor]

### **Section 9: Education Service Provider**

- A) Education Service Provider Agreement
  - 1) School will use services of ESP as described in Application
  - 2) Submission of Education Service Provider Agreement
  - 3) Amendments [Timely Notice to sponsor]
  - 4) ESP Contract amendments that result in material change to charter require contract modification
  - 5) Change of ESP requires contract modification

### **Section 10: Human Resources**

- A) Hiring Practices
  - 1) Reporting Staffing Changes
  - 2) Non-Discriminatory Employment practices
  - 3) Teacher certification and highly qualified
    - a) Remedy for not meeting highly qualified
  - 4) Fingerprinting and background screening
- B) Teacher Evaluation Requirements
- C) Principal Evaluation Requirements

## DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY

- D) Employment Practices
  - 1) Statutory prohibitions and required disclosure in hiring practices of relatives of school founders, employees, etc.
- E) Sponsor training of school's employees
  - 1) Participation and Cost for Training activities
    - a) Participation in federally funded training at no-cost
    - b) Participation in non-federally funded training at pro-rata cost, on space available basis

### Section 11: Required Reports/Documents

- A) Pre-Opening
  - 1) Policies and Procedures Manual
  - 2) List of Governing Board Members
  - 3) Facility [zoning, certificate of occupancy, fire inspection, etc.]
  - 4) Other
- B) Monthly
  - 1) Financial Statements, per State Board of Education Rule
    - a) Date Due
  - 2) Other
- C) Quarterly
  - 1) Academic Performance Reports
  - 2) Other
- D) Annual
  - 1) Annual Student Achievement Report [pursuant to statute]
  - 2) Annual Audit
  - 3) Program Cost Report
  - 4) Annual Inventory Report [capital purchases with public funds]
  - 5) Policies and Procedures [if materially revised]
  - 6) Student Code of Conduct [if materially revised]
  - 7) Dismissal Policies and Procedures [if materially changed]
  - 8) Disaster Preparedness Plan
  - 9) Employee Handbook [if materially revised]
  - 10) Current List of Governing Board Members
  - 11) School's Parental Contract [if materially revised]
  - 12) Projected Enrollment [for subsequent school year]
  - 13) Capacity [for subsequent school year]
  - 14) School Calendar [for subsequent school year]
  - 15) Evidence of Insurance
  - 16) ESP Management Agreement [if materially changed]
- E) Other

# **DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY**

## **Section 12: Miscellaneous Provisions**

- 1) Impossibility
- 2) Notice of Claims
  - a) Time to Submit
  - b) Notice of Cancellation
  - c) Renewal/Replacement
- 3) Drug Free Workplace
- 4) Entire Agreement
- 5) No Assignment without consent
- 6) No Waiver
- 7) Default Including Opportunity to Cure
- 8) Survival Including Post Termination of Charter
- 9) Severability
- 10) Third Party Beneficiary
- 11) Choice of Laws
- 12) Notice
- 13) Authority
- 14) Conflict/Dispute Resolution
- 15) Citations
- 16) Headings

## **CHARTER SCHOOL CONTRACT**

THIS CHARTER SCHOOL CONTRACT (the "Charter"), entered into this \_\_\_\_ day of \_\_\_\_, 2015, by and between The School Board of Gadsden County, Florida, a body corporate operating and existing under the Laws of the State of Florida (hereinafter referred to as the "Sponsor"), and Gadsden Charter Academy, (hereinafter referred to as the "School").

WHEREAS, the Sponsor has the authority pursuant to Section 1002.33, Florida Statutes, to grant to a non-profit organization a charter to operate a charter school within the school district; and

WHEREAS, the School is a Florida corporation not-for-profit and desires to operate a charter school within the sponsor's school district for the purposes set forth in the School's charter school application submitted July 31, 2014 which is attached hereto as Attachment 1 and incorporated herein by reference; and

WHEREAS, the School is approved by the Sponsor to provide educational services in accordance with the terms of a charter school contract; and



# DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY

WHEREAS, it is the intent of the parties that this Charter School Contract serve as the Charter for the operation of the School.

NOW, THEREFORE, in consideration of the mutual covenants and terms herein set forth, the parties agree as follows:

## SECTION 1: GENERAL PROVISIONS

### Section 1.A) **Approved Application:**

The School's July 31, 2014 application, and any amendments thereto, to operate a charter school named Gadsden Charter Academy, which was approved for operation as a school serving students in grades 6-8, is appended hereto as Appendix 1 and is incorporated herein by reference. If any provision of this Charter is inconsistent with Appendix 1, the provision of this Charter shall prevail.

Section 1.B)1) **Effective date:** This Charter shall become effective upon the signing by both parties.

Section 1.B)2) **Term:** The Charter shall cover a term of five (5) years commencing on July 1, 2015 and ending on June 30, 2020, except as otherwise provided in this Charter.

Section 1.B)3) **Startup Date/Instructional Calendar:** The School's instructional calendar shall be consistent with that of the Sponsor's public school instructional calendar for each year of this Charter. The School shall provide instruction for at least 180 school days and may provide instruction for additional days.

Section 1.B)4) **Deadline to submit items from Pre-Opening Checklist:** In order to operate the Charter School for the 2015-16 school year, the School shall have made final arrangements for a facility site no later than thirty (30) calendar days before the first day of school, and the School shall, by that date, have approval from the authority in whose jurisdiction the facility is located, pursuant to Section 1002.33(18), Florida Statutes. Operation of the School for the 2015-16 school year shall be contingent on facility approval no later than thirty (30) calendar days before the first day of school. If the School has not secured site approval and submitted a certificate of occupancy and proof of lease or ownership by that date, then the school's first year under this Charter, subject to discretion of Sponsor's Superintendent, may be allowed solely for planning and development and the school shall not enroll any students or receive any funding from the sponsor for 2015-16, except as available for planning purposes via the United States Department of Education Public Schools Charter Program (PSCP). In the alternative, Superintendent may choose to recommend termination of the charter due to failure to timely obtain a facility. If the school does not open for the 2015-16 school year, this Charter Agreement will automatically terminate and the school must reapply for operation as a charter school.

### Section 1.B)5) **Charter Modification:**

This Charter may be modified during its term by mutual agreement of the parties, provided such modifications are agreed to in writing and executed by both parties.

## **DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY**

### **Section 1.B)6) Charter Renewal:**

After the initial term of this Charter pursuant to Section 1.B)2), this Charter may be renewed by mutual written agreement of the parties, pursuant to Florida law. If the School desires to renew the Charter, it shall submit an application at least 120 days before expiration of the term of this charter. The application must include written documentation showing how each of the criteria in Section 1002.33(7)(a) have been met and verifying that none of the causes for termination established in Section 1.D)5) of this charter exist. If the School does not desire to renew the Charter or desires to terminate operation of the Charter School, it shall provide written notice of such to Sponsor at least 120 days before expiration or termination. The School shall be responsible for notifying its students 30 days in advance of termination or closing.

### **Section 1.C) Educational Program and Curriculum:**

The School agrees to implement its educational and related programs as specified in Appendix 1. The School shall meet the following objectives as required by Section 1002.33, Florida Statutes:

Section 1.C)1) Improve student learning.

Section 1.C)2) Increase learning opportunities for all students with a special emphasis on low performing students.

Section 1.C)3) Encourage the use of innovative learning methods.

Section 1.C)4) Require the measurement of learning outcomes.

The School further agrees that its programs and operations shall be nonsectarian. The Sponsor shall ensure that the School is innovative and consistent with the state educational goals established by Section 1000.02, Florida Statutes. The School will adopt the Sponsor's school year calendar to provide instruction for at least the number of days required by law for other public schools.

### **Section 1.D) Non-Renewal/Cancellation and Termination:**

Section 1.D)1) **Non-Renewal Provisions:** At the end of the term of the Charter, the Sponsor may choose not to renew the School's Charter for any of the causes provided in Section 1.D)5).

Except when exercising its authority for the immediate termination of a charter school, the Sponsor shall provide written notification to the Governing Board of the School of the proposed renewal or non-renewal of its Charter at least Ninety (90) days in advance of the proposed action. In the event of a non-renewal, the notice shall state in reasonable detail the grounds for the proposed action. The notice shall state that the School's Governing Board may issue a request for a hearing. Said request must be made within fourteen (14) calendar days of receiving the notice. Any such hearing shall be conducted by an administrative law judge assigned by the Division of Administrative Hearings. The administrative law judge shall conduct the hearing within sixty (60) days of receipt of the request and in accordance with Chapter 120, Florida Statutes. The Administrative Law Judge shall issue a recommended order to the



## **DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY**

Sponsor. A majority vote by the Sponsor shall be required to adopt or modify the recommended order. The Sponsor's final order shall be submitted to the School's Governing Board within ten (10) days after adoption. Within Thirty (30) days of its receipt of the Sponsor's decision to decline a renewal of the Charter, the School's Governing Board may appeal the Sponsor's final order pursuant to Section 120.68, Florida Statutes.

### **Section 1.D)2) Ninety Day Termination:**

During the term of the Charter, the Sponsor may terminate the Charter for any of the grounds listed in Section 1.D)5) in accordance with the process and notice provisions required by Section 1002.33, Florida Statutes. Except when terminated immediately pursuant to paragraph 1.D)3), the Sponsor shall provide written notification to the School of a proposed termination of this Charter at least 90 days prior to the proposed action. The notice shall state in reasonable detail the grounds for the proposed action. The notice shall state that the School's Governing Board may issue a request for a hearing. Said request must be made within fourteen (14) calendar days of receiving the notice. Any such hearing shall be conducted by an administrative law judge assigned by the Division of Administrative Hearings. The administrative law judge shall conduct the hearing within sixty (60) days of receipt of the request and in accordance with Chapter 120, Florida Statutes. The Administrative Law Judge shall issue a recommended order to the Sponsor. A majority vote by the Sponsor shall be required to adopt or modify the recommended order. The Sponsor's final order shall be submitted to the School's Governing Board within ten (10) days after adoption. Within Thirty (30) days of its receipt of the Sponsor's decision to terminate the Charter, the School's Governing Board may appeal the Sponsor's final order pursuant to Section 120.68, Florida Statutes.

**Section 1.D)3) Immediate Termination:** This Charter may be terminated immediately by the Sponsor pursuant to Section 1002.33(8)(d), Florida Statutes, if it sets forth in writing the particular facts and circumstances indicating that an immediate and serious danger to the health, safety or welfare of the students exists. In making the determination as to whether good cause exists for immediate termination, the Sponsor will consider whether the totality of the circumstances warrant a decision to forego the procedures for a Ninety (90) day termination.

### **Section 1.D.3)a) Notice of Planned Immediate Termination:**

The Sponsor shall notify in writing the School's Governing Board, the School principal, and the Florida Department of Education if the Charter is immediately terminated. The Sponsor shall clearly identify the specific issues that resulted in the immediate termination and provide evidence of prior notification of issues resulting in the immediate termination when appropriate.

### **Section 1.D)3)b) Hearing Process:**

Pursuant to Section 1002.33(8)(d), Florida Statutes, the Sponsor's determination to immediately terminate the Charter for good cause shown or if the health, safety or welfare of the students is threatened, is not subject to the provision of the pre-termination hearing described in Section 1002.33(8)(b), Florida Statutes. The School's Governing Board may, within Ten (10) days after receiving



## **DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY**

the Sponsor's decision to terminate the Charter, request a hearing as described in Section 1.D)2). The hearing must be conducted within sixty (60) days after receipt of the request.

### **Section 1.D)3)c) District Operation of School Pending Appeal:**

Unless the School has already ceased operations, or the continued operation of the School would materially threaten the health, safety or welfare of the students, the Sponsor shall assume operation of the

School upon immediate termination and shall continue operating the School throughout any timely appeal by the School or if no appeal is filed until the time for filing an appeal has expired. The Sponsor shall hold and conserve all School property and assets, including cash and investments in trust, until the School has exhausted all appellate rights. The Sponsor shall only disburse School funds in order to pay the normal expenses of the School as they accrue in the ordinary course of business. Normal expenses shall include, but not be limited to, the payment of employee salaries and benefits.

### **Section 1.D.3)c)(1) Immediate Termination – Operations During Hearing and Appeal:**

Upon receipt of notice of immediate termination, the School shall immediately provide the Sponsor all of the keys to the School's facilities, along with all security system access codes and access codes for all computers in the School's facilities and shall immediately make accessible all educational and administrative records of the School so the Sponsor may immediately take any appropriate actions. Moreover, within two (2) business days, the School shall turn over to the Sponsor all records and information regarding the accounts of all of the public funds held by the School and shall turn over to the Sponsor all of the School's public property and public funds. If the School prevails in the hearing or appeal, the Sponsor shall, immediately, return to the School all keys, security codes, all educational and administrative records of the School and the School's facility. In that case, the School's Governing Board shall resume operation and oversight of the School.

### **Section 1.D)3)c)(2) Immediate Termination – Assets and Property During Appeal:**

Any unencumbered public funds from the School, and District School Board property and improvements, furnishings and equipment purchased with public funds or financial or other records pertaining to the School, in the possession of any person, entity or holding company other than the School, shall be held in trust upon the Sponsor's request until any appeal status is resolved.

### **Section 1.D)3)c)(3) Immediate Termination – School Debts and Term of Lease During Appeal:**

However, nothing herein shall be construed as an obligation on the part of the Sponsor to secure the extension of a lease term during the pendency of an appeal or to pay with Sponsor's funds any debts incurred by the School in order to avert a foreclosure or eviction.

### **Section 1.D)3)c)(4) School Employees after Immediate Termination:**

The School's instructional and operational employees will be required to continue working in the charter school until such time as the School exhausts its appellate remedies. Notwithstanding the

## **DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY**

general policy of requiring such employees to continue serving in their regular capacities during that time, the Sponsor reserves the right to take any appropriate personnel action as to such employees if any cause for personnel discipline should arise or be discovered during the Sponsor's assumed operation of the charter school (after the Sponsor provides any required due process to such employees if they are not terminable at-will).

### **Section 1.D)3)c)(5) Immediate Termination – Retrieval of Personal Items by School Personnel:**

If the School requests a hearing or appeals the immediate termination and is unsuccessful in the hearing and appeal (or if the School fails to timely file a request for hearing on an appeal), the School shall be dissolved pursuant to Section 1002.33(8)(e), Florida Statutes. In such event, the Sponsor shall allow the School's Governing Board and its employees, agents and assigns to retrieve any of their respective personal belongings from the School's facility. However, all property and improvements, furnishings and equipment purchased with public funds shall automatically revert to full ownership by the Sponsor, subject to complete satisfaction of any lawful liens or encumbrances.

### **Section 1.D)3)d) Pendency of Appeal:**

Since the issues on appeal shall be limited to whether there existed grounds for the immediate termination of the Charter, this Charter may still be terminated upon Ninety (90) days notice or non-renewed in accordance with its terms during the pendency of an appeal in accordance with Section 1002.33(8), Florida Statutes.

### **Section 1.D)4) Post Terminations Provisions:**

#### **Section 1.D)4)a) Financial and Operational Records:**

Upon termination or expiration of this Charter, the School agrees to deliver all school financial and operational records to the Sponsor's Charter School Office immediately and without delay.

#### **Section 1.D)4)b) Student Records:**

Upon termination or expiration of this Charter, the School agrees to deliver all student records to the Sponsor's Student Services Division immediately and without delay.

#### **Section 1.D)4)c) Property/Assets of the School:**

In the event the School ceases operation or is dissolved, or this Charter is not renewed or is otherwise terminated, any public unencumbered funds of the School shall revert to the Sponsor except for capital outlay funds. Capital outlay funds shall revert to the Florida Department of Education. The School will not be required to reimburse Federal Public Charter School Program funds received from the Florida Department of Education to the Sponsor. All of the School's property and improvements, including real property, furnishings and equipment purchased with public funds shall be peacefully delivered to the Sponsor and automatically revert to full ownership by the Sponsor. If the School's accounting records



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fail to clearly establish whether a particular asset was purchased with public funds or non-public funds, ownership of the asset will revert to the Sponsor.

### **Section 1.D)4)d) Debts:**

If this Charter is not renewed or is terminated, the Charter School shall be responsible for all the debts of the School, including any debts related to real property acquisition or lease. The Sponsor will not assume the debt from any contracts for services made between the governing body of the School and third party, except for a debt that is previously detailed and agreed upon by both the Sponsor and the Governing Board of the School.

### **Section 1.D)4)e) Leases:**

If this Charter is not renewed or terminated, the Sponsor may, but is not obligated, to assume any lease for the School facility if the lease allows for such an assignment. Sponsor shall not be responsible for any expenses incurred under a lease unless voluntarily assumed in writing.

### **Section 1.D)5) Causes for Non-renewal or Termination:**

Section 1.D)5)a) A failure by the School to meet the requirements for student performance stated in this Charter; or failure to accomplish the purposes of a charter school stated in Section 1002.33, Florida Statutes;

Section 1.D)5)b) failure to participate in the State's education accountability system created in Section 1008.31, Florida Statutes;

Section 1.D)5)c) A failure by the School to meet generally accepted standards of fiscal management which includes, but is not limited to, a negative fund balance in any governmental fund as reported in a budget or audit report; negative net assets as reported in a budget or audit report; failure to timely file reports required by the Sponsor; improper expenditure of grant funds; failure to maintain required insurance; failure to correct audit findings within Sixty (60) calendar days; spending in excess of approved appropriations; and material discrepancies (Five percent 5% or greater) between unaudited annual financial report and audited statements; failure of the School's annual audit to comply with the requirements specified in this Charter or the School's failure to timely submit financial reports or other reports required by Section 1002.33(9), Florida Statutes, or by this Charter;

Section 1.D)5)d) A violation of law by the School;

Section 1.D)5)e) Violation of any aspect of Gadsden County School Board Policy 2.28 or this Charter;

Section 1.D)5)f) Violation of Section 1002.33 (12) Florida Statutes;

Section 1.D)5)g) A finding by the School Board that the health, safety or welfare of the student(s) is threatened;



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Section 1.D)5)h) Failure to correct deficiencies noted in a corrective action plan within one year of notice of the deficiency;

Section 1.D)5)i) Exhibiting one or more financial emergency conditions as specified in s.218.503 F.S. for two consecutive years;

Section 1.D)5)j) The School's failure to comply with the maximum class size requirements of Article IX, Sections (1) – (3), Florida Constitution, to the extent said requirements are applicable to charter schools;

Section 1.D)5)k) The School's failure to maintain insurance coverage as described in this Charter;

Section 1.D)5)l) The School earns two (2) consecutive grades of "F", unless an exception of Section 1002.33(9)(n)4., Florida Statutes applies. (This cause for termination or nonrenewal shall not apply if the School is approved to receive a school improvement rating as an alternative School pursuant to Section 1008.341, Florida Statutes.)

Section 1.D)5)m) If the School is approved to receive a school improvement rating as an alternative School pursuant to Section 1008.341, Florida Statutes. The School earns three (3) consecutive grades of "Declining" unless an exception of Section 1002.33(9)(n)4, Florida Statutes applies.

Section 1.D)5)n) Exhibiting a circumstance which establishes a deteriorating financial condition as specified in SBE Rule 6A-1.081.

Section 1.D)5)o) Expending more than \$10,000 for an expenditure after receipt of notice of termination or nonrenewal without written Sponsor approval, that is not within the budget submitted to the Sponsor, for attorney's fees incurred in the appeal, or for fees to obtain an independent audit.

Section 1.D)5)p) Any other good cause, as determined solely and exclusively by the Sponsor.

Section 1.D)6) **School Responsibilities**                      **Upon Notice of Termination or Nonrenewal:** Upon receipt of notice of intent to terminate or non-renew the charter contract, School shall:

Section 1.D)6)a) Obtain a financial audit within thirty days after receipt of notice. Sponsor shall be provided a copy of the audit within seven (7) days of its issuance.

Section 1.D)6)b) Refrain from expending more than \$10,000 per expenditure without written Sponsor approval, unless the expenditure is included in the budget submitted to the Sponsor, is for attorney's fees incurred in the appeal, or is for fees to conduct an independent audit.

Section 1.D)7) **Board Recovery of Inappropriate Expenditures:** In the event School violates Section 1.D)6)b), the Sponsor may withhold the amount of inappropriate expenditure from future FTE distributions due the School. If there are no further FTE distributions due to School, School shall refund to sponsor the full amount of the inappropriate expenditure within thirty calendar days. Failure to provide the required refund within the prescribed timeframe shall result in imposition of a one 1% interest penalty imposed monthly. The parties agree that continued failure to refund the inappropriate expenditure shall entitle the Sponsor to a cause of action against the School and the person or entity

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receiving the inappropriate expenditure, to recover such inappropriate expenditure and attendant attorney's fees with the prescribed interest.

### **SECTION 2: ACADEMIC ACCOUNTABILITY**

Section 2.A) **Student Performance-Assessment Evaluation:** The School agrees to implement the current baseline standard of achievement, the outcomes to be achieved and the methods of measurement that have been identified in Appendix 1, or as otherwise provided by state law. The methods to be used to identify educational strengths and needs of students and the educational goals and performance standards are set forth in Appendix 1. Accountability criteria shall be based upon the School's assessment system and appropriate required statewide assessments. In addition to evaluating the School's success in achieving the objectives stated in either the Application, the School Accountability Plan, or the School Improvement Plan, the School shall be held accountable for meeting federal and state student performance requirements, as provided in Sections 1001.02, 1008.33 and 1008.345, Florida Statutes. The School agrees to permit the Sponsor's personnel to observe the charter school's operations to assess student performance upon reasonable notice.

#### **Section 2.A)1) Initial Year:**

The School will implement its educational program during the initial year as specified in the School's approved application (Appendix 1) setting forth the School's curriculum, instructional methods, any distinctive instructional techniques to be used and the identification and acquisition of appropriate technologies needed to improve educational and administrative performance, which include a means for promoting safe, ethical and appropriate uses of technology which comply with legal and professional standards. The School shall ensure in its initial year that reading is a primary focus of the curriculum and that necessary resources will be provided to identify and provide specialized instruction for students who are reading below grade level. Further, the curriculum and instructional strategies in the School's initial year shall be consistent with the state-adopted standards and be grounded in scientifically-based research. The School further agrees that its programs and operations shall be nonsectarian in the initial year. The School shall ensure that its program is innovative and consistent with the state education goals established by Section 1000.03(5), Florida Statutes.

#### **Section 2.A)1)a) Expected Outcomes:**

In the initial year, the School agrees to implement the current incoming baseline standard of student academic achievement, the outcomes to be achieved and the methods of measurement that have been mutually agreed upon and identified in the School's approved application (Appendix 1), in this Charter and as specified in the School's applicable laws and rules.

#### **Section 2.A)1)b) Methods of Measurement:**

The School's expected outcomes will be measured in the initial year as described in the School's approved application (Appendix 1), in this



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Charter and as specified in the applicable laws and rules.

### **Section 2.A)1)c) Assessments:**

Students in the School will participate in the initial year in an assessment program that mirrors the countywide assessment of the Sponsor's public school students enrolled in comparable grades/schools, including assessments required of the public schools by the Florida Department of Education. To facilitate this participation, the Sponsor will provide consultation by its applicable district staff and those services/support activities which are routinely provided to the Sponsor's staff regarding implementation of district and state-required assessment activities (e.g. staff training, dissemination and collection of materials, scoring, analysis, and summary reporting). The School shall be responsible for providing the technical means and equipment such as may be required, for administering the tests to its students and adhering to procedures published for each test. The School agrees that its students will be assessed within the timeframe for the other public schools in the Sponsor's district.

#### **Section 2.A)1)c)(1) State Required Assessments:**

Students attending the School in its initial year shall participate, at the School's expense, in the statewide assessment program and in all state-required assessments. In accordance with the provisions of Section 1002.33(7)(a)4., the School will participate in all state assessment programs in which Sponsor's students enrolled in comparable grades/schools participate. To facilitate this participation, the Sponsor will provide consultation in the initial year by its applicable school district staff and those services/support activities, which are routinely provided to the Sponsor's school district staff regarding implementation of state-required assessment activities (e.g., staff training, dissemination and collection of materials, monitoring, scoring, analysis, and summary reporting). The School may not assess incoming students in the initial year using the same assessment instrument that the Sponsor uses in the spring. A different norm-referenced assessment must be used for this purpose.

#### **Section 2.A)1)c)(2) Additional Assessments:**

When the Sponsor requires the School to participate in any District-wide assessments during the School's initial year, the Sponsor shall bear the cost of the School's participation in those assessments. When the School opts to participate in District-wide assessments during the School's initial year, the School shall bear the costs associated with District-wide assessments. The School, at its discretion and own expense, may use other assessment tools during its initial year that are educationally relevant, sound and consistent with this Charter.

#### **Section 2.A)2) Annual:**

The School will annually implement its educational program as specified in the School's approved application (Appendix 1), setting forth the School's curriculum, instructional methods, any distinctive instructional techniques to be used, and the identification and acquisition of appropriate technologies needed to improve educational and administrative performance, which include a means for promoting



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safe, ethical and appropriate uses of technology which comply with legal and professional standards. The School shall ensure that reading is a primary focus of its annual curriculum and that necessary resources are provided to identify and provide specialized instruction for students who are reading below grade level. The School's curriculum and instructional strategies for reading and for other subjects shall be consistent with the state-adopted standards and be grounded in scientifically-based research. The School further agrees that its programs and operations shall be nonsectarian and shall ensure that its program is innovative and consistent with state education goals established by Section 1000.03(5), Florida Statutes.

### **Section 2.A)2)a) School Improvement Plan:**

The School's Governing Board shall approve a School Improvement Plan ("SIP"), as applicable, in each year of this Charter, when required by Florida Statutes, by State Board Rule, or by other applicable rule.

#### **Section 2.A)2)a)(1) Minimum Components of SIP:**

During each year when the School is required to submit a School Improvement Plan, the School agrees to provide a School Improvement

Plan that is in compliance with all state and federal requirements. If the School receives a grade of D or F or a rating of "Declining" as an alternative School pursuant to Section 1008.341, Florida Statutes, the School Improvement Plan must include a component specifically addressing efforts to raise student achievement. The School Improvement Plan shall also contain the baseline standard of achievement, the outcomes to be achieved, and the methods of measurement that have been mutually agreed upon in the School Accountability Plan submitted to the Sponsor. The School Improvement

Plan must require the clear identification of source documentation for data and where applicable, reliance upon state generated disaggregated data. The School Improvement Plan must require annual adequate progress toward Accountability Plan goals. The School Improvement Plan shall comply with Sponsor Policy 3.08.

#### **Section 2.A)2)a)(2) Deadline for Governing Board Approval:**

When required to submit a School Improvement Plan, the School's Governing Board shall approve a School Improvement Plan ("SIP") each year concurrent with the Sponsor's School Improvement Plan approval timeframe.

#### **Section 2.A)2)a)(3) Monitoring:**

The School's Governing Board shall be responsible for monitoring the School's School Improvement Plan, should one be required.

#### **Section 2.A)2)b) Corrective Action**

##### **Section 2.A)2)b)(1) Options**

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If the School receives three (3) consecutive School grades of “D”, two (2) consecutive grades of “D” followed by a grade of “F” or two (2) nonconsecutive school grades of “F” within a three (3) year period or three (3) consecutive school improvement ratings of “Declining” as an alternative School, School shall submit a proposed corrective action for approval by the Sponsor from among the options listed below.

Section 2.A)2)b)(1)(a) Contract for educational services to be provided directly to students, instructional personnel and school administrators.

Section 2.A)2)b)(1)(b) Contract with an outside entity that has a demonstrated record of effectiveness to operate the School.

Section 2.A)2)b)(1)(c) Reorganize the School under a new Director or Principal who is authorized to hire new staff.

Section 2.A)2)b)(1) (d) Voluntarily close the School.

### Section 2.A)2)b)(2) **Implementation**

The corrective action approved by the Sponsor shall be implemented by the School for a minimum of two (2) school years, beginning in the school year after the year in which the charter school receives a grade that results in the requirement for corrective action. The School is no longer required to implement a corrective action if it improves by at least one (1) letter grade or if it has been approved as an alternative school, improves its rating to “maintaining”. However, it will continue to implement strategies identified in the School Improvement Plan. If after two (2) full school years of implementing the corrective action, the School does not improve by at least one (1) letter grade or to a rating of “maintaining”, if approved as alternative school, it must then submit a plan to the Sponsor to implement a different corrective action in the following school year. The Director or Principal of the School and a representative of the Governing Board of the School which is implementing a corrective action plan or a School Improvement Plan with specific measures to raise student achievement due to receipt of a school grade of “D” or rating of “Declining” if approved as an alternative school, will appear before the Sponsor at least once a year to present information regarding the progress of intervention and support strategies.

### Section 2.A)2)c) **Assessments:**

The School’s student performance will be annually assessed as described in the School’s approved application (Appendix 1), in this Charter, and as specified in the applicable laws and rules. The School will annually implement its educational program as specified in the School’s approved application (Appendix 1) setting forth the School’s curriculum, instructional methods, any distinctive instructional techniques to be used and the identification and acquisition of appropriate technologies needed to improve education and administrative performance, which include a means for promoting safe, ethical and appropriate uses of technology which comply with legal and professional standards. The School shall ensure each year that reading is a primary focus of the curriculum and that necessary resources will be provided to identify and provide specialized instruction for students who are reading below grade



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level. Further, the School's annual curriculum and instructional strategies for reading and for other subjects shall be consistent with state-adopted Standards and be grounded in

scientifically-based reading research. The School further agrees that its programs and operations shall be nonsectarian each year. The School shall ensure each year that its program is innovative and consistent with the state education goals established by Section 1000.03(5), Florida Statutes.

### **Section 2.A)2)c)(1) State Required Assessments:**

The School will annually administer all state-required assessments to its students, at the School's expense, within the State timeframe during each year of the term of the Charter. In accordance with the provisions of Section 1002.33(7)(a)4., the School will participate in all state assessment programs in which Sponsor's students enrolled in comparable grades/schools participate. To facilitate this participation, the Sponsor will provide consultation in each year by its applicable school district staff and those services/support activities, which are routinely provided to the Sponsor's school district staff regarding implementation of state-required assessment activities (e.g., staff training, dissemination and collection of material, monitoring, scoring, analysis and summary reporting). The School may not assess incoming students in any year using the same assessment instrument that the Sponsor uses in the spring of that year. A different norm-referenced assessment must be used for this purpose.

### **Section 2.A)2)c)(2) Additional Assessments:**

The School will implement, at its own expense, any assessments specified in its approved application (Appendix 1). When the Sponsor requires the School to participate in any District-wide assessments during the term of this Charter, the Sponsor shall bear the cost of the School's participation in those assessments. When the School opts to participate in District-wide assessments during the term of this Charter, the School shall bear the costs associated with District-wide assessments. The School, at its discretion and own expense, may use other assessment tools during the term of this Charter that are educationally relevant, sound and consistent with this Charter.

### **Section 2.B) Student Promotion:**

**Section 2.B)1) School Student Promotion Policy:** The School agrees that its students shall be promoted in accordance with the Sponsor's Student Progression Plan.

### **Section 2.B)2) Graduation Requirements:**

The School shall follow the procedures described in Appendix 1 to determine whether an enrolled student has met the requirements for graduation. The School shall not graduate, nor issue a high school diploma, to any student who has not met the graduation requirements as established in the Sponsor's Student Progression Plan and Florida Statute.

### **Section 2.B)3) Other Assessment Tools:**



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In addition to those assessment tools identified in this Charter and in the School's governing laws and rules, the School will utilize all other assessment tools specified in the School's approved application (Appendix 1).

### **Section 2.C) Data Access:**

The School agrees to allow the Sponsor reasonable access to review data sources, including collection and recording procedures, in order to assist the Sponsor in making a valid determination about the degree to which student performance requirements have been met.

### **Section 2.D) Records and Grading Procedures:**

Due to the possibility that students enrolled in the School may return to the regular public school system, the School shall utilize a records and grading procedure that is consistent with the Sponsor's current records and grading procedures. The charter school shall maintain student records in the complete and exact form specified by current District protocols.

Section 2.D)1) The School shall maintain both active and archival records for current/former students in accordance with Section 1002.22, Florida Statutes.

Section 2.D)2) All permanent (Category A) records of students leaving the School, and transferring to the regular public school system, or withdrawing to attend another school, shall be promptly transferred and delivered by the School to the receiving school. All permanent records of students leaving the School, whether by graduation, transfer to the public school system or withdrawal to attend another school, must be transferred to the school system in accordance with state law and in full compliance with District protocols and procedures. Records of student progress must be transferred to the District if the student is returning to the District. Charter schools must use the Florida Department of Education electronic data formats when submitting student information.

Section 2.D)3) Records of student progress (Category B) shall be promptly transferred and delivered by the School to the appropriate school if a student withdraws to return to the Sponsor's school system or to another school system. The School may retain copies of the departing student's academic records created during the student's attendance at the School.

### **Section 2.E) Student Assessment Data Reporting:**

The charter school shall provide student assessment data, as required by s.1002.33 F.S. to each parent of a student at the charter school, the parent of a student on a waiting list for the charter school, the sponsor, and the Governing Board of the charter school. Such information shall also be posted on the charter school's Web site.

### **Section 2.F) Progress Monitoring:**

Section 1002.33(5)(b), Florida Statutes, requires the Sponsor to monitor and review the progress of the School towards the goals established for the School. The School shall make annual progress reports to the Sponsor which, upon verification, shall be forwarded to the Commissioner of Education, at the same

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time as other annual school accountability reports are submitted. The School's annual progress report shall be submitted to the Sponsor no later than August 20, each year for the immediately preceding school year. The report shall contain at least the following items:

Section 2.F)1) The School's progress toward achieving the goals outlined in its application:

Section 2.F)1)a) Learning gains of individual students as measured by FCAT (Florida Comprehensive Assessment Test) scores. Section 2.F)1)b) Learning gains of the School's population as measured against a comparable District school population.

Section 2.F)1)c) Learning gains of the School's population measured against a comparable student population. Sponsor and School will agree on a comparable school population for comparison purposes.

Section 2.F)2) Student achievement performance data, including the information required in the annual public school accountability report and the education accountability system, pursuant to Sections 1008.31 and 1008.345, Florida Statutes. The School shall identify reasons for any difference between projected and actual student performance.

Section 2.F)3) Financial status of the School which must include revenues and expenditures at a level of detail that allows for analysis of the ability to meet financial obligations and timely repayment of debt.

Section 2.F)4) Documentation of the facilities in current use and any planned facilities for use by the School for instruction of students, administrative functions, or investment purposes.

Section 2.F)5) Descriptive information about the School's personnel, including salary and benefit levels of School employees, the proportion of instructional personnel who hold professional or temporary certificates, and the proportion of instructional personnel teaching infield or out-of-field.

Section 2.F)6) School's plan for providing accelerated instruction to students who score in levels one and two on the FCAT.

Section 2.F)7) A description of innovative learning methods used by the school to achieve academic goals.

Section 2.F)8) A statement describing the status of implementation of any corrective action plan or financial recovery plan.

### Section 2.G) **Accountability:**

Section 2.G)1) The School shall participate in the State education accountability system.

Section 2.G)2) In the event School receives a "D" or "F" school grade or a rating of "Declining" as an alternative school, the Director or Principal of the School and a representative of the Governing Board shall appear before Sponsor to present information concerning noted deficiencies.

### Section 2.H) **School Website**



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The school shall maintain a website which displays information regarding the school; the school's academic performance; the names and e-mail addresses of the governing board members; the name and e-mail address of the local representative of the governing board; the programs at the school; any management companies, service providers, or education management corporations associated with the school; the school's annual budget and independent financial audit; the school's grade; the school's accreditation status; and minutes of governing board meetings. This information shall be provided in a publicly-accessible portion of the school's website, such that access to this information shall not require creation of a school or website account, use of a password or any other limiting factor.

### **SECTION 3: STUDENTS**

#### **Section 3.A) Eligible Students:**

The School shall enroll all eligible students in accordance with Section 1002.33(10), Florida Statutes, up to the maximum school enrollment capacity approved by the Sponsor through its approval of this Agreement and any subsequent amendment to this agreement. The School shall not be eligible for or receive funds for enrollment beyond the maximum enrollment capacity provided herein. The parties agree that the approved school minimum enrollment is the lowest enrollment that will support the School's operations at an adequate level under its approved budget. If the School fails to achieve the minimum school enrollment as provided herein by October FTE reporting period, such shall be considered good cause for termination or non-renewal for failure to meet generally accepted standards of fiscal management as provided in Section 1002.33(8)(a)2., Florida Statutes, unless the School provides the Sponsor a revised and balanced budget within sixty (60) days of the October FTE reporting period. A student may not be transferred by the School to another charter school or district school except upon the prior written consent of the student's parent/guardian or of the student (if an adult). The School agrees that any transfer or withdrawal of students shall be conducted in accordance with the Sponsor's student transfer and withdrawal policies and procedures. Parents may withdraw a student from the School at any time. In such event, the student shall either return to the student's regularly assigned district school or to another school with an appropriate program. To withdraw a student from a charter during the fourth quarter of the academic year, the School will require that parents/guardians first notify the District's Department of Student Assignment to obtain a waiver. During the fourth quarter of the academic year, the school may not initiate or complete a withdrawal without a waiver. The School may not enroll students over the age of 18 if that student has been identified as a dropout or if there has otherwise been a break in that student's school enrollment.

#### **Section 3.A)1) Community:**

The parties agree that the community to be served by the School is described in the School's Application (Appendix 1). However, in no event shall any eligible student, as defined by Section 1002.33(10), Florida Statutes, be denied enrollment unless the School has attained its maximum school enrollment capacity. The School's minimum enrollment for the first year of operation is 160. The parties agree that this is the minimum enrollment that will support the School's operations. Failure to



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achieve the minimum enrollment by the October FTE reporting period and each following year constitutes good cause for termination or nonrenewal. The maximum enrollment shall be 300.

### **Section 3.B) Grades Served:**

The School shall enroll students in grades 6-8.

### **Section 3.C) Class Size:**

The School shall comply with the Class Size Reduction Amendment, Section 1, Article IX of the Florida Constitution, and such other requirements imposed on Florida Charter Schools by Statute or the Department of Education. The School shall comply with all class size reduction reporting requirements imposed by the Department of Education on the Sponsor. The School shall immediately indemnify the Sponsor for all penalties imposed upon the Sponsor as a result of the School's noncompliance with this provision.

### **Section 3.D) Annual Projected Enrollment:**

The School shall provide to the Sponsor its projected FTE enrollment for the upcoming school year by no later than November 15 of the current school year during the term of this Charter.

### **Section 3.E) Annual Capacity Determination:**

Any change to the School's approved maximum school enrollment capacity must be achieved through the amendment of this Charter. If a change in its maximum school enrollment capacity is desired for an upcoming school year during the term of this Charter, the School must provide notice to the Sponsor of the proposed change in school enrollment capacity and the facts supporting that request no later than February 28 prior to the school year in which the increased capacity is requested. The Sponsor shall consider the provisions of Section 1002.33(10), Florida Statutes, when determining whether to approve a requested change in school enrollment capacity. Maximum school enrollment capacity shall not exceed the maximum capacity established by any applicable certificate of occupancy, certificate of use, fire permit or applicable provision of Article IX, Section 1 of the Florida Constitution or any other law or rule that is applicable to the School.

### **Section 3.F) Admissions and Enrollment Plan:**

The School shall admit and enroll students in accordance with Appendix 1 and Section 1002.33(10), Florida Statutes. The School agrees to enroll an eligible student by accepting a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building as set forth in Attachment 1. In such case, all applicants shall have an equal chance of being admitted through a random selection process. Preference may be given to siblings of students enrolled in the School. By July 15<sup>th</sup> of each year, School will provide Sponsor a list of all applicants for enrollment. The list will note those students who were denied admission and include a detailed explanation for the denial. The list will also identify each applicant with a disability and specify the category of disability and how the school

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evaluated whether their program was an appropriate placement option. The School may not enroll students who have been assigned to an alternative school program unless and until that alternative school assignment has been satisfactorily completed. Enrollment is subject to compliance with the provisions of Section 1003.22, Florida Statutes, concerning school entry health examinations and immunizations.

### **Section 3.F)1) Racial/Ethnic Balance:**

The School agrees that it shall develop and implement strategies to achieve a racial/ethnic balance reflective of the community it serves. The School shall comply with any provisions of the Sponsor's student assignment plan concerning racial/ethnic, socioeconomic, or academic achievement diversity.

### **Section 3.F)2) Non-Discrimination:**

The School agrees that it will not discriminate against students with disabilities who are served in the Exceptional Student Education (ESE) programs and students who are served in English for Speakers of Other Languages (ESOL) programs. School agrees it shall not discriminate in employment or any educational program or activity based on race, color, religion, sex, sexual orientation, national or ethnic origin, marital status, disability if otherwise qualified or any other unlawful factor. The School will not deny admission to, nor withdraw, a disabled student based on a finding that the student needs a service delivery model not presently in existence at the School. The School will include non-discrimination statements and statements of inclusion in any application handouts or brochures concerning the School and on the School website.

### **Section 3.F)3) Non-Sectarian:**

The School shall guarantee that its admissions policies are nonsectarian.

### **Section 3.G) Maintenance of Student Records:**

The School shall maintain all records on enrolled students and shall provide parents with copies of such records as requested. Student cumulative folders will be maintained as specified by the Sponsor and transferred immediately in proper condition when requested by the Sponsor. The Sponsor has the right, with reasonable notice, to review any documentation maintained by the School. The School shall ensure that all student records are kept confidential in accordance with applicable state and federal law.

### **Section 3.H) Exceptional Student Education/Students with Disabilities/ESOL Students:**

Students with disabilities who are enrolled in the School shall be provided with programs implemented in accordance with federal and state laws and local policies and procedures, specifically: the Individuals with Disabilities Education Improvement Act (IDEIA); Section 504 of the Rehabilitation Act of 1973; Sections 1000.05 and 1001.42(4)(1), Florida Statutes; Chapter 6A-6 of the Florida Administrative Code; the Sponsor's Special Programs and Procedures document; School Board Policies relating to "Least Restrictive Environment," "Nondiscrimination on Basis of Disability," "Discipline of Disabled Students," and sections of the Sponsor's Student Progression Plan and Code of Student Conduct dealing with



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students with disabilities. The School will access training opportunities provided by the Sponsor to ensure compliance with the IDEIA.

### **Section 3.H)1) Non-Discrimination Policy:**

The School shall adopt and implement a non-discriminatory policy regarding placement, assessment, identification, selection, and admission of disabled students. The School will not request a copy of a student's Individual Education Plan (IEP) nor any other student information from the parent or any other source prior to the student's completion of the application process. Nor shall the School access such student information on the Sponsor's Student Information System prior to admission of the student. The School's enrollment application will not include questions concerning a student's IEP or need for special services. Upon receiving the application for enrollment of a student with a disability, the School will convene a meeting with individuals knowledgeable about the student to evaluate the student's individual needs and determine whether the student can be provided a free, appropriate public education by the School. The School will contact and consult the Gadsden County School District Staff when it believes it may not be able to meet the needs of a disabled student. Such students will be referred for enrollment at a Gadsden County District School only when School and District Staff agree the student's educational needs cannot be met at the school. A seat will be held at the school for the applying student until a determination can be made.

### **Section 3.H)2) Sponsor's Responsibilities:**

The Sponsor shall provide exceptional student education administration services.

### **Section 3.H)3) School's Responsibilities:**

#### **Section 3.H)3 Individual Education Plans (IEPs):**

The School will utilize all of the Sponsor's forms and procedures related to pre-referral activities, referral, evaluation and re-evaluation for ESE eligibility, IEP development, and placement. The School will schedule and conduct an IEP meeting with the students' families at mutually agreeable times for each eligible exceptional student enrolled in the

School. The Sponsor will be invited to participate in the IEP meetings. School staff will work closely with the Sponsor's staff to discuss the needed services (including all related services and programs) of the School's students with disabilities.

#### **Section 3.H)3)c) Local Education Agency (LEA):**

The School will serve as the LEA at all IEP meetings for all students. The Sponsor will serve as the LEA at all eligibility staffings.

#### **Section 3.H)3)d) Least Restrictive Environment:**



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The School will make a continuum of alternative placements available to students with disabilities. Students with disabilities enrolled in the School will be educated in the least restrictive environment appropriate to their needs, and will be segregated only if the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

### **Section 3.H)3)e) Procedural Safeguards:**

Parents of students with disabilities shall be afforded notice of procedural safeguards in their native language, as provided by the Florida Department of Education.

### **Section 3.H)3)f) Federal and State Reports:**

Unless otherwise exempted by Chapter 1002, Florida Statutes, the School will complete federal and state reports in accordance with the timelines and specifications of the Sponsor and the Florida Department of Education. Failure to comply with this provision shall be considered good cause for termination or non-renewal of this Charter.

### **Section 3.H)3)g) 504 Students:**

The School will provide reasonable accommodations to students with a physical or mental impairment which substantially limits a major life activity, if and to the extent required to enable such students to have an opportunity to be successful in their educational program equal to that of their non-disabled peers. The School shall prepare a 504 Accommodation Plan for all such students who do not have an IEP, in accordance with Section 504 of the Rehabilitation Act and its implementing regulations.

### **Section 3.H)4) Services Covered by the Administrative Fee:**

Sponsor shall provide exceptional education administration services as part of the services for which it receives an administrative fee pursuant to Section 1002.33 (20), Florida Statutes.

### **Section 3.H)5) Due Process Hearing:**

The School will provide legal representation, at its own cost, selected after consultation with the Sponsor in any legal or quasi-legal activity regarding the educational program or placement afforded ESE or 504 students attending or admitted to the School, such as mediation, due process hearings, appeals, other court action, or a formal complaint.

### **Section 3.H)6) ESOL Students:**

Students enrolled at the School who are of limited proficiency in English will be provided with primary instruction in English by personnel who either (a) hold a currently-valid State of Florida educator's certificate showing the ESOL subject area or the ESOL endorsement; or (b) hold a currently-valid State of Florida educator's certificate in another area of certification, have been approved by the School's Governing Board to teach in this capacity, and who complete the required in-service training in ESOL (a

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minimum of 60 hours each school year assigned to teach an LEP student until the ESOL endorsement is added) as provided by the District in compliance with the LULAC, et al. v. State Board of Education Consent Decree. The School will meet the requirements of the Consent Decree entered in LULAC, et al. v. State Board of Education and related rules of the State Board of Education in Chapter 6A-6. The School will comply with the Sponsor LEP plan in identifying ESOL students and provision of ESOL services.

### **Section 3.I) Dismissal Policies and Procedures:**

The School agrees to maintain a safe learning environment at all times. The School shall comply with Florida state law and the School's Code of Student Conduct. For the first year, the School will adopt and implement the Sponsor's Code of Student Conduct. The School may not dismiss an otherwise qualified student from attendance except for causes for expulsion as contained in the Sponsor's Code of Student Conduct and in accordance with the School's dismissal process. If the School is considering removal of a student from attendance, the School will inform the Sponsor of its intention and share information concerning the basis for considering removal. If the student's actions lead to recommendation for assignment to an alternative school or expulsion from Gadsden County Public Schools, School will cooperate in providing information and testimony needed in any legal proceeding. The School will not transfer an enrolled student to another charter school or any other School of the District without written parental approval. Students will be assigned to an alternative school only through the process established by Gadsden County School Board Policy, and will be expelled from Gadsden County Public Schools only if approved by the Gadsden County School Board. Students with disabilities will be disciplined only in accordance with requirements of the Individuals with Disabilities Education Improvement Act and Rehabilitation Act. The School may not adopt any rules less restrictive than the Sponsor's Code of Student Conduct. To the extent that the school adopts any student conduct rules more stringent than the Sponsor's Code of Student Conduct, the School will provide copies of such regulations to the Sponsor prior to adoption. The School must ensure that no pressure, coercion, negotiation or other inappropriate inducement may be used to attempt to have parents/guardians withdraw students from the School. The School must provide sufficient training and oversight to staff members to prevent improper withdrawals. The School shall promptly readmit and reenroll any student who has been inadvertently or improperly withdrawn

### **Section 3.J) Extracurricular Activities:**

School shall refer Charter School students for participation in extracurricular activities at Sponsor schools only in accordance with Policy 4.07 and Section 1006.15, Florida Statutes. All such students will be assigned to a school through Sponsor's Student Assignment Office.

## **SECTION 4: FINANCIAL ACCOUNTABILITY**

### **Section 4.A) Revenue:**

#### **Section 4.A)1) Basis for Student Funding:**



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The Sponsor agrees to fund the School for the students enrolled as if they are in a basic program or a special program in a school in the Sponsor's district. The basis for the funding shall be the sum of the Sponsor's operating funds from the Florida Education Finance Program (FEFP) as provided in Section 1011.62, Florida Statutes, and the General Appropriations Act, including gross state and local funds, discretionary lottery funds, and funds from the Sponsor's district current operating discretionary millage levy, divided by the total funded weighted full-time equivalent students (WFTE) in the Sponsor's district, multiplied by the WFTE of the School.

### **Section 4.A)1)a) Student Reporting:**

The School will accurately report its student enrollment to the Sponsor as required in Section 1011.62, Florida Statutes, and in accordance with the definitions in Section 1011.61, Florida Statutes, at the agreed upon intervals and using the method used by the Sponsor when recording and reporting cost data by program. The Sponsor agrees to include the School's enrollment in the Sponsor's district report of student enrollment. In order to receive full funding, the School shall provide all required information within the same schedule required for all other of Sponsor's schools. School agrees to complete initial enrollment and provide a report of enrolled students by May 12 of each year. In the months of July and August, such reports shall be provided weekly by submission each Monday of the month until such time as the school year begins. The reports required by this paragraph shall include each student's name, grade, student identification number and date of birth. School will designate a staff member who will attend all FTE and data training workshops offered by Sponsor in order to facilitate the registration process.

### **Section 4.A)1)b) Distribution of Funds Schedule:**

The Sponsor shall make every effort to ensure that the School receives timely and efficient distribution of funds. Payments shall be made on a monthly basis in arrears based upon the estimated number of FTE students in membership during the FTE survey period. Funding shall be withheld without penalty to the Sponsor pending compliance with Section 1. B) 4) regarding annual submission of a certificate of occupancy and Section 7. K) 1) concerning annual submission of proof of insurance. Subsequent payments shall be adjusted to reflect actual full time equivalent student enrollment. The Sponsor's payment to the School shall be issued not later than 10 working days after the Sponsor receives state or federal funds. If a warrant for payment is not issued within 10 working days after receipt of funding by the Sponsor and receipt of an annual projection or documentation supporting an adjustment based on an increase in WFTE count from the School, unless due to failure of school to submit documents as described above, the Sponsor shall pay to the school, in addition to the amount of the scheduled disbursement, interest at the rate of 1 percent per month, calculated on a daily basis, on the unpaid balance from the expiration of the 10-day period until such time as the warrant is issued. The annual projection and the results of the full-time equivalent student membership surveys will be used in determining the amount of funds distributed to the school. Nothing in this section shall be construed to require the Sponsor to disburse federal funds that have not yet been drawn down by the Sponsor, or to disburse federal funds which must be retained by the Sponsor in order to comply with applicable grant rules.



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### Section 4.A)1)c) **Adjustments:**

Total funding for the School shall be recalculated during the year to reflect the revised calculations under FEFP by the State and the actual WFTF students reported by the School during the full time equivalent survey periods designated by the Commissioner of Education.

### Section 4.A)1)d) **Millage Levy:**

In accordance with the provisions of Section 1002.33(9)(I), Florida Statutes, the School agrees that it shall not levy taxes or issue bonds secured by tax revenues. However, nothing in this provision shall preclude a municipality from levying municipal taxes during a period in which the municipality is operating a charter school.

### Section 4.A)1)e) **Holdback/Proration:**

In the event of a statewide holdback or proration which reduces the Sponsor's district funding, the School's funding will be reduced proportionately in accordance with Section 1002.33(17), Florida Statutes.

In the event the Sponsor's district exceeds the state cap for WFTF in any expenditure category of programs established by the Legislature, resulting in unfunded WFTF for the district, then the School's funding shall be reduced to reflect its proportionate share of any unfunded WFTF. If the Sponsor receives notice of an FTE or other funding adjustment which is attributable to noncompliance by the School, the Sponsor shall deduct such assessed amount from the next available payment otherwise due to the School. ***If the assessment is charged near the end of or after the term of the Charter, where no further payments are due to the School, the Sponsor shall provide prompt notice to the School, which shall within thirty (30) days refund the amount of the assessment.*** If the School fails to open, through no fault of the Sponsor, the School shall reimburse the full amount of any funding provided by the Sponsor. Additionally, if the School is terminated or non-renewed, it shall reimburse to Sponsor any and all FTE distributed, but unearned by the School. The School shall reimburse the full amount to the Sponsor within thirty (30) days. The School will be responsible for an additional fee of 1% per month on the unpaid balance after 30 days from the date of notice of such assessment.

### Section 4.A)1)f) **Categorical Funding:**

If the School's students or programs meet the eligibility criteria in law, the School shall be entitled to its proportionate share of categorical program funds included in the total funds made available in the FEFP by the Legislature, including transportation, minus the administrative fee. The School shall provide the Sponsor with documentation in the form of the annual financial report, that categorical funds received by the School were expended for purposes for which the categoricals were established by the Florida Legislature. The School shall reimburse the Sponsor for any impermissible expenditure, as established by State criteria, within 30 days of notice of such expenditures.

### Section 4.A)1)g) **Summer School:**

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If a student enrolled in a School attends any of the Sponsor summer school programs, the School shall reimburse the Sponsor for the cost as determined by the Sponsor of each student's summer school program. If the School fails to comply with this provision, the Sponsor may deduct the appropriate amount from the School's subsequent FTE payments.

### **Section 4.A)1)h) Dual Enrollment**

If a student enrolled in the School wishes to take classes through a dual enrollment program, the School shall enter into an articulation agreement with the relevant university and shall fund costs of the student's attendance as required by statute from the FTE funding received for that student. Sponsor shall not be responsible to fund the cost of participation in dual enrollment by School's students.

### **Section 4.A)2) Federal Funding:**

In any programs or services provided by the Sponsor which are funded by federal funds and for which federal funds follow the eligible student, the Sponsor agrees, upon adequate documentation from the School, to provide the School with equivalent federal funds per eligible student if the same level of service is provided by the School, provided that no federal law or regulation prohibits this transfer of funds. For Federal or State grants in which the Sponsor is the fiscal agent or partner, the Sponsor will deduct the full amount of allowable indirect costs in all cases in which such costs are allowed by the funder. For the special case of charter school-specific grants in which the funder allows indirect costs only when there is an agreement between the School and the Sponsor, the School voluntarily agrees that the Sponsor will deduct a reduced indirect rate of 2%. The Sponsor will be entitled to suitable direct costs (as agreed to by the School and the Sponsor) for administration of grants in which indirect costs are prohibited by the funder. The School shall comply with applicable Sponsor policy, procedures and internal deadlines for grant programs in which the Sponsor is the fiscal agent or partner for grant programs.

### **Section 4.A)2)a) Title I:**

Pursuant to provisions of 20 U.S.C. 8061 Section 10306, the Sponsor will always provide all federal funding for which the School is otherwise eligible, including Title I funding, not later than five (5) months after the School first opens or after a subsequent expansion of enrollment. Any Title I funds allocated to the School must be used to supplement the reading/language arts and mathematics services for eligible students participating in the Title I program and shall be spent in accordance with federal regulations. These students will be identified utilizing the Economic Survey conducted annually during the prior fiscal year. The per pupil allocation of Title I funds will correlate with the per pupil allocation of the home school. Any capital outlay item purchased with Title I funds must be identified and labeled for Title I property audits. Any equipment purchased with Title I funds, which is classified as Capitalized Audio Visual or Equipment, remains the property of Title I and must be identified and labeled for Title I property audits. If the School accepts Title I funds, at least one percent (1%) of the Title I funds budget must be spent in support of parental involvement activities. The School will ensure that Title I guidelines are being followed at the School and that students are meeting high content and performance



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standards. The District and regional Title I staff will provide technical assistance and support in order to ensure that Title I guidelines are being followed at the School and that students are meeting high content and performance standards. The Sponsor agrees to timely notify the School of all dates and other information regarding reporting of student data, calendar of District in-service opportunities and other dates and information pertinent to the School's compliance with this Charter.

### **Section 4.A)2)b) IDEA:**

The discretionary portion of the IDEA appropriation will remain with the Sponsor to provide training as required by IDEA guidelines. The School may participate in discretionary IDEA training offered by the Sponsor at no cost. The Sponsor agrees to timely notify the School of all dates and other information regarding reporting of student data, calendar of district inservice opportunities and other dates and information pertinent to the School's compliance with this Charter.

### **Section 4.A)2)c) Federal Grants:**

The Sponsor agrees to support the School in its efforts to secure grants by timely processing and submitting all documentation prepared by the School and necessary for the School's competition for grants and other monetary awards, including but not limited to Federal Start-Up Grant and Dissemination Grant. When the funding source requires that the Sponsor serve as the fiscal agent for a grant, the School shall, prior to generating any paperwork to the funding agency, notify the Sponsor in writing of its intent to submit a grant application and attach grant application guidelines. If the Sponsor develops a District-wide grant, the School may be included in the district proposal, if mutually agreed to by the School and the Sponsor. The Sponsor shall not agree to such participation unless the School specifically agrees to all terms, conditions and requirements of the grant. If the School fails in any material respect to comply with said terms, conditions and requirements, the School shall be solely responsible and liable for any consequences. When a charter school elects to participate in a District-wide grant prepared by the Sponsor's staff or when grant proposals are developed by district staff using student or School counts that include the students of the school, dollars and/or services distributed via grants funds will be provided to charter schools in the same manner as traditional public schools.

### **Section 4.A)3) Charter School Capital Outlay Funds:**

Charter School Capital Outlay funds for which the School may be eligible will be remitted to the School within 10 working days of the receipt of such funds by the Sponsor.

### **Section 4.B) Sponsor Administrative Fee:**

The Sponsor shall retain the maximum administrative fee allowable under Statute for the Sponsor's costs of administrative and educational services the Sponsor is required to provide by Section 1002.33(20)(a), Florida Statutes. This administrative fee shall be withheld only for enrollment up to and including the number of students permitted by Statute. If the School's enrollment exceeds that maximum number of students used in the administrative fee calculations, the difference between the total administrative fee calculation and the amount of the administrative fee withheld may only be used



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for capital outlay purposes specified in Section 1013.62(2), Florida Statutes. All such services shall be requested through and coordinated by the Superintendent's designee. The Sponsor will invoice the School monthly for these services, if any. The School shall issue payment no later than thirty (30) working days after receipt of an invoice. If a warrant for payment of an invoice is not issued within thirty (30) working days after receipt by the School, the School shall pay to the Sponsor, in addition to the amount of the invoice, interest at a rate of one (1) percent per month calculated on a basis on the unpaid balance from the expiration of the thirty (30) day period until such time as the warrant is issued. If payment is not received by the Sponsor within forty-five (45) working days after receipt of the invoice by the School, such non-payment shall constitute good cause for termination of this Charter. The Sponsor shall then deduct the amount due from the next available payment otherwise due the School. The Sponsor is under no obligation to provide any services to the School outside of those required by Florida Statute.

### **Section 4.C) Restriction on Charging Tuition:**

The School agrees to comply with Section 1002.33(9)(d), Florida Statutes, by not charging tuition or registration fees.

### **Section 4.D) Allowable Student Fees:**

The School may charge fees normally charged by other public schools. The School shall notify parents/guardians that it will waive such fees when notified by parents/guardians that the fee poses an obstacle to accessing the educational program. An itemized and specific schedule of all fees for any and all items required of students, including but not limited to school uniforms, supplies, locks, locker rental, binders, agenda books, parking fees, and equipment, will be submitted to the Sponsor not later than the first student day of school each year. If students are required to use a sole-source vendor for any item or service, the school must submit to Sponsor an educational rationale for requiring each sole-source vendor.

### **Section 4.E) Budget:**

#### **Section 4.E)1) Annual Budget:**

The School shall provide the Sponsor with annual preliminary and official budgets in the format prescribed by the Sponsor. The budgets must include a revenue projection sheet, a detailed budget worksheet and a summary budget.

#### **Section 4.E)1)a) Governing Board Approval Required:**

Pursuant to Section 1002.33(9)(h), Florida Statutes, the School's Governing Board shall annually adopt and maintain an operating budget.

#### **Section 4.E)1)b) Date to Submit to Sponsor:**

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During each year of this Charter, the tentative budget must be submitted to the School's Governing Board during the preceding school year. The official approved budget is to be submitted to the Sponsor by March 31 of the preceding school year.

### **Section 4.E)2) Amended Budget:**

In the event that the School's Governing Board approves an amended budget, a copy of the amended budget shall be provided to the Sponsor within ten (10) days of its approval by the School's Governing Board.

### **Section 4.E)3) Proof of Start Up Funding:**

Not later than June 1, 2015, the school agrees to provide proof to the Sponsor, of funds, which may include a line of credit, for start-up costs sufficient to assure prompt payment of operational expenses associated with the opening of school including, but not limited to, the amount of any teacher and other staff salaries and benefits and other operational expenses from the beginning of the school year through October 2015. Failure to comply with this provision shall be considered good cause for termination or non-renewal of this Charter.

**Section 4.F) Financial Records, Reports and Monitoring:** Section 1002.33(5)(b)1.b., Florida Statutes, requires the Sponsor to monitor the revenues and expenditures of the School.

**Section 4.F)1) Maintenance of Financial Records:** The School shall maintain and provide access to Sponsor to inspect and copy any and all financial records and supporting documentation including, but not limited to, the following items: monthly financial reports, cash receipts journals, cash disbursement journals, bank reconciliations, payroll records, general ledger account summaries and adjusting journal entries.

### **Section 4.F)2) Financial and Program Cost Accounting and Reporting for Florida Schools:**

The School agrees that it will submit to the Sponsor in a timely manner, the information specified in Section 1010.20, Florida Statutes.

### **Section 4.F)3) Financial Reports:**

#### **Section 4.F)3)a) Monthly Financial Reports:**

The School will provide a monthly financial report to the Sponsor. The financial report is a cumulative report, and the last report of the fiscal year will constitute the annual report. The School shall utilize the standard state codification of accounts as contained in the Financial and Program Cost Accounting and Reporting for Florida Schools, as the means of codifying all transactions pertaining to its operations, or an alternative accounting structure acceptable to the Sponsor. The report shall be in the format prescribed by the Governmental Accounting Standards Board and shall contain a balance sheet and a statement of revenue, expenditures and changes in fund balance.



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### **Section 4.F)3)b) Annual Property Inventory:**

School shall annually take an inventory of its tangible property. School will forward an annual report of all tangible property purchased with public funds to Sponsor by August 20.

### **Section 4.F)3)c) Program Cost Report:**

The School shall deliver to the Sponsor the School's Annual Program Cost Report for Charter Schools in the format as prescribed by the Florida Department of Education no later than September 1 of each year.

### **Section 4.F)3)d) Annual Financial Audit:**

The School agrees to obtain an annual audit in compliance with the Governmental Accounting Standards Board (GASB), federal, state and school district regulations showing all revenues received, from all sources, and all expenditures for the period July 1 through June 30 of that year. The audit shall be conducted by an accountant certified under the laws of the State of Florida and paid for by the School. The School shall provide the unaudited financial statements to Sponsor by August 1 of each year. The School shall provide the Sponsor with a copy of such an audit, as well as any responses to the auditor's finding by September 1 of each year. If such statements show a negative fund balance for two consecutive years, not including the first year of operation, such shall be considered failure by the School to meet generally accepted standards of fiscal management and therefore good cause for nonrenewal or termination of this Charter pursuant to Section 1. D). The Sponsor reserves the right to perform additional audits or reviews as part of the Sponsor's financial monitoring responsibilities as it deems necessary, at the Sponsor's expense. The Sponsor will notify the School of this procedure in a timely manner. Such audits may be performed at any time after approval of this contract. Failure to comply with this provision shall be considered good cause for termination or nonrenewal of this Charter.

### **Section 4.F)3)e) Reports:**

The parties agree that the Sponsor, with reasonable notice, may request at any time and the School shall within a reasonable amount of time provide, reports on the School's operations and student performance. Such reports shall be in addition to those required elsewhere in this Charter.

### **Section 4.F)4) School's Fiscal Year:**

The fiscal year of the School shall be the same as the fiscal year of the Sponsor.

### **Section 4.F)5) Financial Recovery Plan and Corrective Action Plan as Required by Statute and State Board of Education Rule:**

If a Charter School audit reveals a deficit financial position or that one or more of the conditions evidencing a state of financial emergency as defined in Section 218.503, Florida Statutes, have or will occur if action is not taken, the auditors are required to notify the Charter School Governing Board, the



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Sponsor, and the Commissioner of Education within seven (7) working days after the finding is made. A final report shall be provided to the entire Governing Board, the Sponsor and the Department of Education within fourteen (14) working days after the exit interview. If the audit reveals a state of financial emergency, the School shall, within 30 days after receipt of the audit, submit a detailed financial recovery plan to the Sponsor and the Commissioner of Education.

### Section 4.F)6) **Expedited Review:**

The School shall be subject to the expedited review if it:

Section 4.F)6)a) Fails to provide for an annual audit.

Section 4.F)6)b) Fails to provide the monthly or annual financial report.

Section 4.F)6)c) Is shown by the monthly financial statement or annual audit to have a deteriorating financial condition as defined by §1002.345, F.S. and SBE Rule 6A-1.0881.

Section 4.F)6)d) Is in a state of financial emergency as defined in §218.503 F.S.

### Section 4.F)7) **Expedited Review Requirements:**

If notified it is in a state of expedited review, the School shall:

a) Submit a corrective action plan to the sponsor within

15 business days of notification.

- b) Submit a financial recovery plan to the sponsor within 30 business days of notification as required by Section 4.F)5), in the event the expedited review is imposed due to a financial emergency condition.
- c) Submit any and all documents, reports, and information reasonably requested by the sponsor to determine the cause of and assist in remedying the condition resulting in the need for expedited review.
- d) Submit to an audit by sponsor staff of any and all records reasonably requested by sponsor for the purposes described in the previous paragraph.

### Section 4.G) **Financial Management of School:**

The School shall conduct fiscal management of the charter school's operations in accordance with the School's governing laws and rules, the provisions of this Charter and the School's approved application (Appendix 1).

Section 4.H) **Description of Internal Audit Procedures:** The School will establish internal audit procedures and controls sufficient to ensure financial resources are properly managed. The procedures

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shall be as described in the School's governing laws and rules, the provisions of this charter and the School's approved application (Appendix 1).

### Section 4.I) **Automated Data System:**

The Sponsor will utilize its existing automated reporting system to collect data required for various reports required by the Department of Education. Upon request of the Sponsor, the School agrees to enter the necessary data required for such reports into the Sponsor's automated student data system, via electronic remote access with IBM-compatible hardware. By the 12<sup>th</sup> day of each school term, the School will enter all information required for enrollment of its students into the Sponsor's mainframe. The School may amend such data prior to the first FTE count. The data elements shall include but not be limited to the following:

- 1) ESE data;
- 2) Grade level assignment;
- 3) Required health information;
- 4) Required discipline codes/incident data;
- 5) Daily attendance;
- 6) Transportation;
- 7) Student schedules;
- 8) Teacher demographics;
- 9) Master schedule;
- 10) ESOL/migrant codes;
- 11) Grades/grading period/grading scale;
- 12) ERW (entry, re-entry, withdrawal) information;
- 13) Test scores;
- 14) Demographic information;
- 15) Academic history and transcripts;

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- 16) Student lunch information as required, including a listing of students eligible for free and reduced meals, with supporting documentation.

### **Section 4.J) Purchasing:**

The School will be allowed to purchase goods through use of any contract the Sponsor holds with a vendor in which the vendor agrees to provide products for a certain price to all schools of the District. The School may also participate in Sponsor's bulk purchasing program.

### **Section 4.K) Food Service:**

Food service to the School is the responsibility of the School. The School shall contact the State Department of Education (DOE) and develop an agreement with DOE to provide food services as required by state and federal law, including free and reduced cost meals for eligible students. The School may apply for the National School Lunch Program and or the School Breakfast Program in order to be eligible to receive reimbursement for students qualifying for free or reduced meals.

## **SECTION 5: FACILITIES**

### **Section 5.A) Prior Notification:**

#### **Section 5.A)1) Deadline to Secure Facility:**

The School shall secure an approved facility as described in Section 1. B) 4) no later than thirty (30) calendar days before the first day of school. Failure to provide Sponsor timely notice of securing such a facility shall result in actions described in Section 1. B) 4).

#### **Section 5.A)2) Deadline to Submit Zoning Approvals and Certificate of Occupancy:**

The School shall provide proof of zoning approvals and a certificate of occupancy for the facility to the Sponsor no later than thirty (30) calendar days before the first day of school. Failure to timely provide Sponsor such documents shall result in actions described in Section 1. B) 4).

#### **Section 5.A)3) District Inspection of Facility:**

The School agrees that its facility will be open to inspection by the Sponsor, and that all state, federal and local facility inspection requirements will be timely completed.

### **Section 5.B) Compliance with Building and Zoning Requirements:**

#### **Section 5.B)1) Florida Building Code:**

The School agrees to use facilities which comply with the Florida Building Code and applicable state minimum building codes.

#### **Section 5.B)2) Florida Fire Prevention Code:**



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The School agrees to use facilities that comply with the Florida Fire Prevention Code and any state minimum fire protection codes pursuant to Section 633.025, Florida Statutes, as adopted by the authority in whose jurisdiction the facility is located.

### **Section 5.B)3) Applicable Laws, Ordinances and Codes of Federal, State and Local Government:**

The School agrees to operate in compliance with Section 1013.12, Florida Statutes, with respect to casualty, safety, sanitation and fire safety standards and inspection. It will be the School's responsibility to ensure all requirements of Section 1013.12, Florida Statutes, and Section 69A-58.004, Florida Administrative Code are met. School is responsible to make all contacts with, and requests of, local governments responsible for establishing safety measures and devices at the School, including but not limited to school speed zones, school crosswalks, sidewalks, crossing guards, and traffic lights. School shall provide a copy of floor plans for any facility it proposes to use as a School and any revisions to such floor plans by September 1 of each fiscal year. No later than four (4) weeks before the first day of school, School will provide

Sponsor with a signed contract to perform the annual Fire Safety Inspection. The inspection may be performed by a Fire District, an independent licensed Fire Safety Inspection Service or Sponsor. Within seven (7) days of receipt or May 1 of each year, whichever is earlier, the

School will provide a copy of the Fire Safety Inspection Report to the Sponsor. The report will include a plan to promptly address any deficiencies. The responsibility to address such deficiencies and any liability resulting from failure to do so lies solely with the School.

### **Section 5.B)4) Capacity of Facility:**

At no time will the enrollment exceed the number of students approved in this Charter, the School's application (Appendix 1) or permitted by zoning capacity and all applicable laws and regulations. The School shall not be entitled to monthly payments for students in excess of the School's enrollment capacity and the School's facility's valid capacity as determined by the School's Certificate of Occupancy, Certificate of Use or Fire Permit (whichever is less). Payments may be withheld if the School's Certificate of Occupancy, Certificate of Use or Fire Permit has expired or has otherwise become invalid. In the event that the required county and/or municipality facility permits do not indicate a facility capacity, the School must submit a letter from the architect of record certifying the capacity of the facility.

### **Section 5.C) Location:**

#### **Section 5.C)1) School's Street Address with Folio Number:**

The School shall provide Sponsor the street address and folio number of the facility to be used no later than four (4) weeks before the first day of school.

#### **Section 5.C)2) Temporary Facility:**

The School may only use a temporary facility when the facilities approved within this agreement are temporarily not suitable for student use under any applicable laws, ordinances and codes of federal,

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state and local governance. Approved use of temporary facility for a period of more than sixty (60) days will require approval of Sponsor's Superintendent.

### **Section 5.C)3) Relocation:**

The School shall notify the Sponsor no less than ninety (90) days prior to any relocation. Any such relocation must be agreed to by Sponsor's Superintendent.

### **Section 5.C)4) Additional Campuses:**

The development by the School of additional campuses shall not be permitted under this Agreement. In the event that the School desires to construct and develop any additional campuses, the School shall be required to apply for and obtain a separate charter from Sponsor for each such new campus.

### **Section 5.D) Prohibition to Affix Religious or Partisan Political Symbols, Statues, Artifacts on or about Facility:**

It is expressly understood that the use of church owned facilities shall not be considered acceptable if the Sponsor has reason to believe the School is functioning as a parochial school in that facility. This should not be interpreted as approving of the establishment of a parochial school in any secular facilities. Failure to comply with this provision shall be considered good cause for termination or nonrenewal of this Charter.

## **SECTION 6: TRANSPORTATION**

### **Section 6.A) Cooperation between Sponsor and School:**

The School will provide transportation to its students consistent with the requirements of Chapter 1006, Part I E., Florida Statutes. Transportation will not be a barrier to equal access for all students residing within Gadsden County. The School will be required to transport students in a manner consistent with Chapter 1006, Part I E., Florida Statutes, Chapter 6A-3 of the Florida Administrative Code, the requirements of Federal Law and any student assignment system adopted by the School Board.

### **Section 6.B) Reasonable Distance:**

Transportation will not be a barrier to equal access for all students residing within the Gadsden County School District.

### **Section 6.C) Transportation Compliance:**

The School shall demonstrate compliance with all applicable transportation safety requirements. Unless it contracts with the Sponsor for the provision of student transportation, the School is required to ensure that each school bus transporting the School's students meets applicable federal motor vehicle safety standards and other specifications. The School agrees to monitor the status of the commercial driver's licenses of each school bus driver employed or hired by the School (hereafter "School Bus Drivers") unless it contracts with Sponsor to provide such services. The School will provide the Sponsor



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an updated list each quarter of all School Bus Drivers providing commercial driver's license numbers, current license status and license expiration dates.

### **SECTION 7: INSURANCE AND INDEMNIFICATION**

#### **Section 7.A) Indemnification of Sponsor:**

The School agrees to indemnify, defend with competent counsel, selected by the School, with Sponsor's reasonable approval, and agrees to hold the Sponsor, its members, officers, employees and agents, harmless from any and all claims, actions, costs, expenses, damages, and liabilities, including reasonable attorney's fees, arising out of, connected with or resulting from:

Section 7.A)1) the negligence, intentional wrongful act, misconduct or culpability of the School's employees or other agents in connection with and arising out of their services within the scope of this Charter;

Section 7.A(2) the School's material breach of this Charter or law;

Section 7.A(3) any failure by the School to pay its employees, contractors, suppliers, subcontractors, or any other creditors;

Section 7.A)4) any failure by School to correct deficiencies found in casualty, safety, sanitation and fire safety inspections as referenced in paragraph 5. B) 3);

Section 7.A)5) the failure of the School's officers, directors or employees to comply with any laws, statutes, ordinances or regulations of any governmental authority or subdivision that apply to the operation of the School or the providing of educational services set forth in this Charter. However, the School shall not be obligated to indemnify the Sponsor against claims, damages, expenses or liabilities to the extent these may result from the negligence of the Sponsor, its members, officers, employees, subcontractors or others acting on its behalf;

Section 7.A)6) professional errors or omissions, or claims of errors or omissions, by the School employees, agents, or Board of Directors;

Section 7.A)7) any actual or alleged infringement of patent or other proprietary rights in any material, process, software, machine or appliance used by the School;

Section 7.A)8) any failure of School to comply with provisions of the Individuals with Disabilities Education Act (IDEA), including failure to provide a Free Appropriate Public Education to an enrolled student or failure to furnish services provided for in a student's individual education plan;

Section 7.A)9) any violation by School of the Florida public records or open meetings law.

The duty to indemnify for professional liability as insured by the School Leaders Errors and Omissions policy described in this Charter shall continue in full force and effect notwithstanding the expiration,



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nonrenewal or early termination of this Charter with respect to any claims based on facts or conditions which occurred prior to termination. In no way shall the School's Errors and Omissions limitation on post-termination claims of professional liability impair the Sponsor's claims to indemnification with respect to a claim for which the School is insured or for which the School should have been insured under Commercial General Liability Insurance, Automobile Liability Insurance or Employer's Liability Insurance.

### **Section 7.B ) Indemnification of School:**

The Sponsor agrees to indemnify, defend with competent counsel selected by the Sponsor with the School's reasonable approval and agrees to hold the School, its members, officers, employees and agents harmless from any and all claims, actions, costs, expenses, damages and liabilities, including reasonable attorney's fees, arising out of, connected with or resulting from:

Section 7.B)1) the negligence, intentional wrongful act, mis-conduct or culpability of the Sponsor's employees or other agents in connection with and arising out of their services within the scope of this Charter;

Section 7.B)2) the Sponsor's material breach of this Charter or law;

Section 7.B)3) any failure by the Sponsor to pay its suppliers or any subcontractors;

Section 7.B)4) the failure of the Sponsor's officers, directors or employees to comply with any laws, statutes, ordinances or regulations of any governmental authority or subdivision that apply to the operation of the School or the providing of educational services set forth in this Charter. However, the Sponsor shall not be obligated to indemnify the School against claims, damages, expenses or liabilities to the extent these may result from the negligence of the School, its members, officers, employees, subcontractors or others acting on its behalf;

Section 7.B)5) professional errors or omissions, or claims of errors or omissions, by the Sponsor's employees, agents, or Board of Directors.

### **Section 7.C) Sovereign Immunity:**

Notwithstanding anything herein to the contrary, neither party waives any of its sovereign immunity and any obligation of one party to indemnify, defend or hold harmless the other party as stated above shall extend only to the limits, if any, permitted by Florida law, and shall be subject to the monetary limitations established by Section 768.28, Florida Statutes.

### **Section 7.D) Acceptable Insurers:**

Insurers providing the insurance required of the School by this

Charter must meet the following minimum requirements.

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### **Section 7.D)1) Certification:**

Be authorized by certificates of authority from the Department of Insurance of the State of Florida, or an eligible surplus lines insurer under Florida Statutes. In addition, the insurer must have a Best's Rating of "A-" or better and a Financial Size Category of "VI" or better according to the latest edition of Best's Key Rating Guide, published by A.M. Best Company.

### **Section 7.D)2) Replacement:**

If during the period when an insurer is providing insurance required by the Charter, an insurer shall fail to comply with the foregoing minimum requirements, the School shall, as soon as it has knowledge of any such failure, immediately notify the Sponsor and immediately replace the insurance with new insurance from an insurer meeting the requirements.

**Section 7.E) Commercial and General Liability Insurance:** The School shall, at its sole expense, procure, maintain and keep in force Commercial General Liability Insurance which shall conform to the following requirements:

### **Section 7.E)1) Liabilities Required:**

The School's insurance shall cover the School for those sources of liability (including, but not limited to, coverage for operations, Products/Completed Operations, independent contractors, and liability contractually assumed) which would be covered by the latest occurrence form edition of the standard Commercial General Liability Coverage (ISO form CG 00 01), as filed for use in the State of Florida by the Insurance Services Office.

### **Section 7.E)2) Minimum Limits:**

The minimum limits to be maintained by the school (inclusive of any amounts provided by an umbrella or excess policy) shall be one million dollars (\$1,000,000) per occurrence/three million dollars (\$3,000,000) annual aggregate.

### **Section 7.E)3) Deductible/ Retention:**

Except with respect to coverage for Property Damage Liability, the Commercial General Liability coverage shall apply on a first dollar basis without application of any deductible or self-insured retention. The coverage for Property Damage Liability may be subject to a maximum deductible or self-insured retention. The coverage for Property Damage Liability may be subject to a maximum deductible of one thousand dollars (\$1,000) per occurrence.

### **Section 7.E)4) Occurrence/Claims:**



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Subject to reasonable commercial availability, coverage shall be on an occurrence basis. If on a claims made basis, the School shall maintain without interruption the Liability Insurance until four (4) years after termination of this Charter.

### **Section 7.E)5) Additional Insureds:**

The School shall include the Sponsor and its members, officers, employees and agents as "Additional Insured" on the required Liability Insurance. The coverage afforded such Additional Insured shall be no more restrictive than that which would be afforded by adding the Sponsor as Additional Insured using the latest Additional Insured –

Owners, Lessees or Contractors (Form B) Endorsement (ISO Form CG 2010). The certificate of insurance shall be clearly marked to reflect "The Sponsor, its members, officers, employees and agents as additional insured."

### **Section 7. F) Automobile Liability Insurance:**

The School shall, at its sole expense, procure, maintain and keep in force Automobile Liability Insurance which shall conform to the following requirements:

#### **Section 7.F) 1) Liabilities Covered:**

The School's insurance shall cover the School for those sources of liability which would be covered by Section II of the latest occurrence edition of the standard Business Auto Policy (ISO Form CA 00 01), including coverage for liability contractually assumed, as filed for use in the State of Florida by the Insurance Services Office. Coverage shall be included on all owned, non-owned and hired autos and buses used in connection with this Charter.

#### **Section 7.F)2) Occurrence/Claims:**

Subject to reasonable commercial availability, coverage shall be on an occurrence basis. If on a claims made basis, the School shall maintain, without interruption, the Automobile Liability Insurance until four (4) years after termination of this Contract.

#### **Section 7.F)3) Minimum Limits:**

The minimum limits to be maintained by the School (inclusive of any amount provided by an umbrella or excess policy) shall be one million dollars (\$1,000,000) per occurrence.

#### **Section 7.F)4) Additional Insured:**

The School shall include the Sponsor and its members, officers, employees and agents as additional insured on the required automobile liability insurance. The certificate of insurance shall be clearly marked to reflect "The Sponsor, its members, officers, employees and agents as additional insured."



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Section 7.G) **Workers Compensation/Employer's Liability:** The School shall, at its sole expense, provide, maintain and keep in force Workers' Compensation/Employer's Liability Insurance which shall conform to the following requirements:

### **Section 7.G)1) Coverages:**

The School's insurance shall cover the School (and to the extent its subcontractors and its sub-subcontractors are not otherwise insured, its subcontractors and sub-subcontractors) for those sources of liability which would be covered by the latest edition of the Standard Workers' Compensation Policy, as filed for use in Florida by the National Council on Compensation Insurance, without restrictive endorsements. In addition to coverage for the Workers' Compensation Act, where appropriate, coverage is to be included for the Federal Employers' Liability Act and any other applicable federal and state law.

### **Section 7.G)2) Minimum Limits:**

Subject to restrictions found in the standard Workers' Compensation Policy, there shall be no maximum limit on the amount of coverage for liability imposed by the Florida Workers' Compensation Act or any other coverage customarily insured under Part One of the standard Workers' Compensation Policy. The minimum limits for employer's liability (inclusive of any amount provided by an umbrella or excess policy) shall be one million dollars (\$1,000,000) by accident/each accident, one million dollars (\$1,000,000) by disease/each employee and one million dollars (\$1,000,000) annual aggregate. Should the Charter School lease employees, it shall provide certified proof that the corporation from which it leases service maintains Workers' Compensation coverage in compliance with this paragraph.

### **Section 7.H) School Leader's Errors and Omissions Insurance:**

Subject to reasonable commercial availability the School shall, at its sole expense, procure, maintain and keep in force School Leader's Errors and Omissions Liability Insurance which shall conform to the following requirements:

#### **Section 7.H)1) Form of Coverage:**

The School Leader's Errors and Omissions Liability Insurance shall be on a form acceptable to the Sponsor and shall cover the School for those sources of liability arising out of the rendering of or failure to render professional services in the performance of this Charter, including all provisions of indemnification which are part of this Charter.

#### **Section 7.H)2) Coverage Limits:**

The insurance shall be subject to a maximum deductible not to exceed one hundred thousand dollars (\$100,000) per claim. The minimum limits to be maintained by the School (inclusive of any amounts provided by an umbrella or excess policy) shall be three million dollars (\$3,000,000) per claim/three million dollars (\$3,000,000) annual aggregate.

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### **Section 7.H)3) Occurrence/Claims:**

Subject to reasonable commercial availability, coverage shall be on a claims made basis, the School shall maintain, without interruption, the Errors and Omissions Insurance until three (3) years after termination or nonrenewal of this Contract.

### **Section 7.H)4) Fidelity Bond/Crime Coverage:**

The School shall provide a blanket fidelity bond covering all employees on an occurrence basis in the amount of not less than one hundred thousand dollars (\$100,000).

### **Section 7.H)5) Additional Insured:**

The School shall include the Sponsor and its members, officers, employees and agents as additional insured on the required errors and omissions insurance. The certificate of insurance shall be clearly marked to reflect "The Sponsor, its members, officers, employees and agents as additional insured."

### **Section 7.I) Property Insurance:**

The School shall maintain hazard insurance on buildings and property it owns during the term of this Charter. The School will provide proof of such insurance and its renewals to Sponsor.

### **Section 7.J) Applicable to All Coverages**

The following provisions are applicable to all insurance coverages required under this Charter:

#### **Section 7.J)1) Other Coverages:**

The insurance provided by the School shall apply on a primary basis, and any other insurance or self-insurance maintained by the Sponsor or its members, officers, employees or agents shall be in excess of the insurance provided by or on behalf of the School.

#### **Section 7.J)2) Deductibles/Retention:**

Except as otherwise specified in this Charter, the insurance maintained by the School shall apply on a first dollar basis without application of a deductible or self-insurance retention.

#### **Section 7.J)3) Liability and Remedies:**

Compliance with the insurance requirements of this Charter shall not limit the liability of the School, its subcontractors, its subsubcontractors, its employees or its agents to the Sponsor or others. Any remedy provided to the Sponsor or its members, officers, employees or agents by the insurance shall be in addition to and not in lieu of any other remedy available under this Charter or otherwise.

#### **Section 7.J)4) Subcontractors:**



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The School shall require its subcontractors and sub-subcontractors to maintain any and all insurance required by law. Except to the extent required by law, this Charter does not establish minimum insurance requirements for subcontractors or sub-subcontractors.

### **Section 7.J)5) Provision(s) for Cure:**

The School shall cure any non-compliance with this Section 7 of the Charter within thirty (30) days of the School's receipt from the Sponsor of written notice of the non-compliance.

### **Section 7.J)6) Default upon Non-Compliance:**

The School shall be in material default of this Charter for failure to procure, maintain and keep in effect the insurance as required by this Charter.

### **Section 7.J)7) Approval by Sponsor:**

Neither approval by the Sponsor nor failure to disapprove the insurance furnished by the School shall relieve the School of the School's full responsibility to provide the insurance as required by this Charter.

### **Section 7.J)8) Combined Services Coverage:**

Combined services coverage under this Charter shall be permitted subject to approval by the Sponsor's Insurance and Benefits Department.

### **Section 7.K) Evidence of Insurance:**

Without limiting any of the other obligations of the School, the School shall, at the School's sole expense, procure, maintain and keep in force the amounts and types of insurance conforming to the minimum requirements set forth in this Charter. The School shall provide evidence of such insurance in the following manner:

#### **Section 7.K)1) Time to Submit:**

The School shall furnish the Sponsor with fully completed certificate(s) of insurance, signed by an authorized representative of the insurer(s) providing the coverage, four (4) weeks before the initial opening day of classes for each school year. The certificates shall name the Sponsor as an additional insured if required by specific provisions of this contract addressing that form of insurance. The insurance shall be maintained in force, without interruption, until this Charter is terminated. Failure to comply with this provision shall be considered good cause for termination or nonrenewal of this Charter.

#### **Section 7.K)2) Notice of Cancellation:**

Each certificate of insurance shall provide and require that the Sponsor shall be given no less than forty five (45) days written notice prior to cancellation.



## **DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY**

### **Section 7.K)3) Renewal/Replacement:**

Until such time as the insurance is no longer required to be maintained by the School, the School shall provide the Sponsor with evidence of the renewal or replacement of the insurance no less than thirty (30) days before the expiration or termination of the required insurance for which evidence was provided. School must notify Sponsor of any contemplated changes in insurance coverage. Such changes will not occur without Sponsor approval.

### **Section 7.K)4) Excess/Umbrella Insurance:**

If an excess or umbrella insurance policy is used to meet limits required for any category of insurance, the certificate of insurance shall specify for which form(s) of insurance the excess or umbrella policy is providing increased limits.

### **Section 7.L) Notice of Claims:**

The School and the Sponsor shall notify each other of the existence of any third party claim, demand or other action giving rise to a claim for indemnification under this provision (a "Third Party Claim") and shall give each other a reasonable opportunity to defend the same at its own expense and with its own counsel, provided that if the School or Sponsor shall fail to undertake or to so defend, the other party shall have the right, but not the obligation, to defend and to compromise or settle (exercising reasonable business judgment) the Third Party Claim for the account and at the risk and expense of the School or Sponsor, which they agree to assume. The School and Sponsor shall make available to each other, at their expense, such information and assistance as each shall request in connection with the defense of a Third Party Claim.

## **SECTION 8: GOVERNANCE**

### **Section 8.A) Not-for-Profit Corporation/Public or Private Employer:**

As indicated in Appendix 1, the School is organized as a not-forprofit corporation. It will operate as a private employer.

### **Section 8.B) Governing Board Responsibilities:**

The School's governing body shall be made up of its Governing Board. The Governing Board of the School shall be responsible for all fiduciary, legal and regulatory compliance issues; shall perform all duties assigned to a district school board by Florida Statute; and shall perform all duties set forth in the School's approved application (Appendix 1) and the following duties and responsibilities:

#### **Section 8.B)**

1) Annually adopt and maintain an operating budget and submit its approved budget to the Sponsor by March 31 of each year, along with a copy of the minutes of the meeting showing approval of the budget by the Governing Board;

## **DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY**

2) Retain the services of a certified public accountant or auditor for the annual financial audit, who shall submit the report to the Governing Board;

Section 8.B)3) Review and approve the audit report, including audit findings and recommendations for the financial recovery plan;

Section 8.B)4) Monitor a financial recovery plan or corrective action plan in order to ensure compliance, if applicable;

Section 8.B)5) Establish, define, refine and oversee the School's educational philosophy, operational policies and procedures, academic accountability procedures and financial accountability procedures and ensure that the School's student performance standards are met or exceeded;

Section 8.B)6) Exercise continuing oversight of the School's operations;

Section 8.B)7) Report its progress annually to the Sponsor, which shall forward the report to the Commissioner of Education at the same time as other school accountability reports, in accordance with Section 1002.33(9)(k), Florida Statutes;

Section 8.B)8) Participate in Governance Training approved by the Department of Education that must include government in the sunshine, conflicts of interest, ethics and financial responsibility;

9) Make full disclosure of the identity of all relatives employed by the School in accordance with Section 1002.33(7)(a)18, Florida Statutes;

Section 8.B)10) Adopt policies establishing standards of ethical conduct for instructional personnel and School administrators in accordance with Section 1002.33(12)(g)3, Florida Statutes;

Section 8.B)11) Make all required financial disclosure if the school is operated by a municipal corporation or other public entity under Section 112.3144, Florida Statutes;

Section 8.B)12) Appoint a local representative who resides in the District and whose contact information will be provided annually to parents and posted on the charter school's website.

Section 8.B)13) Hold at least two (2) public meetings per school year in the School District, which are physically attended by the School Principal and local representative.

Section 8.B)14) Comply with the standards of conduct set out in Sections 112.313(2), (3),(7) and (12) and 112.3143, Florida Statutes;

Section 8.B)15) Avoid all conflicts of interest, including but not limited to being employed by, owning or serving on the Governing Board of any entity which contracts with the School;

Section 8.B)16) Demonstrate financial competence and adequate professional experience;

17) Determine in conformance with law and the terms of this Charter, the rules and regulations needed for the effective operation and general improvement of the School;



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Section 8.B)18) Be held accountable to the School's students, parents/guardians and the community at large, through a continuous cycle of planning, evaluation and reporting as set forth in Florida's charter school laws;

Section 8.B)19) Be responsible for the overall policy decision making of the School, in consultation with the School's staff, including the approval of the curriculum and the annual budget;

Section 8.B)20) Serve as the fiscal agent for the School and be involved from the School's inception in all policy matters pursuant to the provisions of the corporation's bylaws; and

Section 8.B)21) Designate one administrative employee to be held responsible for performance of duties assigned to a district school Superintendent by Florida Statute.

### **Section 8.C) Public Records:**

The School shall comply with the provisions of Chapter 119, Florida Statutes, in all of its financial, business and membership matters. All of the School's records, except personally identifiable student records, and other records specifically exempted shall be public records and subject to the provisions of Chapter 119, Florida Statutes, including those relating to records retention. School shall maintain its own e-mail and electronic document archives to comply with public records laws.

### **Section 8.D) Reasonable Access to Records by Sponsor:**

The School agrees to allow reasonable access to its facilities and records to duly authorized representatives of the Sponsor. Conversely, the Sponsor agrees to allow reasonable access to its records relevant to the operation of the School to duly authorized representatives of the School to the extent allowable by law. Failure to provide such access will constitute a material breach of this Charter and good cause for its termination.

### **Section 8.E) Sunshine Law:**

The governing body will provide reasonable public notice of the date, time and place of its meetings, and will maintain minutes of its meetings. Such meetings will be open to the public, and the minutes shall be available for public review. All meetings of the School's Governing Board and School Advisory Council, and advisory committees to the Governing Board, shall be open to the public and properly noticed pursuant to Section 286.011, Florida Statutes, relating to public meetings. As to all meetings of the School for which minutes are required pursuant to Florida law, a copy of such minutes shall be provided by the School to the Sponsor upon request.

### **Section 8.F) Reasonable Notice:**

The Governing Board will provide the Sponsor with reasonable notice of the date, time and place of its meetings. The School's Governing Board meetings shall take place locally and in a physical location and facility that is easily accessible to the Sponsor and to the School's parents, students and employees, be publicized in advance to the school community and be open to the public pursuant to Florida Statutes



## **DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY**

286.011 (the Sunshine Law). The School agrees to hold meetings of its Governing Board within Gadsden County at least once per quarter during the School year. The School principal and appointed local representative shall be physically present at each meeting. Parents/Guardians shall be encouraged to attend. There will be an opportunity for the public to make comment at each Governing Board Meeting. Notification will be available in languages other than English, where appropriate, e.g., Spanish and Haitian-Creole. The School will provide reasonable notice to the Sponsor of any changes or cancellation of scheduled meetings of its Governing Board, to the extent practical.

**Section 8.G) Identification of Governing Board Members:** The selection of the School's Governing Board members and officers shall be as set forth in the School's approved application (Appendix 1) or in School's bylaws if such are adopted subsequent to the submission of Appendix 1. No employee of the School, employee of one of the School's Education Services Provider (ESP) companies, or family member of an employee of one of the School's ESP companies may serve as a member of the School's Governing Board. The Governing Board cannot delegate its responsibility to the Sponsor to any other agency, Education Services Provider ("ESP") company or other contracted service provider. The School shall appoint a local representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns and resolve disputes. The local representative shall reside in Gadsden County. The School shall annually provide the parents in writing the names of the members of the School's Governing Board and the local representative and a means by which they may be contacted.

**Section 8.H) Changes in Governing Board:**

The names of the Governing Board Members and the School's Chief Administrator/Principal must be held current at all times and the Sponsor shall be notified immediately of any changes. The procedures for the replacement of Governing Board members shall be as set forth in the Governing Board's bylaws. The replacement of the initial Governing Board members must be done in staggered terms to ensure continuity in leadership and oversight. Members of the School's organizing group not serving on the School's Governing Board are not allowed to vote for Governing Board Members or approve changes to the School's Articles or bylaws.

**Section 8.I) Background Screening of Governing Board Members and Chief Administrator:**

Members of the Governing Board of the School and its Chief Administrator shall also be fingerprinted at their cost in a manner similar to that provided in Section 1012.32, Florida Statutes, within ten (10) days of their appointment and if initial members of the Governing Board, prior to approval of this Charter. Any person serving in any capacity with the School or its Governing Board must meet Level 2 screening requirements described in Section 1012.32, Florida Statutes. These fingerprints shall be submitted to the Florida Department of Law Enforcement for state processing and the Federal Bureau of Investigations for federal processing. The results of all fingerprint reports shall be provided to the Sponsor. All associated costs related to fingerprints are the sole responsibility of the School. The School agrees that new Governing Board Members and its Chief Administrator shall be on probationary status pending fingerprint processing and determination of compliance with standards of good moral

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character. Potential Governing Board Member or Chief Administrators of the School shall submit official court dispositions for criminal offenses of moral turpitude listed as part of their fingerprint results. The School agrees not to appoint Governing Board Members or Chief Administrators whose fingerprint check results reveal non-compliance with standards of good moral character. The School shall not allow any person to serve on its Governing Board or as its Chief Administrator who has been convicted of a felony or any crime involving moral turpitude.

### **Section 8.J) Conflict of Interest:**

The School shall use no public funds received from or through the Sponsor to purchase or lease property, goods, or services from any director, officer, or employee of the School or the spouse, parent, child, stepchild or sibling of any director, officer or employee, or from any business in which any officer or employee has an interest nor shall the School use any property, goods or services purchased or leased by public funds for the private benefit of any person or entity, unless an exemption listed in Section 112.313(12), Florida Statutes, applies. No members of the School's Governing Body will receive financial benefit from the

School's operations.

## **SECTION 9: EDUCATION SERVICE PROVIDER**

The School is not using an Education Service Provider.

## **SECTION 10: HUMAN RESOURCES**

### **Section 10.A) Hiring Practices:**

The parties to this Charter agree that the School shall select its own employees.

### **Section 10.A)1) Reporting Staffing Changes:**

The School agrees to provide written notice to Sponsor using the Sponsor's designated form within fourteen (14) calendar days of any new hires, leaves of absence, transfers and terminations. Teaching assignments for new hires must match the state course code directory numbers and teacher certification. The School will complete and submit all required personnel reports, including employee database surveys, in accordance with due dates required by the Sponsor or the Florida Department of Education. The School agrees to provide the Sponsor with the name and contact information of a designated person that will be authorized to update the Sponsor provided Charter School Information Management System (CSIMS) to collect the required FLDOE survey requirements. The designated authorized person will update the Charter School Information Management System promptly with staff new hires and terminations.

### **Section 10.A)2) Non-Discriminatory Employment Practices:**



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The School agrees that its employment practices shall not violate the anti-discrimination provisions of Section 1000.05, Florida Statutes, the Florida Educational Equity Act.

### **Section 10.A)3) Teacher Certification and Highly Qualified:**

Teachers employed by or under contract to the School shall be certified as required by Chapter 1012, Florida Statutes. The School governing board may employ or contract with skilled selected noncertified personnel to provide instructional services or to assist instructional staff members as education paraprofessionals in the same manner as defined in Chapter 1012, Florida Statutes, and as provided by State Board of Education rule for charter school governing boards. The School may not employ an individual to provide instructional services or to serve as an education paraprofessional if the individual's certification or licensure as an educator is suspended or revoked by this or any other state. The School may not knowingly employ an individual who has resigned from a school district in lieu of disciplinary action with respect to child welfare or safety, or who has been dismissed for just cause by any school district with respect to child welfare or safety. The School agrees to disclose to the parents of its students and to the Sponsor the qualifications of its teachers. Pursuant to the requirements and definitions of the No Child Left Behind Act of 2001, P.L. 107-110, all teachers of core academic subjects will be highly qualified. In the event that the School receives ESEA Title I, Part A funding, then the school shall comply with all applicable requirements as described in Title I of that law, including but not limited to credential requirements for teachers and education paraprofessionals. When requested by Sponsor, School shall provide documentation to establish compliance with this paragraph.

### **Section 10.A)3)a) Remedy for Not Meeting Highly Qualified:**

If the School fails to meet applicable requirements to employ certified and highly qualified staff, the School shall be responsible for reimbursement of any funding lost or other costs attributable as a result of the School's non-compliance.

**Section 10.A)4) Fingerprinting and Background Screening:** The School shall require all employees, including contracted employees, its Board of Directors, and contractual personnel who are permitted access to the school grounds when students are present, who have direct contact with students or who have access to or control of school funds to comply with the fingerprinting and background screening requirements of Sections 1012.32 and 1012.465, Florida Statutes.

School shall ensure volunteers are screened as required by Section 943.04351, Florida Statutes.

### **Section 10.A)5) Non Sectarian:**

The School agrees that its employment practices shall be nonsectarian.

### **Section 10.A)6) Collective Bargaining:**

The School agrees its employees should have the option to bargain collectively in accordance with Section 1002.33, Florida Statutes.

### **Section 10.A)7) Practices in Application:**



## **DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY**

The School agrees to implement the practices and procedures for hiring and dismissal; policies governing salaries, contracts, and benefit packages; and targeted staff size, staffing plan, and projected student teacher ratio as described in Appendix 1.

### **Section 10.A)8) Professional Experience:**

The School agrees to provide reasonable demonstration of the professional experience or competency of those individuals or organizations employed or retained to provide professional services. The School shall provide a current listing of such person(s) or organization(s) upon request by the Sponsor.

### **Section 10.A)9) Employee List:**

The School agrees to provide to Sponsor a list of all employees' names and Social Security numbers within fifteen (15) days of the first day of school each year. The School will designate a staff member to attend all Florida Department of Education Staff Survey Workshops presented by Sponsor. The School will promptly supply all staff information required for reporting to the Florida Department of Education.

### **Section 10.A)10) Ethics:**

The School agrees to adopt policies establishing standards of ethical conduct for instructional personnel and school administrators in the form required by Section 1002.33, Florida Statutes. The School agrees it will not employ instructional personnel or school administrators in any position that requires direct contact with students if the applicant is ineligible for employment due to conviction of an offense within Section 1012.315, Florida Statutes. The School agrees that before employing instructional personnel or school administrators in any position that requires direct contact with students, the School shall conduct an employment history check, including contacting the applicant's previous employer and use of educators screening tools provided by the Department of Education. The School agrees not to provide instructional personnel or school administrators with employment references or discuss the employee's performance with respect to employers in another educational setting without disclosing the employee's misconduct.

### **Section 10.B) Employment Practices:**

The School's employment practices shall be in compliance with its application (Appendix 1).

#### **Section 10.B)1) Statutory Prohibitions and Restriction on Employment of Relatives:**

The charter school shall fully disclose the identity of all relatives, as defined in s.1002.33 F.S. employed by the charter school, related to the charter school owner, president, superintendent, principal, assistant principal, a governing board member or any other person employed by the charter school who has decision making authority. The School shall not employ an individual whose relative, as defined by Section.1002.33, Florida Statutes, advocated such employment and is an officer or employee of the School with authority to employ or recommend employment. The Governing Board of the School shall not take action to appoint a relative, as defined by Section.1002.33, Florida Statutes, of a member of the School's Governing Board.

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### **Section 10.B)2) Compensation/Salary/Schedules/Evaluations/**

### **Contracts:**

The School shall comply with provisions of the Florida School Code concerning compensation salary schedules, evaluations and contracts for instructional employees and school administrators as required by Section 1002.33, Florida Statutes. The school may not enter into a contract with an employee with a term that exceeds the term of this charter contract.

### **Section 10.C) Sponsor Training of School's Employees:**

The School's teachers may participate in training conducted by the Sponsor and the Sponsor's teachers may participate in training conducted by the School under the following terms.

**Section 10.C)1) Participation in Federally Funded Training:** Training activities that are federally funded that are provided by the Sponsor shall be made available to School's employees on a space available basis without any charge to the School other than any charges that are also incurred by the Sponsor for the participation of the Sponsor's employees. Training activities that are federally funded that are provided by the School shall be made available to Sponsor's employees on a space available basis without any charge to the Sponsor other than any charges that are also incurred by the School for the participation of the School's employees. The terms of this section do not apply in cases when the School receives a proportionate share of the federal funds.

### **Section 10.C)2) Participation in Non-Federally Funded Training:**

Training activities shall be made available by the Sponsor to School's employees on a space available basis and the School shall pay all of the additional costs associated with the participation of the School's employees in such training activities at the same rates and reimbursement methodologies currently charged to the Sponsor for participation of the Sponsor's employees. Training activities shall be made available by the School to Sponsor's employees on a space available basis and except in instances of federally funded training, the Sponsor shall pay all of the additional costs associated with the participation of the Sponsor's employees in such training activities at the same rates and reimbursement methodologies currently charged to the School for the participation of the School's employees.

### **Section 10.D) Drug Free:**

The School will establish and maintain an alcohol and drug-free workplace, pursuant to the Drug-Free Workplace Act of 1988, 42 USC § 701 et seq. and rules at 34 CFR Part 85 Sub-Part F. In addition, if the School employs persons to operate commercial motor vehicles, it will comply with the requirements of the Omnibus Transportation Employee Testing Act of 1991 (Pub. L. 102-143, Title V), regulations at 49 CFR Parts 40 and 382 and Section 1012.45, Florida Statutes.

## **SECTION 11: REQUIRED REPORTS/DOCUMENTS**

The School will provide all documents required of it pursuant to the approved application (Appendix 1), this Charter, Sponsor Policy 2.28, or the School's governing laws and rules on the date(s) that the reports and documents are due to the Sponsor.



# **DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY**

## **SECTION 12: MISCELLANEOUS PROVISIONS**

### **Section 12.A) Impossibility:**

Neither party shall be considered in default of this Charter if the performance of any section or all of this Charter is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, hurricane, riot, fire, explosion, war, act of God, sabotage, accident or any other casualty or cause beyond either party's control and which cannot be overcome by reasonable diligence and without extraordinary expense.

### **Section 12.B) Notice of Claims/Evidence of Insurance:**

The School shall provide notice of claims and evidence of insurance as required in Section 7. K) and L).

### **Section 12.C) Drug Free Workplace:**

The School shall be a Drug-Free workplace as required by Section 10. D).

### **Section 12.D) Entire Agreement:**

This Charter and the appendices hereto shall constitute the full, entire and complete agreement between the parties. All prior representations, understandings and agreements are superseded and replaced by this Charter. This Charter may be altered, changed, added to, deleted from, or modified only through the voluntary, mutual consent of the parties. Any substantial amendment to this Charter shall require approval of the Sponsor.

### **Section 12.E) No Assignment without Consent:**

This Charter shall not be assigned by either party without the prior written consent of the other party, provided that the School may, without the consent of the Sponsor, enter into contracts for services with an individual or group of individuals organized as a partnership or cooperative.

### **Section 12.F) No Waiver:**

No waiver of any provision of this Charter shall be deemed to be or shall constitute a waiver of any other provision, unless expressly stated. No consent or waiver, express or implied, by either party to the Charter or any breach or default by another in the performance of any obligations hereunder shall be deemed or construed to be consent or waiver to or of any other breach or default by such party hereunder. Except as otherwise provided herein, failure on the part of any party hereto to complain of any act or failure to act by the other party or to declare the other party in default hereunder, irrespective of how long such failure continues, shall not constitute a waiver of the rights of such party hereunder.

### **Section 12.G) Default Including Opportunity to Cure:**



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Except under circumstances that present a threat to health, safety or welfare or that constitute good cause for the immediate termination of this Charter, notice of a default of a material provision of this Charter will be furnished to the defaulting party by the non-defaulting party.

Except under circumstances that present a threat to health, safety or welfare, or the existence of which leave no reasonable possibility of an effective cure, or that constitute good cause for the immediate termination of this Charter or when a shorter period of time to effect compliance is required by applicable law or rules, the defaulting party will be permitted twenty (20) calendar days to remedy the identified default.

### **Section 12.H) Survival Including Post Termination of Charter:**

All representations and warranties made herein, indemnification obligations, obligations to reimburse the Sponsor, obligations to maintain and allow inspection and audit of records and property, reporting requirements and obligations to return public funds or property purchased with public funds shall survive the termination of this Charter.

### **Section 12.I) Severability:**

If any provision or part of this Charter is determined to be unlawful, void or invalid, that determination shall not affect any other provision or part of any other provision of this Charter, and all such provisions shall remain in full force and effect. In the event any provision of the Charter is determined by a court of competent jurisdiction to be illegal or unenforceable, then such unenforceable or unlawful provision shall be excised and the remainder of the Charter will continue in full force and effect. Notwithstanding the foregoing, if the result of the deletion of such provision will materially and adversely affect the rights of a party hereunder, such party may elect, at its option, to terminate the Charter in its entirety.

### **Section 12.J) Third Party Beneficiary:**

This Charter is not intended to create any rights of a third party beneficiary. This clause shall not be construed, however, as a waiver of any right of a member of the community, a student or parent of a student of the School. The Charter shall be made and entered into for the sole protection and benefit of the parties and their respective successors and no other person or entity shall have any right or action under the Charter.

### **Section 12.K) Choice of Laws and Venue:**

This Charter is made and entered into in the State of Florida and shall be interpreted according to the laws of that state. Gadsden County, Florida shall be the proper venue for any litigation arising under this Charter. The School shall adhere to any additional requirements applicable to charter schools under state law or as mandated by the Florida Department of Education or any other agencies regulating the School.

### **Section 12.L) Notice:**

## DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY

Every notice, approval, or consent authorized or required by this Charter shall not be effective unless it is in writing and sent postage prepaid by United States certified mail, directed to the other party at its address hereinafter provided or such other address as either party may designate by notice from time to time in accordance herewith: All notices to be given shall be in writing, and may be served by a) depositing the same in the United States mail addressed to the party to be notified, postpaid, and registered or certified with return receipt requested or b) by delivering the same in person to such party by (i) personal delivery or (ii) overnight courier. Notice deposited in the mail in accordance with the provisions hereof shall be deemed to have been given on the third day following the date postmarked on the envelope containing such notice, or when actually received, whichever is earlier. Notice given in any manner shall be effective only if and when received by the party to be notified. All notices to be given to the parties hereto shall be sent or delivered at the addresses or facsimile numbers set forth below:

If to Board:

Attention: Superintendent

35 M. L. King, Jr. Blvd

Quincy, FL 32351

Telephone: (850) 627-9651

Fax: (850) 627-2760

If to Charter School:

Attention: Bryan Mooneyhan

60 Kathy Dr.

Havana, FL 32333

Telephone: (850) 294-1032

By giving the other party at least fifteen (15) days written notice thereof, each party shall have the right to change its address and specify as its new address for the purpose hereof any other address in the United States.

### Section 12.M) **Authority:**

Each party warrants and represents, with respect to itself, that neither the execution of the Charter nor performance of the obligations contemplated hereby, shall violate any legal requirement, result in or constitute a breach or default under any indenture, contract, or other commitment or restriction to which it or by which it is bound, or require any consent, vote or approval which has not been obtained,



## **DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY**

or at the appropriate time shall not have been given or obtained. Each party covenants that it has and will continue to have throughout the term of the Charter full right and authority to enter into the Charter and to perform its obligations hereunder, and each party agrees to supply to the other party, upon request, evidence of such right and authority.

### **Section 12.N) Conflict/Dispute Resolution:**

Subject to the applicable provisions of Section 1002.33, Florida Statutes, as amended from time to time, all disagreements and disputes relating to or arising out of the Charter which the Parties are unable to resolve informally, may be resolved according to the following dispute resolution process. The persons having responsibility for implementing this Charter for the grieving party will write to the other party to identify the problem and explain reasons for the proposed action. The other party will respond in writing within fifteen (15) calendar days, accepting the proposed action or offering alternative solution(s) to the problem. A meeting of representatives of the parties may be held to reach agreement on the solution and subsequent action. If the parties are unable to reach agreement, they will commence action in accordance with the guidelines stipulated in Section 1002.33(6)(h), Florida Statutes.

Upon resolution of the problem, the responsible personnel from both parties will develop a joint written explanation indicating the resolution. This document will be retained with this Charter. If an amendment to the Charter is necessary, the amendment will be submitted for action by both parties. If all efforts at agreement within a reasonable time are unsuccessful, the parties will have recourse to their available legal remedies. Implementation of this provision shall not be required when the Sponsor has provided notice of intent to terminate or non-renew the charter.

### **Section 12.O) Citations:**

The Parties will comply with Section 1002.33, Florida Statutes, and any regulations adopted by the State Board of Education or other state agency, or amendments thereto, pertaining to charter schools, and all applicable federal, state and local laws pertaining to civil rights and student health, safety and welfare.

### **Section 12.P) Headings:**

Any and all titles to sections and paragraphs are for convenience and reference only and in no way define, limit or describe the scope of the Charter, and shall not be considered in the interpretation of the Charter or any provision hereof.

### **Section 12.Q) Law, Rule or Regulation as Amended:**

Whenever reference is made to a statutory law, rule or regulation herein, such reference shall mean such law, rule or regulation as it may be from time to time amended.

### **Section 12.R) Counterparts:**



## **DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY**

This Charter may be executed in any number of counterparts, each of which shall be an original, but all of which together shall constitute one Charter.

### **Section 12.S) Warranties:**

All representations and warranties made herein shall survive termination of this Charter.

### **Section 12.T) Binding Effect:**

Each and all of the covenants, terms, provisions and charter shall be binding upon and inure to the benefit of the parties hereto and their respective assigns, successors, subsidiaries, affiliates, holding companies and legal representatives, as allowed in the Charter.

### **Section 12.U) Legal Representation:**

The parties acknowledge that each has been represented by legal counsel in connection with the negotiation and execution of this Charter and each is satisfied with the legal representation it received.

### **Section 12.V) No Partnership:**

It is understood and agreed that nothing contained in the Charter shall be deemed or construed as creating a partnership or joint venture between the Sponsor and School or any other party, or cause either party to be responsible in any way for the debts and obligations of the other party.

### **Section 12.W) Employee Status:**

Any contract entered into by the Charter School and a third party must provide that the third party is not an employee of the Sponsor and is not entering into a contract with the Sponsor.

### **Section 12.X) Incorporation of Application and Policy:**

This Charter incorporates by reference all representations made in the Application (Attachment 1) and amendments thereto and all requirements in Board Policies and any of its future revisions. School agrees to meet all such representations in its Application and fulfill all requirements of the Board Policy. If there is a conflict between Board Policy and this charter, the terms of the charter shall control.

IN WITNESS WHEREOF, the parties have caused this Charter School Contract to be executed, by their duly authorized agents, the day and year first above written.

## DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY

THE SCHOOL BOARD OF  
GADSDEN COUNTY, FLORIDA

GADSDEN CHARTER ACADEMY

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

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

TITLE: \_\_\_\_\_

TITLE: \_\_\_\_\_

**Attachment 1:** See Application submitted on July 31, 2014

## **GADSDEN CHARTER ACADEMY FOOD SERVICE AGREEMENT**

**THIS AGREEMENT** is made and entered as of this \_\_\_\_\_, 201\_\_\_\_, by and between the School Board of Gadsden County, a Florida public body corporate (School Board), and \_\_\_\_\_, a Florida nonprofit, d/b/a/\_\_\_\_\_, a charter school pursuant to Section 1001.33, Florida Statutes (Charter School).

**WHEREAS**, the School Board and the Charter School entered a Charter School Contract on \_\_\_\_\_ (Contract); and

**WHEREAS**, the above Contract provided that separate agreements may be entered into for the provision of school food services in accordance with federal and state laws and regulations; and

**WHEREAS**, the Charter School desires for the School Board, and the School Board desires through its Department of School Food Services, to provide meal services for breakfast, lunch, and/or the after school snack program.

**NOW, THEREFORE**, in consideration of the mutual covenants and conditions contained herein, the parties agree as follows:

**I. RECITALS.**

The above recitations of facts set forth in the preceding "whereas" clauses are expressly incorporated herein and form a part of the terms of this Agreement.

**II. TERM OF AGREEMENT.**

The term of this Agreement shall be for a school year, commencing on \_\_\_\_\_ and terminating on \_\_\_\_\_, unless otherwise terminated earlier as provided herein. This Agreement may be renewed at the sole discretion of the School Board.

**III. SCOPE OF SERVICES.**

A. The School Board's School Food Service Department shall have the exclusive right to operate the National School Lunch Program on behalf of the Charter School, which includes the following programs:

Food Service Agreement Between GCPS School Board and \_\_\_\_\_

Page 1 of 13



1. School Breakfast Program, as authorized by 7 CFR Part 220;
  2. National School Lunch Program, as authorized by 7 CFR Part 210; and
  3. Afterschool Snack Program, as authorized by 7 CFR 210 Subpart C.
- B. The School Food Service Department of the School Board (hereinafter referred to as SFSD) will provide the Charter School with meals that meet the minimum meal pattern requirements for the National School Lunch Program and School Breakfast Program as to components and portion sizes specified by United States Department of Agriculture (USDA) guidelines.
- C. SFSD shall plan, prepare, and organize meals for the Charter School through an assigned base kitchen (i.e., the kitchen designated by the Director of SFSD to prepare the meals for the Charter School).
- D. Meals will be delivered by SFSD if the sustained daily lunch participation is maintained at 75 meals or greater for a period of thirty (30) consecutive school days. If the daily lunch participation is less than 75 meals, the Charter School is responsible for picking up the meals from the assigned base kitchen.

#### **IV. CONDITIONS PRECEDENT TO OPERATION OF FOOD SERVICE PROGRAM.**

- A. In order for the Charter School to provide a school food service program through SFSD, the following condition(s) shall be met prior to the commencement of the services provided in Paragraph 3 above.
1. The Charter School is responsible for obtaining a limited food service operating permit issued by the Gadsden County Health Department (DOH).
  2. Acquire and maintain any required certification or permit for the duration of this Agreement as required by Title 7 CFR § 210.16 (c).
  3. Post all certifications, inspections, or permits as required by federal, state, and/or local law, or this Agreement.
  4. Furnish to SFSD a copy of any certificates, inspections, or permits, within five (5) days of receipt, required by this section which shall become automatically incorporated and included with this Agreement, as well as any amendments or renewals of the certification.
- B. The Charter School and SFSD shall agree to the meal times at least forty-five (45) days before the beginning of each school year. Any changes to the meal service times must be approved by SFSD.
- C. The Charter School will notify the SFSD 30 days prior to a location change. This will allow ample time to relocate the base kitchen if necessary.

- D. The DOH requires plan submittal and prior inspection of facility before meals service may be instituted. SFSD must be provided with a copy of the Operating Permit.

**V. COLLECTION OF THE MEAL PRICE.**

SFSD shall provide an employee to accurately collect cash, and record meal counts and categories during the meal service if meals are delivered to the site by SFSD. If meals are not delivered by the SFSD, the Charter shall provide an employee to accurately collect cash, and record meal counts and categories during the meal service. Any Charter School student being provided a paid or reduced price meal and any adult shall be charged daily, consistent with this agreement.

**VI. SCHOOL FOOD SERVICES DEPARTMENT CONTROL OF THE CHILD NUTRITION PROGRAM.**

SFSD will maintain its responsibilities for administration of the food service program, in accordance with regulations and policies for USDA School Nutrition Programs. Specifically, SFSD will:

- A. Retain control of the quality, extent, and general nature of the food service, including counting and claiming meals, and ordering and accounting for USDA commodities.
- B. Ensure that the Child Nutrition Program conforms to the School Board's Agreement with the Florida Department of Agriculture and Consumer Services to participate in federally-funded Child Nutrition Programs.
- C. Retain control of the nonprofit school food service account and overall financial responsibility for the nonprofit Child Nutrition Program.
- D. Retain signature authority for the annual School Nutrition Programs State application and monthly claims by electronically submitting required information to the Florida Department of Agriculture and Consumer Services.
- E. Retain control of the establishment of all prices, including price adjustments, for meals served under the nonprofit Child Nutrition Program account, e.g., pricing for reimbursable meals, a la carte service, and adult meals.



- F. Retain title to USDA donated foods, ensuring that all USDA donated foods made available to the SFSD accrue only to the benefit of SFSD's nonprofit Child Nutrition Program.
- G. Provide on-line application as determined by the SFSD, processing web site, and where applicable, provide free and reduced-price applications to the Charter School administration prior to the beginning of each school year.
- H. Retain responsibility for the review, approve or deny, certify and verify applications for free and reduced-price school meals in accordance with 7 CFR 245. Provide hearings related to eligibility determinations in accordance with 7 CFR 245.7. Provide hearings related to adverse actions resulting from verification in accordance with 7 CFR 245.6(e).
- I. Consolidate and file claims for reimbursement for meals served, and other responsibilities as required or assigned.
- J. Maintain all applicable health certifications and assure that all state and local health regulations are being met for the preparation of foods in the base school.
- K. Comply with Federal regulations for accommodating students with special dietary needs and will provide specific meal preparation instructions to the Charter School to ensure reimbursable meals are prepared that meet the child's specific dietary restrictions.
- L. Maintain full and accurate records to include Production Records, Daily Sales and Meal Count, and Edit Check Reports to comply with program requirements.
- M. Assign a base school food service manager to provide oversight and manage the food service program for the Charter School, including monitoring to ensure compliance and the provision of technical assistance. Prior to the beginning of its services, SFSD shall provide in writing to the Charter School the name of the base school food service manager.
- N. Assign a food service representative to be responsible for the overall food service satellite operation at the Charter School, if meals are delivered by SFSD.
- O. Monitor the Charter School food service program through periodic visits to ensure compliance with applicable federal and state laws and regulations, and local policies and procedures.

## **VII. CHARTER SCHOOL RESPONSIBILITIES.**

- A. Certification of Charter School Staff Person in ServSafe. Prior to the commencement of the food services under this Agreement, the Charter School shall, at its own expense, have one or more of its employees certified in ServSafe for its food service program. When available, Charter Schools



can attend trainings provided by the SFSD which would reduce the cost of the class.

B. Support During the Provision of Meals.

1. If the sustained daily lunch participation is maintained at seventy-five (75) meals or greater for a period of thirty (30) consecutive school days.

For the provision of meals, the Charter School shall:

- a. Provide one (1) or more employees/volunteers to assist the food service assistant with serving the meals provided by SFSD and loading and unloading food supplies.
  - b. Ensure that its students, staff, and guests participating in the meal program engage in appropriate conduct in the food service area.
  - c. Provide adult supervision during the meal service period(s).
2. If the sustained daily lunch participation is maintained at less than seventy-five (75) meals for a period of thirty (30) consecutive school days, meals will be picked up by the Charter.

For the provision of meals, the Charter School shall:

- a. Provide one (1) or more employees/volunteers to accurately record meal distribution to maintain required accountability documentation.
  - b. Provide an appropriate vehicle that can accept and transport food in commercial hot and/or cold-holding equipment to ensure food safety if meals are to be picked up by the Charter School.
3. Meals will be served only on school days approved by the School Board following the approved District calendar.
- C. Adequate Facilities and Space. The Charter School will make available, without any cost or charge to the School Board, area(s) of the premises agreeable to both parties in which SFSD shall render its services. The Charter School will make any structural changes needed to comply with federal, state, or local laws, ordinances, rules, and regulations. School must make parking areas available that are easily accessible for food delivery.
- D. Provision of Equipment. The Charter School will be responsible for providing and maintaining all necessary food service equipment needed to operate a kitchen to serve and heat meals as outlined in **Exhibit "A"**, attached and incorporated hereto. The Charter School will install any equipment needed to comply with federal, state, or local laws, ordinances, rules, and regulations. If equipment is not operating properly, meals will be adjusted to ensure food safety.

- E. Potable Water for Food Service Area. The Charter School shall have available potable water, at no charge, for students in the meal service area. The Charter School may implement this requirement by offering water pitchers and paper cups on lunch tables, a water fountain in the food service area, or a water fountain that allows students to fill their own bottles or cups with drinking water. In accordance with law, whatever solution is chosen by the Charter School, the water must be made available without restriction in the food service area.
- F. Required Posting in Food Service Area. Annually the Charter School shall post *Justice for All* posters in the food service areas as required by USDA. Posters can be printed from the USDA website, <http://www.fns.usda.gov/cr/justice.htm>, or may be ordered from the USDA Southeast Regional Office, Attn: Jeffrey Hinton, Regional Civil Rights Director, 61 Forsyth St., SW, Room 8T36, Atlanta, GA 30303-3427; (404)562-0532; (404) 562-1807 (fax) or Email: [Jeffrey.Hinton@fns.usda.gov](mailto:Jeffrey.Hinton@fns.usda.gov).
- G. Free and Reduced Price Meals Applications. Free and Reduced Price Meal Applications will be provided by SFSD base school manager for all enrolled students if required by USDA; however, the preferred method for completing the applications is through the online application process. The Charter School shall return completed Free and Reduced Price Meal Applications to the SFSD on a daily basis. The Charter School's employee(s) must comply with the requirement of limited disclosure of individual student eligibility information.
- H. Meal Pricing. The Charter School shall follow the same meal pricing system established for all schools operated by the School Board. The School Board adopts the meal pricing for all meals.
- I. Notifications/Communications to SFSD. The Charter School is responsible for communicating with the base school food service manager on a daily basis or as needed concerning: daily counts, status of student payments, free and reduced meal applications, type(s) of meal service required, special needs, etc.
- J. Meal Service. To ensure the timely delivery of meals, the Charter School will notify the base school food service manager at a designated time determined by the base school food service manager. The Charter School shall communicate the number of meals needed via email, fax or scan to the school food service manager on a student roster to include other counts such as adult or guest meals.
- K. Meal Accountability. The Charter School shall follow procedures for assuring accuracy at the point of meal service (determined by the SFSD) and will comply with all federal, state, and local rules and ordinances pertaining to the administration of the program, including but not limited to, reporting any known student food allergies.
- L. Compliance with Laws and Regulations. The Charter School will comply with all applicable federal, state, and/or local laws, regulations, rules, procedures



and guidelines, as now or hereafter amended, pertaining to the administration of the School Breakfast Program, National School Lunch Program, and the After School Snack Program.

- M. Competitive Foods Regulations. The sale of foods and beverages on school grounds shall be limited to those provided by SFSD, noted in the competitive food sales provided in School Board Policy **6.185** (School Food Service Management Policy), as now or hereafter amended. A failure of the Charter School to comply with the School Board's policy governing competitive food sales jeopardizes funding through the National School Lunch Program, and may result in immediate termination of this Contract.
- N. Pick-up of Meals, Required if Less Than 75 Meals. If the Charter School is required to pick up its meals from SFSD base school, due to the number of participants as provided herein, SFSD shall identify the base school kitchen for the pick-up of the meals. The Charter School shall transport the meals in approved commercial hot and/or cold-holding equipment.
- O. Maintenance of Reports. The Charter School will maintain the records necessary for the SFSD to complete any required monitoring, inspecting, or auditing activities under this Contract.
- P. Annual Training of Staff. The Charter School shall annually, at its own expense, provide an employee/volunteer to attend and participate in a mandatory training administered by SFSD to ensure the Charter School is up to-date on all regulations and procedures. This training will cover accountability, safety and sanitation, the free and reduced application process, civil rights, and meal service requirements. This meeting is held in August of each new school year.

#### **VIII. HEALTH AND SANITATION.**

- A. Health Inspection Requirements. SFSD and the Charter School agree that federal, state, and local health and sanitation requirements will be met at all times. The Charter School will obtain and maintain all federal, state, and local health certifications and regulations that apply to its school eating facilities and any other facilities in which meals are prepared and/or served. SFSD will maintain applicable health certifications for any base school in which meals are prepared. All food at the base schools will be properly stored, prepared, packaged, and transported free of contamination and at appropriate temperatures.
- B. Safekeeping of Food. All food that is delivered by the SFSD base school will arrive at the school site at the required temperatures for safe consumption. All food temperatures shall be verified and documented upon delivery by the SFSD. All food will arrive free of contamination and in sanitary, temperature-controlled containers. Food items that have been delivered by the SFSD base



school must be placed in hot and/or cold-holding units that maintain proper temperatures. The Charter School shall provide the hot and/or cold-holding units. If the Charter School is required to pick-up its meals as provided by this contract, all food temperatures shall be verified and documented before the items leave the SFSD base school.

- C. Inspection. The School Food Service Department, the Florida Department of Agriculture and Consumer Services, and the US Department of Agriculture reserve the right to inspect the Charter School's kitchen and dining facilities without notice, at any time.

**IX. RECORDKEEPING.**

The Charter School agrees that all records pertaining to the operation of meal service is the property of the SFSD.

**X. TERMINATION/SUSPENSION.**

A. This Agreement may be terminated before expiration of its term upon any of the following grounds.

1. Automatic Termination. This Agreement shall automatically terminate upon the School Board's termination of the District's Charter School Agreement with the Charter School.
2. By the Parties. Both parties may agree in writing to the termination of this Contract; or, any time by a party, upon the giving of a thirty (30) day written notice (delivered by certified mail, return receipt requested) to the other party.
3. For Cause. This Agreement may be terminated in whole or in part by either party in the event of substantial failure by the other party to fulfill its obligations under this Agreement; provided that no such termination may be implemented unless and until the other party is given 1) at least thirty (30) days written notice (delivered by certified mail, return receipt requested) of intent to terminate, and 2) an opportunity for consultation with the terminating party, followed by a reasonable opportunity, of not more than ten (10) working days to rectify the defects in products or performance, prior to termination.

For purposes of this subparagraph, substantial failure will include, but is not limited to the Charter School or SFSD's failure to adhere to, or violation of, any of the provisions of this Agreement.

B. This Agreement shall be suspended for the following reason.

1. Suspension for Cause. Upon direction of the Department of Health, meals may be suspended for an undetermined period of time if the facility is found to be out of compliance with health and safety regulations.

#### **XI. LEGAL STATUS UPON TERMINATION.**

Upon termination or revocation of this Agreement, all legal associations between the School Board, its SFSD, and the Charter School shall be severed.

In the event of termination of this Agreement, the School Board shall be entitled to be reimbursed for any and all funds owed to the SFSD, if any. The decision of the School Board regarding the amount to be paid shall be final.

#### **XII. INDEMNITY.**

The Charter School shall indemnify and hold harmless the School Board from and against all liabilities, claims, demands, suits, causes of action, loss, and expenses including attorneys fees, of any and every kind and nature arising from the negligent or intentional act of agents or employees of the Charter School in connection with the provision of breakfasts, lunches, and after school snacks under this Agreement. Nothing herein shall be deemed to constitute a waiver of sovereign immunity on the part of the School Board or to reduce any protection from suit or judgment afforded to the School Board under Florida law. This provision shall survive termination of this Agreement and shall be binding on the parties, successors, representatives, and assigns, and cannot be waived or varied.

#### **XIII. ACCOUNTABILITY REQUIREMENTS.**

- A. On-Site Inspections/ Reviews. Authorized representatives of the SFSD, the State of Florida, and USDA shall have the right to conduct on-site administrative inspections/reviews of the food service operation.
- B. Review of Invoices, Bills, and Pertinent Records. SFSD shall oversee all provisions of the contract, including but not limited to, Federal rules and regulations, crediting for and use of USDA Commodities, as applicable.
- C. Recordkeeping. The Charter School shall maintain such records as SFSD will need to support its claim for reimbursement under the National School Lunch Act and Child Nutrition Act including accurate records of student



attendance. Attendance must be documented daily in the district's student information system.

- D. Inspections and Audits. The school district is subject to various audits that may require on-site inspections by representatives of the School Board, SFSD, Florida Department of Agriculture and Consumer Services, USDA, the United States Comptroller General, or the United States General Accounting Office.

Charter School agrees and understands that the School Board's Office of Inspector General, or any other duly authorized representative of the School Board, shall have unrestricted access to all papers, books, records, documents and information, personnel and processes, data, computer hard drives, emails, instant messages, facilities, or other assets owned or used by Charter School with regards to this Agreement.

The Inspector General, or any other duly authorized representative of the School Board, Florida Department of Agriculture and Consumer Services or USDA, shall be entitled to audit the books and records of Charter School to the extent that such books, documents, papers, and records relate to any payment or the performance of this Agreement.

In the event Charter School maintains its records or Agreement information in electronic format, upon request of the School Board's Inspector General or auditors, Charter School will provide a download of its records or Agreement information in an electronic format allowing readership acceptable by the School Board's auditors.

#### **XIV. NONDISCRIMINATION.**

Both the Charter School and SFSD agree that no child who participates in the food service program will be discriminated against on the basis of race, color, national origin, age, sex, or disability, and shall comply with the USDA Food Nutrition Services Instruction 113-6, Civil Rights Compliance and Enforcement in School Nutrition Programs.

#### **XV. MISCELLANEOUS.**

- A. Headings. The headings contained herein are for convenience in reference and are not intended to define, limit, extend, or describe the scope of any provisions of this Agreement.
- B. Successors and Assigns. The provisions of this Agreement shall be binding upon and shall inure to the benefit of the parties hereto and their respective



officers, employees, successors, and assigns. Notwithstanding the foregoing, the rights and obligations of either party to this Agreement may not be subcontracted, transferred, conveyed, assigned or otherwise disposed of without the prior written consent of the other party hereto, which consent shall not be unreasonably withheld.

- C. Compliance with All Laws. Charter School shall comply with all applicable federal, state, and local ordinances pertaining to the Services under this Agreement.
- D. Severability. If any section, sentence, clause, phrase, provision, or other portion of this Agreement is, for any reason, held invalid or unconstitutional by a court or other body of competent jurisdiction, such portion shall be deemed a separate, distinct, and independent provision and such holding shall not affect the validity of the remaining portions of the Agreement.
- E. Amendments. No amendment to this Agreement shall be binding on either party hereto unless such amendment is in writing and executed by both parties with the same formality as this Agreement.
- F. Applicable Law and Venue. This Agreement will be construed in accordance with the laws of the State of Florida. Venue for any actions brought pursuant to this Agreement will be in Gadsden County, Florida, or in the U.S. District Court for the Southern District of Florida.
- G. Singular/Plural. Whenever used, the singular will include the plural, the plural the singular, and the use of any gender will include both genders.
- H. No Waiver of Rights. No failure or successive failures on the part of either party to enforce any covenant or agreement, and no waiver or successive waivers of any condition of this Agreement, shall operate as a discharge of such covenant, agreement, or condition, or render the same invalid, or impair the right of either party to enforce the same in the event of any subsequent breach or breaches. No failure on the part of either party to this Agreement to exercise, and no delay in exercising, any right, power, or remedy under this Agreement shall operate as a waiver thereof, nor shall any single or partial exercise of any right under this Agreement preclude any other or further exercise thereof or the exercise of any other right.

- I. Counterparts. This Agreement may be executed in one or more counterparts and each counterpart shall, for all purposes, be deemed as original, but all such counterparts shall together constitute but one and the same instrument.
- J. Entire Agreement. This Agreement, including any Exhibits hereto, contains all the terms and conditions agreed upon by the parties. No other agreements, oral or otherwise, regarding the subject matter of this Agreement shall be deemed to exist or to bind either party hereto.
- K. Charter School Authority to Enter Into Contract. The Charter School expressly affirms that the signatories on its behalf who sign below have the authority to enter into this Agreement on behalf of the Charter School and that the Board of Directors of the Charter School has duly approved this contract.

**IN WITNESS WHEREOF**, the parties hereto have set their hands and seals effective as of the date and year first written above.

**SCHOOL BOARD OF GADSDEN  
COUNTY, FLORIDA, a public body  
corporate**

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

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

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

\_\_\_\_\_  
Witness

\_\_\_\_\_  
Witness

Approved as to form and legal sufficiency:

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

Office of General Counsel Date: \_\_\_\_\_

**GADSDEN CHARTER ACADEMY**

\_\_\_\_\_,  
a Florida nonprofit corporation,  
d/b/a \_\_\_\_\_

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

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

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

\_\_\_\_\_  
Witness

\_\_\_\_\_  
Witness



## Florida Charter School Application Evaluation Instrument

Each section presents criteria for a response that meets the standard, and these criteria should guide the overall rating for the section. The Strengths and Weaknesses boxes provide space to identify data and other evidence that supports the rating. The rationale for each rating is important, especially if some of the data or evidence does not fit neatly into the criteria provided.

The following definitions should guide the ratings:

- Meets the Standard:** The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.
- Partially Meets the Standard:** The response addresses most of the criteria, but the responses lack meaningful detail and require important additional information.
- Does Not Meet the Standard:** The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant's understanding of the issue in concept and/or ability to meet the requirement in practice

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### OVERALL ASSESSMENT – COMPLETE THIS SECTION LAST

Would you recommend approval of this application for a public charter school? Explain your recommendation in the Summary Comments section, below.

DENY	APPROVE
<input checked="checked" type="checkbox"/>	<input type="checkbox"/>

Name of Person Completing Assessment: See Committee Date: 9/23/14

Title: District Charter Application Review Committee

Signature: \_\_\_\_\_

Rosalyn W. Smith, Chair

Melanie King, Assistant Comptroller

Sharon Thomas, Director ESE

Ana Garcia, Coordinator ESOL

Dr. Pink Hightower, Director Human Resources &  
Staff Development

Dr. Sheantika Wiggins, Director of Instructional  
Media & Technology

Rose Raynak, Director of Federal Programs

Wayne Shepard, Director of Facilities

## I. Educational Plan

The education plan should define what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, assessment and outcomes.

### 1. Mission, Guiding Principles and Purpose

The Mission, Guiding Principles and Purpose section should indicate what the school intends to do, for whom and to what degree.

#### Statutory References:

s. 1002.33(2)(a); s. 1002.33(2)(b); s. 1002.33(2)(c); s. 1002.33(6)(a)(1); s. 1002.33(7)(a)(1)

#### Evaluation Criteria:

A response that meets the standard will present:

- A compelling mission statement that defines the purpose and values of the school.
- A set of priorities that are meaningful, manageable and measurable, and focused on improving student outcomes.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<b>Strengths</b> world class education; higher academic achievement; equip for college; industry and life; modeled character traits	<b>Reference</b> P4: Mission Statement
<b>Concerns and Additional Questions</b>	<b>Reference</b> P4: Guiding Principles
1. Does Depth of Knowledge refer to the Webb's Depth of Knowledge Levels? (Common Core Cognitive Rigor Matrix for Math & Science or Reading & Writing?)	

2. The GCA Proposes to meet high standards of student achievement by aligning the core of its curriculum to Florida Standards. What other diverse opportunities will parents be able to choose besides the Florida Standards?
3. Which particular research framework of Dr. Robert Marzano and Dr. Michael Merzenich will the school embrace, since both researchers have claimed fame to many "high reliability school" frameworks? Michael Merzenich work is with Brain Plasticity (Brain changes and adapts as a result of experience.

Concern:

As outlined in section 1002.33(2)(b), F.S., how will the charter school (GCA) fulfill the following?

- Improve student learning (not explicitly explained in the response)
- Increase learning opportunities for all students
- Encourage the use of innovative learning methods
- Require the measurement of learning outcomes

## **2. Target Population and Student Body**

The Target Population and Student Body section should describe the anticipated target population of the school and explain how the school will be organized by grade structure, class size and total student enrollment over the term of the school's charter.

### **Statutory Reference(s):**

s. 1002.33(10)(e); s. 1002.33(6)(b)(2); s. 1002.33(7)(a)(1); s. 1003.03

### **Evaluation Criteria:**

A response that meets the standard will present:

- An understanding of the students the charter school intends to serve.
- If the applicant proposes to target certain populations, the projected student body should align with the overall mission of the school.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

<b>Strengths</b> Statistical data to compare Gadsden with neighboring districts	<b>Reference</b>
graduation rate/percent from 2008-2013 and 6-8 FCAT 2.0 Ready for 2 years.	

<b>Concerns and Additional Questions</b>	<b>Reference</b>
The charter did not specifically state an understanding of the students intended (P. 7-9) to serve (P. 8-9)	



### **3. Educational Program Design**

The Educational Program Design section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

#### **Statutory Reference(s):**

s. 1002.33(7)(a)(2)

#### **Evaluation Criteria:**

A response that meets the standard will present an educational program design that:

- Is clear and coherent;
- Is based on effective, research-based educational practices, teaching methods and high standards for student learning;
- Aligns with the school's mission and responds to the needs of the school's target population; and
- Presents evidence that the proposed approach will lead to improved student performance for the school's target population.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<b>Strengths</b> KIPP	<b>Reference</b> P12
Character & Leadership	P12

<b>Concerns and Additional Questions</b>	<b>Reference</b>
See the additional insert	

NOTE: Not enough research-based evidence to indicate the educational program design is beyond what is already offered to the students via the current Gadsden School District.

#### 4. Curriculum Plan

The Curriculum Plan section should explain not only *what* the school will teach but also *how* and *why*.

##### Statutory Reference(s):

s. 1002.33(6)(a)(2); s. 1002.33(6)(a)(4); s. 1002.33(7)(a)(2); s.1002.33(7)(a)(4)

A response that meets the standard will present a curriculum plan that:

- Provides a clear and coherent framework for teaching and learning;
- Is research-based;
- Is consistent with the school's mission, educational philosophy and instructional approach;
- Will enable students to attain Sunshine State-Common Core Standards and receive a year's worth of learning for each year enrolled; and
- Will be appropriate for all students at all levels.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<b>Strengths</b>	Florida Standards	<b>Reference</b> P. 19
	District's Based Reading Program	P. 19

<b>Concerns and Additional Questions</b>	<b>Reference</b>

## 5. Student Performance, Assessment and Evaluation

The Student Performance, Assessment and Evaluation section should define what students attending the school should know and be able to do and reflect how the academic progress of individual students, cohorts over time, and the school as a whole will be measured.

### Statutory Reference(s):

s. 1002.33(6)(a)(3); s.1002.33(7)(a)(3); s.1002.33(7)(a)(4); s.1002.33(7)(a)(5)

### Evaluation Criteria:

A response that meets the standard will present:

- Measurable educational goals and objectives that set high standards for student performance.
- Promotion standards that are based on high expectations and provide clear criteria for promotion from one level to the next, and for graduation (if applicable).
- Evidence that a range of valid and reliable assessments will be used to measure student performance.
- Assessment activities that are sufficiently frequent and a detailed plan to determine whether students are making adequate progress.
- Evidence that data will inform decisions about adjustments to the educational program.
- Plans for sharing student performance information that will keep students and parents well informed of academic progress.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<b>Strengths</b> This plan is an exact replica of the proposed sponsor	<b>Reference</b> P. 19-28
Reading Plan (GCPS), Educational goals are broad and developed to high standards for student achievement.	
<b>Concerns and Additional Questions</b>	<b>Reference</b>

1. Nothing beyond the curriculum of Gadsden School District.
2. Educational objectives are missing; lack specific details, plan only partially meets the criteria. P. 30-35
3. Many of the goals are not aligned to the Mission of the school



## 6. Exceptional Students

The Exceptional Students section should demonstrate an understanding of the requirements of the school to serve all students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.

### Statutory Reference(s):

s. 1002.33(16)(a)(3)

### Evaluation Criteria:

A response that meets the standard will present:

- Clear description of the levels of service the school will provide to students with disabilities.
- A clear description of how the school will ensure that students with disabilities (SWD) will have an equal opportunity of being selected for enrollment.
- An understanding and commitment to collaborating with the sponsor to ensure that placement decisions for students with disabilities will be made based on each student's unique needs.
- An appropriate plan for evaluating the school's effectiveness in serving exceptional students, including gifted.
- A realistic enrollment projection (SWD) and a staffing plan that aligns with the projection.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
School will not discriminate against students with learning disabilities	

Concerns and Additional Questions	Reference
	P.35-38

1. Vague response to how the Charter will ensure that students with disabilities will have equal opportunity of being selected for enrollment to the Charter.
2. More detail needed to clearly conceive the staffing plan based on the projected population of students with learning disabilities, (i.e. Speech Impairment; Specific Learning Disabilities, Language Impairment; Autistic Spectrum Disorder; other Health Impaired; Orthopedically Impaired, Visually Impaired, Deaf/Hard of Hearing, Emotional/Behavior Disabled).
3. How was the population projected for students with disabilities.
4. The application states the following: "The school will have a policy that accepts students regardless of their exceptional learning status. However, the school will only be able to service students whose needs can be met in a regular classroom environment." The concern with the statement is that the Individuals with Disabilities Education Act requires that children with disabilities be educated in the "least restrictive environment appropriate" to meet their "unique needs." The IDEA contemplates that the "least restrictive environment" analysis will begin with placement in the regular education classroom. However, IDEA recognizes that it is not appropriate to place all children with special needs in the regular education classroom. Therefore, the law requires that there must be a "continuum of placements" available, extending from the regular education classroom to more intensive settings, in order to accommodate the needs of all children with disabilities. Using the continuum concept makes it more likely that each child would be placed appropriately in an environment that is specifically suited to meet his/her needs. The law intends that the degree of "inclusion" be driven by the student's needs as determined by the IEP team, not by convenience. Based on State Statutes, students with disabilities shall have an equal opportunity of being selected for enrollment in a charter school. (s. 1002.33(10)(f), F.S.) The application speaks of "regular class placement only"; the charter school cannot apply a "one size fits all" determination. Additionally, related services (i. e. Speech Therapy, Occupational Therapy, Physical Therapy) must be provided to students with special needs as appropriate and as determined by their Individual Educational Plan.

Moreover, students identified as Gifted are served under the umbrella of Exceptional Students. Programs for students who are gifted encompass instructional and related services that provide significant adaptations in curriculum, methodology, materials, equipment, or the learning environment (Rule 6A-6.0311, FAC).

Service for students who are gifted may be provided directly or indirectly. However, teachers of students identified as Gifted must be appropriately certified and endorsed. If gifted students are receiving service in the general education classroom, the teacher must designate in lesson plans how differentiation occurs for those students.

## **7. English Language Learners**

The English Language Learners section should demonstrate an understanding of the requirements of the school to serve English Language Learner students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.

### **Statutory Reference(s):**

s. 1002.33(10)

### **Evaluation Criteria:**

A response that meets the standard will present:

- Demonstrated understanding of state and federal requirements regarding the education of English language learner students.
- Sound plans for educating English language learner students that reflect the full range of programs and services required to provide all students with a high quality education.
- Demonstrated capacity to meet the school's obligations under state and federal law regarding the education of English language learner students.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
The Charter School does the initial testing and the LEP Committees	

Concerns and Additional Questions	Reference

A. The Consent Decree states under Section II

Equal access to appropriate programming. Section E#3, "schools with at least 15 students speaking the same native language shall provide at least one aide or teacher proficient in the same language and trained to assist in ESOL basic subject area instruction."

B. The staffing plan does not address how the projected ESOL students will be served according to the Florida Consent Decree.

C. The plan does not provide explicit information on instructional support for students who may be bilingual or non-English speakers.

### **8. School Climate and Discipline**

The School Climate and Discipline section should describe the learning environment of the school and provide evidence that the school will ensure a safe environment conducive to learning.

#### **Statutory Reference(s):**

s. 1002.33(7)(a)(7); s. 1002.33(7)(a)(11); s. 1002.33(9)

#### **Evaluation Criteria:**

A response that meets the standard will present:

- A sound approach to classroom management and student discipline.
- Legally sound policies for student discipline, suspension, and dismissal.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Strengths</b> First year of operation, the Charter will enforce the Gadsden County District Code of Student Conduct	<b>Reference</b> P.40
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<b>Concerns and Additional Questions</b>	<b>Reference</b>
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The application addresses the values of leadership and character. Will there be other discipline and climate elements to support these values in the school beyond what is framed in the Gadsden Code of Conduct?



## II. Organizational Plan

The Organizational Plan should provide an understanding of how the school will be governed and managed. It should present a clear picture of the school's governance and management priorities, what responsibilities various groups and people will have, and how those groups will relate to one another.

### 9. Governance

The Governance section should describe how the policy-making and oversight function of the school will be structured and operate.

#### Statutory Reference(s):

s. 1002.33(7)(a)(15); s. 1002.33(9)

#### Evaluation Criteria:

A response that meets the standard will present:

- Documentation of proper legal structure of the governing board, or a plan to organize in conformity with the laws of Florida.
- A clear understanding and description of the governing board's responsibilities.
- Evidence that the proposed governing board will contribute to the wide range of knowledge and skill needed to oversee a charter school.
- A clear, sensible delineation of roles and responsibilities in relation to governance and school management.
- A sensible method for resolving disputes between parents and the school.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Strengths</b> Clear description of the governing board's obligation and responsibilities	<b>Reference</b> P. 41-44

<b>Concerns and Additional Questions</b>	<b>Reference</b>

## 10. Management

The Management section should describe how the day-to-day administration of the school's operations will be structured and fulfilled.

### Statutory Reference(s):

s. 1002.33(7)(a)(9); s. 1002.33(7)(a)(14)

### Evaluation Criteria:

A response that meets the standard will present:

- A management structure that includes clear delineation of the roles and responsibilities for administering the day-to-day activities of the school.
- A sound plan for the recruitment and selection of the school leader.
- A viable and adequate staffing plan aligned with the projected student enrollment.
- A sound plan for recruiting and retaining qualified and capable staff.

Meet the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference

Will there be a plan for retaining qualified and capable staff?

P.47

### **11. Education Service Providers**

The term “education service provider” (ESP) refers to any number of organizations that contract with the governing board of a school to provide comprehensive services. The three major types of ESPs that serve charter schools are education management organizations, comprehensive school design providers, and virtual school management organizations. The Education Service Provider section should describe, if applicable, the contractual arrangement between the school’s governing board and such a provider.

#### **Statutory Reference(s):**

s. 1002.33(7)(a)(9)

#### **Evaluation Criteria:**

A response that meets the standard will present:

- A persuasive explanation of the reasons for contracting with an education service provider.
- A persuasive explanation of how the proposed relationship with the ESP will further the school’s mission.
- A clear description of the services to be provided by the ESP.
- A clear delineation of the roles and responsibilities between the school’s governing board and the ESP.
- A clearly defined performance-based relationship between the school’s governing board and the ESP.

Not Applicable	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference



## **12. Employment**

The Employment section should define the policies and procedures that frame the school's relationship with its staff.

### **Statutory Reference(s):**

s. 1002.33(7)(a)(14); s. 1002.33(12)

### **Evaluation Criteria:**

A response that meets the standard will present:

- A compensation plan that will attract and retain quality staff.
- Policies and procedures that hold staff to high professional standards or a sound plan for development of policies and procedures.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference

1. Vague compensation plan to attract and retain quality staff is mentioned by not explained in detail.
2. Not sure if this method of developing the personnel policies and procedures within 120 days after the approval of the of the charter application is best business practice.

### **13. Student Recruitment and Enrollment**

The Student Recruitment and Enrollment section should describe how the school will attract and enroll its student body.

#### **Statutory Reference(s):**

s. 1002.33(7)(a)(7); s. 1002.33.(7)(a)(8); s. 1002.33(10)

#### **Evaluation Criteria:**

A response that meets the standard will present:

- A student recruitment plan that will enable the school to attract its targeted population.
- An enrollment and admissions process that is open, fair, and in accordance with applicable law.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference

1. Vague response on how the school will achieve a racial/ethnic balance reflective of the community it serves or with the racial/ethnic range of other local public schools. (i.e., African American, Caucasian, Hispanic, Asian, etc)

P.50

### III. Business Plan

The Business Plan should provide an understanding of how the charter operators intend to manage the school's finances. It should present a clear picture of the school's financial viability including the soundness of revenue projections; expenditure requirements; and how well the school's budget aligns with and supports effective implementation of the educational program.

#### 14. Facilities

The Facilities section should provide an understanding of the school's anticipated facilities needs and how the school plans to meet those needs.

#### Statutory Reference(s):

s. 1002.33(7)(a)(13); s. 1002.33(18)

#### Evaluation Criteria:

A response that meets the standard will present:

- A realistic plan for acquiring a facility that is appropriate and adequate for the school's program and targeted population.
- Evidence that the school has access to the necessary resources to fund the facilities plan.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference

#### - Location:

The facility is located just off highway 90 in the City of Midway. This is a State highway that runs through Gadsden County into the Greater Tallahassee area. It has heavy traffic especially in the morning hours when students would be arriving for school. I know that when we build public schools on major roadways we have to conduct a traffic study and if the study warrants we have to make special entrance and exit accesses for the site. I know that the facility that is being proposed for the school is currently being used as a church and does not require this. However that is and would be one of the highest concerns for safety I have as it relates to this facility and site.

#### - Size:

I have not had a chance to go into this building but I have seen it from a distance. For the number of students they are requesting the first year which I believe is 100 it looks like it will be very crowded. I know that Charter schools have different regulations than our public schools, but let's look at an example. In a regular public school 6-8 classroom we are required to have a minimum of between 800 and 900 square feet per classroom. The maximum number of students per classroom is 22 for grades 6-8. If you have 100 students that's a minimum of 5 classrooms at 900 square feet per equals 4,500 square feet.

The other area inside the building that I would be concerned about is the number of restrooms or fixtures. They are stating that there is seven (7) toilets and six (6) sinks. If the ratio of Females to Males is fifty, fifty and there are four of the seven toilets in the female restroom then that's 12.5 students per toilet. The males would be 16.5 per toilet. Not enough for them to be used all day five (5) days a week.

#### - Safety:

There does not seem to be any fencing on the street side of the facility to keep the students protected from incoming traffic. They mentioned that they would install a fire alarm system before occupying the building. Handicap requirements both inside and outside are also needed. I saw very little outside area for physical education activities, and on rainy days those activities would have to go inside which seems to have limited space also. Crowded areas tend to have more problems than areas where you have room to spread out. Safety of students should be a top priority.

From my limited observation of the facility and after reading through the application I would recommend that we Deny Approval.



**15. Transportation**

The Transportation section should describe how the school will address these services for its student body.

**Statutory Reference(s):**

s. 1002.33(20)

**Evaluation Criteria:**

A response that meets the standard will present:

- A transportation plan that will serve all eligible students.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
They will contract with local bus owners to provide transportation services	P.56

Concerns and Additional Questions	Reference

## 16. Food Service

The Food Service section should describe how the school will address these services for its student body.

### Statutory Reference(s):

s. 1002.33(20)(a)(1)

### Evaluation Criteria:

A response that meets the standard will present:

- A food service plan that will serve all students.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Plans to participate in National School Lunch Program	

Concerns and Additional Questions	Reference
Do not actually see a plan for school food services	P. 57

1. The budget is not adequate for essential items needed (serving ling \$7000, milk box \$1700, plans/utensils/misc. \$250, food service worker (no salary or benefits indicated, no reference to vehicle needed for food transportation, cambros for transporting the food in (minimum 6) \$100 cash
2. Does not have a plan for contracting food services if the Sponsor says "no" to providing food services.

## 17. Budget

The Budget section should provide financial projections for the school over the term of its charter.

### Statutory Reference(s):

s. 1002.33(6)(a)(5); s. 1002.33(6)(b)(2)

### Evaluation Criteria:

A response that meets the standard will present:

- Budgetary projections which are consistent with all parts of the application, including the school's mission, educational program, staffing plan and facility.
- A realistic assessment of the projected sources of revenue and expenses that ensure the financial viability of the school.
- A sound plan to monitor the budget and make adjustments as necessary.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference
Budget does not meet financial requirements for start up expenditures or	P. 57-60

continued expenses. Revenue relies heavily on grants, donations and loans.

No evidence that loans could be paid back based on the inadequate fund

balance after noted expenditures.

Appendix E: Budget Information

P. 197

Section 16: Food Service P. 57

1. 97.8% of start up budget revenue relies on approval of loans, being awarded grants, and donations.

There is no evidence that loans could be paid back based on the inadequate fund balance after expenditures.

2. There are only five teachers listed in budget. Will one of those five physical education teachers meet that requirement?

Over 10% of estimated enrollment are assumed to need ESE services - will all teachers hold ESE certifications?

3. Lease of facility listed on projected budget @ \$1500 per month. 1500 x 12 months equates to \$18,000. This is \$6000 over the figure in application and it exceeds the projected fund balance by \$4155.

4. As stated in section 16, designated budget for food service is not sufficient to ensure safe food transportation and handling/service.

5. Implementation budget projection has no reference to network infrastructure to include internet connectivity nor is there a reference for telephone services.

6. Revenue estimate worksheet has 100 riders claimed for transportation FTE. Transportation is funded only if (1) the student rides the bus (2) the students lives outside a two mile radius of the school. In Section 15: Transportation Service, the reference

is made to parents dropping off and picking up students.

7. Exact insurance coverage not clear for cost listed.

8. Application references pursuing capital outlay dollars in year three. Florida Statutes 1013.62(1) states in part that for a charter school to be eligible for capital outlay dollars ..... have been in operation for 3 or more years"....

9. There was no actual fundraising plan.



### **18. Financial Management and Oversight**

The Financial Management and Oversight section should describe how the school's finances will be managed and who will be responsible for the protection of student and financial records.

#### **Statutory Reference(s):**

s. 1002.33(6)(a)(5); s. 1002.33(7)(a)(9); s. 1002.33(7)(a)(11)

#### **Evaluation Criteria:**

A response that meets the standard will present:

- A clear description of how the school's finances will be managed. The description must include assurances that the governing board retains ultimate control over the school's finances.
- A clear description of strong internal controls. The system of internal controls must be sufficient to safeguard finances.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference

1. Section 17: page 59 says financial statements will be reviewed quarterly and Section 18: page 60 says the revenues and expenditures will be reviewed monthly. Quarterly review by the Governing Board may not ensure enough of a system of checks and balances over the school's finances.
2. Aside from automatic payment referenced there was no explanation of a specific plan for managing finances.
3. Insufficient financial control assurance as application states "...transactions will be handled in accordance with the approved board policies which will be developed.."

**19. Action Plan**

The Action Plan should provide a clear roadmap of the steps and strategies that will be employed to prepare the school to be ready to serve its students well on the first day of operation.

**Statutory Reference(s):**

s. 1002.33(7)(a)(16)

**Evaluation Criteria:**

A response that meets the standard will present an action plan that:

- Provides a thoughtful and realistic implementation plan that covers major operational items and provides flexibility for addressing unanticipated events.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
	P.61-64

Concerns and Additional Questions	Reference

## **Mission**

World class education via strong visionary leaders through the development of a Depth of Knowledge, leading to higher academic achievement and supported by modeled character traits to equip for college, industry, and life in the 21<sup>st</sup> century.

This mission is nothing beyond what children will be expected to exemplify as participants of the Gadsden School District.

Question: Does the Depth of Knowledge refer to the Webb's Depth of knowledge Levels? (Common Core cognitive rigor matrix for Math & Science and/or Reading & Math) (Common Core Institute, Center for College & Career Readiness; A Guide for Using Webb's Depth of Knowledge with Common Core State Standards by Dr. Karin Hess, Ed.D.)

### **Concerns:**

- While this mission has meaningful and manageable attributes focusing on student achievement, the Gadsden School District provides much similarity for students in grades Pre-kindergarten thru Twelfth with the mission of ... "Building a Brighter Future for Students". (P. 4)
- The Gadsden Charter Academy (GCA) proposes to meet high standards of student achievement by aligning the core of its curriculum to Florida Standards. What other diverse opportunities will parents be able to choose beside the Florida Standards? Gadsden School District will also enhance its curriculum with Project Based learning (PBL) and Florida Standards. (P. 4)
- Which particular research framework of Dr. Robert Marzano and Dr. Michael Merzenich (Brain Plasticity – the brain changes and adapts as a result of experiences) will the school embrace, since both researchers may have claimed fame to many "high reliability school" frameworks? (P. 4) (i.e. Safe & Collaborative Culture; Effective Teaching in Every Class; Standards- Referenced Reporting; Competency-Based Education, etc) (P.4)
- With regards to section 1002.33 (2) (b), F.S., how will GCU fulfill the following? *Improve the student learning and academic achievement; Increase learning opportunities for all students; Encourage the use of innovative learning methods; and Require the measurement of learning outcomes.* (P. 6)

## **Target Population and Student Body**

GCU did not provide a clear understanding of the students the charter intends to serve. Although statistics comparing Gadsden School District graduation percent (2008-2013) to neighboring districts and 6-8's 2013-2014, FCAT 2.0 Level 3 or above Reading percentage point change, as well as Gadsden School District's 9-10 FCAT 2.0 Reading level 3 or above percentage point change, the students to be served were not explicitly described. Will the school serve at-risk students in grades 6-8; 6-9; or accelerated learners, or disenchanted student? (P. 7-9)



## **Educational Program Design**

- **Knowledge Is Power:** KIPP began in 1994 with a powerful idea: to create a classroom that helped children develop the knowledge, skills, character, and habits necessary to succeed in college and build a better tomorrow for their communities. Founders Mike Feinberg and Dave Levin began by redefining what was possible for a classroom of public school students in Houston. The following year, they opened two KIPP middle schools, one in Houston and one in New York City. By 1999, these original KIPP charter schools were among the highest-performing schools in their respective communities. - See more at: <http://www.kipp.org/about-kipp/history#sthash.MBoOyboE.dpuf> All KIPP schools share a core set of operating principles known as the **Five Pillars**. As our network has grown, and leaders across the country have committed to building high-quality schools, we have reflected on what it takes to build a system of high-performing schools - See more at: <http://www.kipp.org/our-approach#sthash.GuV8Dcwj.dpuf>  
The 2013 KIPP School report Card is available at <http://www.kipp.org/report-card-2011?objectid=214A1650-C54E-11E1-8ED9005056883C4D> and shows one KIPP School in Jacksonville, Florida.
- **Depth of Knowledge:** The Depth of Knowledge Chart is used in the classrooms of the Gadsden School District, as well. Please refer to <http://www.ode.state.or.us/teachlearn/subjects/socialscience/standards/depthofknowledgechart.pdf>  
Depth of Knowledge represents the comparison of the cognitive demand of the Common Core Standards and the cognitive demand of the Assessments given to determine their mastery. (Florida Department of Education and Gadsden School District)
  - Florida Standards and Next Generation Sunshine State Standards (Appendix D of the application)
  - Leadership (unique to school's mission)
  - Rigorous Academic taught through direct and explicit instruction (Limited instructional models/strategies)
  - Rigor and Relevance (Florida Department of Education/Gadsden School District)
  - Data Analysis of Student Performance
  - Remediation 7 Enrichment (FCIM, Florida Department of Education, Gadsden School District)
  - Reading & Writing Across the Curriculum (Florida Department of Education, Gadsden School District)
  - Researched-based Instructional Model (Good concept which mirrors the FCIM/DOE/Gadsden Schools)
  - Challenging Goals & Feedback (FCIM, Florida DOE, Gadsden Schools)
  - Parent & Community Involvement (Gadsden School District, Florida DOE)
  - Safe & Orderly Schools (Gadsden School district, Florida DOE)
  - Collegiality & Professionalism (Florida DOE, Gadsden School District)

**Pages (9-18) describe the educational program design. With little exception of KIPP, the school proposes to provide a program design similar to what the proposed student population already experience with the Gadsden School District (PK-12)**

## **Curriculum Plan**

The curriculum plan replicates the Reading Plan of the Gadsden School District; however, Gadsden students are provided a minimum of 90 minutes for Reading remediation. Even the use of the same adopted basal Reading program substantiates the fact that students will not be exposed to anything beyond what they already have as a participant in the Reading Program with the Gadsden School District. (P. 19-28)

The Curriculum Plan for the 6<sup>th</sup>-8<sup>th</sup> would infuse the same courses as Gadsden School District, including Art, Technology, and Physical/Health Education. Supplemental Intervention Reading Programs as well as researched-based programs for teachers' utilization (REWARDS, ACCELERATED READER, NATIONAL GEOGRAPHIC)

I, Peggy Johns, received Proposed Start-Up Charter School  
Application: Gadsden Charter Academy, on July 31, 2014.

\_\_\_\_\_



# Charter School Review Committee Concerns

## Educational Plan

1. Does Depth of Knowledge refer to the Webb's Depth of Knowledge Levels?  
(Common Core Cognitive Rigor Matrix for Math & Science or Reading & Writing?)
2. The GCA Proposes to meet high standards of student achievement by aligning the core of its curriculum to Florida Standards. What other diverse opportunities will parents be able to choose besides the Florida Standards?
3. Which particular research framework of Dr. Robert Marzano and Dr. Michael Merzenich will the school embrace, since both researchers have claimed fame to many "high reliability school" frameworks? Michael Merzenich work is with Brain Plasticity (Brain changes and adapts as a result of experience).

### Concern:

As outlined in section 1002.33(2)(b), F.S., how will the charter school (GCA) fulfill the following?

- Improve student learning (not explicitly explained in the response)
- Increase learning opportunities for all students
- Encourage the use of innovative learning methods
- Require the measurement of learning outcomes
- The charter did not specifically state an understanding of the students intended (P. 7-9) to serve (P. 8-9)
- Not enough research-based evidence to indicate the educational program design is beyond what is already offered to the students via the current Gadsden School District.
- Nothing beyond the curriculum of Gadsden School District.
- Educational objectives are missing; lack specific details, plan only partially meets the criteria. P. 30-35
- Many of the goals are not aligned to the Mission of the school
- Vague response to how the Charter will ensure that students with disabilities will have equal opportunity of being selected for enrollment to the Charter.
- More detail needed to clearly conceive the staffing plan based on the projected population of students with learning disabilities, (i.e. Speech Impairment; Specific Learning Disabilities, Language Impairment; Autistic Spectrum Disorder; other Health Impaired; Orthopedically Impaired, Visually Impaired, Deaf/Hard of Hearing, Emotional/Behavior Disabled).
- How was the population projected for students with disabilities.
- The application states the following: "The school will have a policy that accepts students regardless of their exceptional learning status. However, the school will only be able to service students whose needs can be met in a regular classroom environment." The concern with the statement is that the Individuals with Disabilities Education Act requires that children with disabilities be educated in the "least restrictive environment appropriate" to meet their "unique needs." The IDEA contemplates that the "least restrictive environment" analysis will begin with placement in the regular education classroom. However, IDEA recognizes that it is not appropriate to place all children with special needs in the regular education classroom. Therefore, the law requires that there must be a "continuum of placements" available, extending from the regular education classroom to more intensive settings, in order to accommodate the needs of all children with disabilities. Using the continuum concept makes it more likely that each child would be placed appropriately in an environment that is specifically suited to meet his/her needs. The law intends that the degree of "inclusion" be driven by the student's needs as determined by the IEP team, not by convenience. Based on State Statutes, students with disabilities shall have an equal opportunity of being selected for enrollment in a charter school. (s. 1002.33(10)(f), F.S.) The application speaks of "regular class placement only"; the charter school cannot apply a "one size fits all" determination. Additionally, related services (i. e. Speech Therapy, Occupational Therapy, Physical Therapy) must be provided to students with special needs as appropriate and as determined by their Individual Educational Plan. Moreover, students identified as Gifted are served under the umbrella of Exceptional Students. Programs for students who are gifted encompass instructional and related services that provide significant adaptations in curriculum, methodology, materials, equipment, or the learning environment (Rule 6A-6.0311, FAC). Service for students who are gifted may be provided directly or indirectly. However, teachers of students identified as Gifted must be appropriately certified and endorsed. If gifted students are receiving service in the general education classroom, the teacher must designate in lesson plans how differentiation occurs for those students.
- The Consent Decree states under Section II Equal access to appropriate programming. Section E#3, "schools with at least 15 students speaking the same native language shall provide at least one aide or teacher proficient in the same language and trained to assist in ESOL basic subject area instruction."
- The staffing plan does not address how the projected ESOL students will be served according to the Florida Consent Decree.
- The plan does not provide explicit information on instructional support for students who may be bilingual or non-English speakers.
- The application addresses the values of leadership and character. Will there be other discipline and climate elements to support these values in the school beyond what is framed in the Gadsden Code of Conduct?

## Organizational Plan

- Will there be a plan for retaining qualified and capable staff?
- Vague compensation plan to attract and retain quality staff is mentioned by not explained in detail.
- Not sure if this method of developing the personnel policies and procedures within 120 days after the approval of the of the charter application is best business practice.
- Vague response on how the school will achieve a racial/ethnic balance reflective of the community it serves or with the racial/ethnic range of other local public schools.(i.e., African American, Caucasian, Hispanic, Asian, etc) Page 50

## Business Plan

### - Location:

The facility is located just off highway 90 in the City of Midway. This is a State highway that runs through Gadsden County into the Greater Tallahassee area. It has heavy traffic especially in the morning hours when students would be arriving for school. I know that when we build public schools on major roadways we have to conduct a traffic study and if the study warrants we have to make special entrance and exit accesses for the site. I know that the facility that is being proposed for the school is currently being used as a church and does not require this. However that is and would be one of the highest concerns for safety I have as it relates to this facility and site.

### - Size:

I have not had a chance to go into this building but I have seen it from a distance. For the number of students they are requesting the first year which I believe is 100 it looks like it will be very crowded. I know that Charter schools have different regulations than our public schools, but let's look at an example. In a regular public school 6-8 classroom we are required to have a minimum of between 800 and 900 square feet per classroom. The maximum number of students per classroom is 22 for grades 6-8. If you have 100 students that's a minimum of 5 classrooms at 900 square feet per equals 4,500 square feet.

The other area inside the building that I would be concerned about is the number of restrooms or fixtures. They are stating that there is seven (7) toilets and six (6) sinks. If the ratio of Females to Males is fifty, fifty and there are four of the seven toilets in the female restroom then that's 12.5 students per toilet. The males would be 16.5 per toilet. Not enough for them to be used all day five (5) days a week.

### - Safety:

There does not seem to be any fencing on the street side of the facility to keep the students protected from incoming traffic. They mentioned that they would install a fire alarm system before occupying the building. Handicap requirements both inside and outside are also needed. I saw very little outside area for physical education activities, and on rainy days those activities would have to go inside which seems to have limited space also. Crowded areas tend to have more problems than areas where you have room to spread out. Safety of students should be a top priority.

From my limited observation of the facility and after reading through the application I would recommend that we deny Approval.

- The budget is not adequate for essential items needed (serving line \$7000, milk box \$1700, plans/utensils/misc. \$250, food service worker (no salary or benefits indicated, no reference to vehicle needed for food transportation, cambros for transporting the food in (minimum 6) \$100 cash
- Does not have a plan for contracting food services if the Sponsor says "no" to providing food services
- Budget does not meet financial requirements for startup expenditures or continued expenses. Revenue relies heavily on grants, donations and loans.
- No evidence that loans could be paid back based on the inadequate fund balance after noted expenditures.
- 97.8% of startup budget revenue relies on approval of loans, being awarded grants, and donations. There is no evidence that loans could be paid back based on the inadequate fund balance after expenditures.
- There are only five teachers listed in budget. Will one of those five physical education teachers meet that requirement? Over 10% of estimated enrollment are assumed to need ESE services - will all teachers hold ESE certifications?
- Lease of facility listed on projected budget @ \$1500 per month. 1500 x 12 months equates to \$18,000. This is \$6000 over the figure in application and it exceeds the projected fund balance by \$4155.
- As stated in section 16, designated budget for food service is not sufficient to ensure safe food transportation and handling/service.
- Implementation budget projection has no reference to network infrastructure to include internet connectivity nor is there a reference for telephone services.
- Revenue estimate worksheet has 100 riders claimed for transportation FTE. Transportation is funded only if (1) the student rides the bus (2) the students' lives outside a two mile radius of the school. In Section 15: Transportation Service, the reference is made to parents dropping off and picking up students.
- Exact insurance coverage not clear for cost listed.
- Application references pursuing capital outlay dollars in year three. Florida Statutes 1013.62(1) states in part that for a charter school to be eligible for capital outlay dollars ..... have been in operation for 3 or more years"....
- There was no actual fundraising plan.

- Section 17: page 59 says financial statements will be reviewed quarterly and Section 18: page 60 says the revenues and expenditures will be reviewed monthly. Quarterly review by the Governing Board may not ensure enough of a system of checks and balances over the school's finances.
- Aside from automatic payment referenced there was no explanation of a specific plan for managing finances.
- Insufficient financial control assurance as application states "...transactions will be handled in accordance with the approved board policies which will be developed.."

## **Curriculum Plan**

- The curriculum plan replicates the Reading Plan of the Gadsden School District; however, Gadsden students are provided a minimum of 90 minutes for Reading remediation. Even the use of the same adopted basal Reading program substantiates the fact that students will not be exposed to anything beyond what they already have as a participant in the Reading Program with the Gadsden School District. (P. 19-28)
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*R. Smith*

## SUMMARY SHEET

### RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 9a

Date of School Board Meeting: September 23, 2014

TITLE OF AGENDA ITEM: Contingency Change – Havana Middle School Addition

DIVISION: Facilities

(Example: Secondary Education, Property Records, etc.)

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

PURPOSE AND SUMMARY OF ITEM: For board approval to spend \$44,800.00 out of remaining contingency funds for the payment of extending canopy over sidewalk to back of new addition that was not in original GMP for project.

FUND SOURCE: 379

AMOUNT: \$48,227.00

PREPARED BY: Wayne Shepard

POSITION: Director of Facilities

---

### INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

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

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

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

Be sure that the COMPTROLLER has signed the budget page.

## Havana Middle School Addition

### Contingency Overview

Original Contingency Funds	\$ 100,000.00	
Contingency Mod. #1	\$ (21,939.11)	
Contingency Mod. #2	\$ 10,485.16	
Contingency Mod. #3	\$ 3,816.11	
Contingency Mod. #4	\$ 10,014.79	
Contingency Mod. #5	\$ (5,769.10)	
	\$ (3,392.15)	
Current Contingency Funds	\$ 96,607.85	
<u>Pending Change Orders</u>		
Painting at covered play	\$ (1,200.00)	
Entry soffits	\$ (607.00)	
Condensate tie-ins	\$ (1,141.00)	
<u>Optional Items</u>		
<i>Additional Canopy - Exist. Building to new building</i>		\$ (34,000.00)
<i>Additional Canopy - to end of building</i>		\$ (4,900.00)
<i>Additional Canopy - end of building to covered play</i>		\$ (5,900.00)
Add cleaning of fence at pond and remove fence		\$ (3,427.00)
<i>Contingency Change - Havana Middle School Addition</i>		\$ (44,800.00)
<i>(School Board Meeting, September 23, 2014)</i>		
<u>Total pending change orders</u>	\$ (2,948.00)	\$ (48,227.00)
Contingency returned	<u>\$ 93,659.85</u>	\$ 45,432.85

*RuSmita*

## SUMMARY SHEET

### RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 9b

Date of School Board Meeting: September 23, 2014

TITLE OF AGENDA ITEM: Millwork package for new Havana Middle School

classroom wing

DIVISION: Facilities  
(Example: Secondary Education, Property Records, etc.)

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

PURPOSE AND SUMMARY OF ITEM: For board approval of a purchase order (PO) in  
the amount of \$102,999.02 to Contrax Furnishings for the mill work package on the  
Havana Middle School new classroom addition.

FUND SOURCE: 379

AMOUNT: \$102,999.02

PREPARED BY: Wayne Shepard

POSITION: Director of Facilities

### INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

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

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

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

Be sure that the COMPTROLLER has signed the budget page.





690 NE 23rd Avenue  
Gainesville, FL 32609  
800-699-7516 Fax 877-373-0622  
www.contrax.com

## Customer Quick Quote

Print Date: 09/12/2014 15:19:28

Prepared For:

Site:

Gadsden County School Board  
35 Martin Luther King Jr Blvd  
Quincy, FL 32351  
Wayne Shepard 850/627-9888

Havana Middle School  
1210 Kemp Rd  
FL 32666

Quote ID	Terms	Salesman	Site Contact	Page #
32324-04	Net 30 Days	Cork Junior / cell:352-514-9024 / cjunior@contrax.com	Wayne Shepard / 850/627-9888	1 of 4

### Vendor: MEDIA TECHNOLOGIES

Columbia County School #3274

Disc: 40

Install: 0%

No.	Qty.	Model No. / Description / Style Information	List Price	Your Price	Ext. Price
1	4	BCS-302436-TL-H3P1N BASE CUPBOARD STORAGE * 30"Wx24"Dx30"H TFL box, HPL front, 1 adjustable shelf, H3 * hinge, P1 Pull, 3/4" slides, standard top * * please specify all finish color selections *	892.00	535.20	2140.80
2	3	BCS-362436-TL-H3P1N BASE CUPBOARD STORAGE * Base Cupboard Storage * 36"Wx24"Dx30"H TFL box, HPL front, 1 adjustable shelf, H3 * hinge, P1 Pull, 3/4" slides, standard top * * Please specify all finish color selections *	1001.00	600.60	1801.80
3	6	BCSD2-302430-TL-H3P1NA BASE CUPBOARD STORAGE *Base Cupboard Storage * 30"Wx24"Dx30"H TFL box, HPL front, 2 drawers, 1 adjustable * shelf, H3 hinge, P1 Pull, 3/4" slides, standard top *	890.00	534.00	3204.00
4	5	BCSD2-302431-TL-H3P1NA BASE CUPBOARD STORAGE * Base Cupboard Storage, 30"Wx24"Dx31"H TFL box, HPL * front, 2 drawers, 1 adjustable shelf, H3 hinge, P1 Pull, 3/4" slides, standard top * * Please specify color finish selections *	890.00	534.00	2670.00
5	4	BCSD2-302434-TL-H3P1NA BASE CUPBOARD STORAGE, 30"WX24"DX34"H TFL BOX, HPL *Base Cupboard Storage, 30"Wx24"Dx34"H TFL box, HPL * front, 2 drawers, 1 adjustable shelf, H3 hinge, P1 Pull, 3/4" * slides, standard top * * Please specify color finish selections *	890.00	534.00	2136.00
6	4	BCSD2-352434-TL-H3P1NA BASE CUPBOARD STORAGE, 30"WX24"DX34"H TFL BOX, HPL *Base Cupboard Storage, 30"Wx24"Dx34"H TFL box, HPL * front, 2 drawers, 1 adjustable shelf, H3 hinge, P1 Pull, 3/4" * slides, standard top * * Please specify color finish selections *	890.00	534.00	2136.00
7	16	BCSLD-152431-TL-H3P1NA BASE CUPBOARD STORAGE * Base cupboard storage with drawer, 1 left hinge, * 15"Wx24"Dx31"H, TLF box, HPL Fronts, H3 hinge, P1 pull, no * lock, 3/4 slides, standard top *	632.00	379.20	6067.20
8	32	BOT12C-541436-L BASE OPEN TOTE STORAGE * Base Open Tote Storage w/12 cubbies, 54"Hx14"Dx36"W, * TFL box, standard top, 6 vertical partitions, 18 adjustable * shelves *	1498.00	898.80	28761.60
9	19	BSCV-302431-TLBS ADA SINK CABINET ADA Sink Cabinet Vanity, 30"Wx24"Dx31"H, with backsplash, * TLF box, HPL front, removable angled panel, no removable * back * Sink and	754.00	452.40	8595.60

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FURNISHINGS

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Gainesville, FL 32609  
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Faucet not in contract \* \* Please specify all finish color selections \*

10	2	BSCV-302434-TLBS ADA SINK WITH BACKSPLASH * ADA Sink with Backsplash * 30"Wx24"Dx34"H, with backsplash, TLF box, HPL front, * removable angled panel, no removable back * Sink and Faucet not in contract * * please specify color finish selections *	754.00	452.40	904.80
11	2	BSCV-322431-TLBS ADA SINK CABINET ADA Sink with Backsplash * 32"Wx24"Dx31"H, with backsplash, TLF box, HPL front, * removable angled panel, no removable back * Sink and Faucet not in contract * * Please specify color selections *	754.00	452.40	904.80
12	44	HT-96 HORIZONTAL MOUNTING TRACK * Horizontal Mounting Track 96" * elements Horizontal Mounting Track 96"L, with pre-punched * mounting holes located on 16" centers *	100.00	60.00	2640.00
13	48	HT-96 HORIZONTAL MOUNTING TRACK * Horizontal Mounting Track 96" * elements Horizontal Mounting Track 96"L, with pre-punched * mounting holes located on 16" cent *	100.00	60.00	2880.00
14	36	HT-96 HORIZONTAL MOUNTING TRACK * Horizontal Mounting Track 96" * elements Horizontal Mounting Track 96"L, with pre-punched * mounting holes located on 16" centers *	100.00	60.00	2160.00
15	20	HTACS HORIZONTAL MOUNTINGTRACK CONNECTOR SPLICE PLATE * Horizontal MountingTrack Connector Splice Plate * Track Connector Splice Plate, aluminum 16 gaug *	4.02	2.41	48.20
16	6	HTACS HORIZONTAL MOUNTINGTRACK CONNECTOR SPLICE PLATE * Horizontal MountingTrack Connector Splice Plate * Track Connector Splice Plate, aluminum 16 gauge *	4.02	2.41	14.46
17	18	HTACS HORIZONTAL MOUNTINGTRACK CONNECTOR SPLICE PLATE * 16 gauge aluminum *	4.02	2.41	43.38
18	10	HTAEC HORIZONTAL MOUNTING TRACK END CAP * Horizontal Mounting Track End Cap * Horizontal Mounting Track End Cap, black with mounting * screws *	6.44	3.86	38.60
19	18	HTAEC HORIZONTAL MOUNTING TRACK END CAP * black * * mounting screws *	6.44	3.86	69.48

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32324-04	Net 30 Days	Cork Junior / cell:352-514-9024 / cjunior@contrax.com	Wayne Shepard / 850/627-9888	3 of 4
20	12 HTAWM-96 WIRE MANAGEMENT 96" *		90.00 54.00	648.00
21	1 MISC ADDITIONAL CONTRAX PROMOTIONAL DISCOUNT * Promotional project discount for Havana K-8 Middle School. *		0.01 -44000.90	-44000.90
22	8 TCS-362484-TL-H3P1N TALL CUPBOARD STORAGE * Tall Cupboard Storage * 36"W X 24"D X 84"H, TFL box, HPL Front, 1 fixed shelf, 4 * adjustable shelves, H3 hinge, P1 pull, no lock * * Please specify color finish selections *		1503.00 901.80	7214.40
23	14 VST MECHANISM * Attaches to lower Horizontal Track (HT-96), allows work * surface support arm (sold separately) to attach at adjustable * heights *		67.00 40.20	562.80
24	70 WCS-301430-TL-H3P1N WALL CUPBOARD STORAGE * Wall Cupboard Storage * 30"W X 14"D X 30"H, TFL box, HPL Front, 2 adjustable * shelves, H3 hinge, P1 pull, no lock * * Please specify all color finish selections *		490.00 294.00	20580.00
25	10 WCS-331430-TL-H3P1N WALL CUPBOARD STORAGE * Wall Cupboard Storage * 32.75"W X 14"D X 30"H, TFL box, HPL Front, 2 adjustable * shelves, H3 hinge, P1 pull, no lock * * Please specify color finish selections *		510.00 306.00	3060.00
26	15 WCS-361430-TL-H3P1N WALL CUPBOARD STORAGE * Wall Cupboard Storage * WCS-361430-TL-H3P1N Wall Cupboard Storage * 36"W X 14"D X 30"H, TFL box, HPL Front, 2 adjustable * shelves, H3 hinge, P1 pull, no lock * * Please specify color finish selections *		510.00 306.00	4590.00
27	108 WCS-361430-TL-H3P1N WALL CUPBOARD STORAGE * Wall Cupboard Storage * 36"W X 14"D X 30"H, TFL box, HPL Front, 2 adjustable * shelves, H3 hinge, P1 pull, no lock * * please specify all finish color selections *		510.00 306.00	33048.00
28	4 WS-C-24120-MOD MOD WORKSPACE COUNTER TOP * 24"D x 124"W x 1.25"thick, HPL top with 3mm PVC edges on * 4 sides * Modified to change width to 124"W * * Please specify all color finish selections *		480.00 288.00	1152.00



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32324-04	Net 30 Days	Cork Junior / cell:352-514-9024 / cjunior@contrax.com	Wayne Shepard / 850/627-9888	4 of 4
29	8 WSAL-22 FIXED SUPPORT ARM LEFT *		40.00 24.00	192.00
30	8 WSAR-22 FIXED SUPPORT ARM RIGHT *		40.00 24.00	192.00
31	16 XBCSD2-302434-TL-H3P1NA BASE CUPBOARD STORAGE * Base Cupboard Storage, 30"Wx24"Dx34"H TFL box, HPL * front, 2 drawers, 1 adjustable shelf, H3 hinge, P1 Pull, 3/4" * slides, continuous extended top * * Please specify all finish color selections *		890.00 534.00	8544.00

Vendor: MEDIA TECHNOLOGIES subtotal: 102999.02

\*\*\*\*\*

Total: 102,999.02

NOTE: Pulls: #P3 Curve Nickel P3N Finish; Top: Wilson Art - #4783-60 White Tigris  
Vertical: Wilson Art - #7909-60 Fusion Maple; Base PVC Edge - #7909-60 Fusion Maple  
Interior: Willow Grey; Top PVC Edge - TBD

I have verified that all products, quantities, specifications and colors on this quote are correct.

Signature

Date

All pricing and lead times are based on the information (color options, finishes, etc) supplied to Contrax at the time a purchase order is received.  
Changes (such as option selections specified later) could result in a possible delay of your order.

### Terms and Conditions

By submitting a purchase order to us, you accept our offer and agree to be bound by these terms and conditions. Payment terms are 30 days from the date we deliver your order, unless otherwise specified. We will invoice you on delivery. You agree to pay 18% annual interest, or \$50 per month, whichever is greater, on the balance of any late payment. Any change to your order must be in a written change order. Special orders (where we order colors or styles not in our normal stock) are subject to a restocking fee of 20% of the price of the item(s) returned. If your purchase order includes terms or conditions different than ours, our terms and conditions will govern our relationship as to this transaction unless we agree differently in writing. Please submit your sales tax exemption ID on the purchase order to ensure proper billing. Your current sales tax exemption certificate must be on file at the time the order is placed or we must, by law, charge appropriate sales tax. The rest of the terms and conditions governing our relationship can be found on our website at <http://www.contraxfurn.com>. Prices good only through 10/12/2014.

July 14, 2014

Cork

The attached is the sink cut outs for all areas that have cabinets. I have marked the room numbers on the front and Hi-Lighted each kind or size. If you have any questions please give me a call.

Wayne

Room #  
1436-B

**P-551-A SINK**

PSDKAD-2517-55-2 ELKAY SINK

B-305-B0199-06FL.5 T&S FAUCET

B-2360-01 T&S BUBBLER

155WCECO McGUIRE GRID DRAIN

C8912CECO McGUIRE PTRAP

61030-30 JOSAM INT

Note: This model specified & is not available in  
18ga.



# ELKAY<sup>®</sup>

## SPECIFICATIONS

### Pacemaker<sup>®</sup> Single Bowl Classroom Sinks and Sink Packages - Double Ledge Models PSDKR2517, PSDKRQ2517, PSDKAD2517 and PSDKADQ2517 Series - A.D.A. Compliant

#### GENERAL

18 ga specified

Fine quality sink bowl is seamlessly drawn of #20 gauge, type 304 (18-8) nickel bearing stainless steel. Self-rimming.

#### CLASSROOM/INSTITUTIONAL SINK PACKAGE

Models PSDKR2517C, PSDKRQ2517C, PSDKAD2517C and PSDKADQ2517C feature a maintenance free, scratch and crack resistant stainless steel work sink, single handle gooseneck faucet and No Lead Flexi-Guard<sup>®</sup> Bubbler. Package includes:

- (1) LK208513L Single Wing Handle faucet with fixed 13" high spout and aerator. Outlet height: 9-3/8"; Reach: 4-3/4".
- (1) LK1141A No Lead Flexi-Guard<sup>®</sup> Bubbler. Pushbutton valve design bubbler meets ANSI and ADA requirements. Designed so that water never comes in contact with lead-containing materials. Flexi-Guard safety bubbler flexes on impact to prevent accidental injury when getting a drink. Built-in adjustable water volume control.
- (1) LK35 Duo strainer.

PSDKR2517VRC, PSDKRQ2517VRC, PSDKAD2517VRC and PSDKADQ2517VRC Package includes:

- (1) LKVR208513L Same as LK208513L faucet, except with vandal-resistant aerator and handle screw, and factory installed anti-rotation pins.
- (1) LKVR1141A Same as LK1141A except vandal-resistant, with metal bubbler guard and anti-rotation feature.
- (1) LKVR18 Drain fitting with vandal-resistant 3" perforated grid strainer.

#### OTHER

Drain Opening: 3-1/2".

Slotted hole allows for vandal-resistant faucet or bubbler.

NOTE: Unless otherwise specified, sink is furnished with 2 faucet holes as shown (see back page).

These sinks comply with ANSI Standard A112.19.3M.

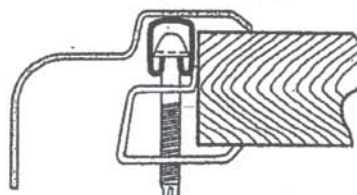


Both the faucet and the bubbler are classified by Underwriters Laboratories Inc. to NSF/ANSI61 for residential use.

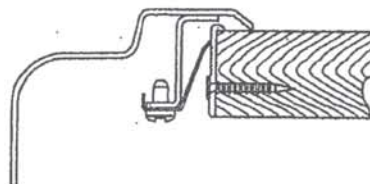


Model PSDKR(Q)2517C

#### U-Channel Type Mounting System



#### Quick-Clip<sup>®</sup> Mounting System



#### SINK DIMENSIONS (INCHES)\*

U-Channel Model Number	Quick-Clip <sup>®</sup> Model Number	Overall		Inside Bowl			Cutout in Countertop (1 1/4" Radius Corners)		No. of Faucet Holes (see back page)	Minimum Cabinet Size	Ship. Wt. Lbs.
		L	W	L	W	D	L	W			
PSDKR2517C	PSDKRQ2517C	25	17	16	13 1/2	7 1/2	24 3/4	16 3/4	2	30	23 1/4
PSDKR2517VRC	PSDKRQ2517VRC	25	17	16	13 1/2	7 1/2	24 3/4	16 3/4	2	30	23 1/4
†PSDKR2517	†PSDKRQ2517	25	17	16	13 1/2	7 1/2	24 3/4	16 3/4	2, 2LM or 4	30	12
PSDKAD2517C	PSDKADQ2517C	25	17	16	13 1/2	6 1/2	24 3/4	16 3/4	2	30	23 1/4
PSDKAD2517VRC	PSDKADQ2517VRC	25	17	16	13 1/2	6 1/2	24 3/4	16 3/4	2	30	23 1/4
†PSDKAD2517	†PSDKADQ2517	25	17	16	13 1/2	**	24 3/4	16 3/4	2, 2LM or 4	30	12

\* Length is left to right. Width is front to back.

† Unless otherwise specified, all sinks which do not have suffix "C" are less fittings (no faucet, bubbler or drain), but are drilled for faucet, bubbler and drain as illustrated.

\*\* Available in 5 1/2" or 6 1/2" depths. Please consult your sales representative for other depths or modifications.

THIS PRODUCT, AS CONSTRUCTED IS SUBJECT TO INTERPRETATION OF A.D.A. REQUIREMENTS. THE UNOBSTRUCTED KNEE SPACE REQUIRED TO SATISFY A.D.A. STANDARDS MAY NOT BE DESIRABLE.

ALL DIMENSIONS IN INCHES. TO CONVERT TO MILLIMETERS MULTIPLY BY 25.4.

In keeping with our policy of continuing product improvement, Elkay reserves the right to change product specifications without notice.

This specification describes an Elkay product with design, quality and functional benefits to the user. When making a comparison of other producers' offerings, be certain these features are not overlooked.

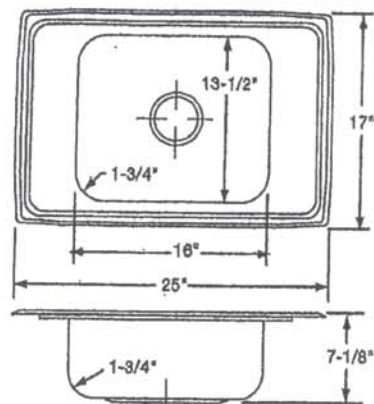
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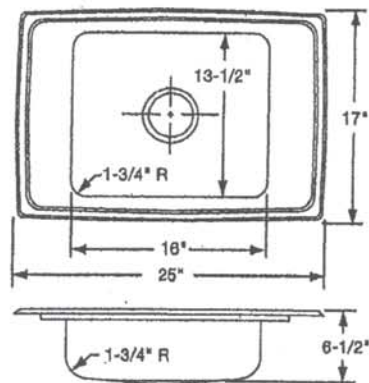
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(Rev. 3/04) 1-88F

**Pacemaker® Single Bowl Classroom Sinks and Sink Packages - Double Ledge**  
**Models PSDKR2517, PSDKRQ2517, PSDKAD2517 and PSDKADQ2517 Series - A.D.A. Compliant**

**ELKAY**  
**SPECIFICATIONS**



Model PSDKR(Q)2517 Illustrated

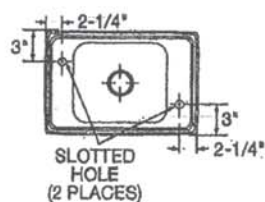


Model PSDKAD(Q)251765C Illustrated

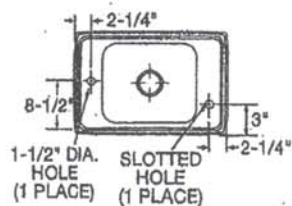
select configuration

**HOLE DRILLING CONFIGURATIONS**

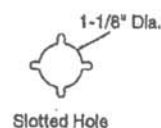
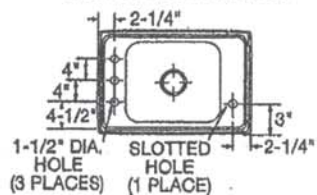
**2 HOLE CONFIGURATION**



**2 LM (LEFT MIDDLE) HOLE CONFIGURATION**



**4 HOLE CONFIGURATION**



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Room #  
1435-B

**P-552- SINK**

DLR2219-10-1 ELKAY SINK

B-0300-B-0199-07F1.5 T&S FAUCET

152 McGUIRE STRAINER

C8912CECO McGUIRE P-TRAP



# ELKAY<sup>®</sup>

## SPECIFICATIONS

### Lustertone<sup>®</sup> Single Bowl Sink made with CuVerro<sup>®</sup> Antimicrobial Copper Models LR and DLR Series

#### GENERAL

Highest quality sink bowl formed of #18 (1.2mm) gauge, CuVerro antimicrobial copper that combines beauty and performance. It represents the only class of solid surface material registered with the EPA for its inherent ability to kill infectious bacteria.\* Top mount.

#### DESIGN FEATURES

Bowl Depth: See chart on next page.

Coved Corners: 1-3/4" (44mm) vertical and horizontal radius.

Bowl and Faucet Deck Recessed: 3/16" (5mm) below outside edge of sink.

Finish: Exposed surfaces are hand polished to a Lustrous Highlighted Satin finish.

Underside: Fully undercoated to reduce condensation and dampen sound. DLR191910 underside is fully protected by heavy duty Sound Guard<sup>®</sup> undercoating.

#### OTHER

Drain Opening: 3-1/2" (89mm).

NOTE: Unless otherwise specified, models with one, two, three or OS4 faucet hole option are furnished with 3 faucet holes as shown; models with choice of one, two, three, four, or five faucet hole option are furnished with 4 faucet holes standard.

These sinks comply with IGC-194.



This sink is listed by the International Association of Plumbing and Mechanical Officials as meeting the requirements of the Uniform Plumbing Code.

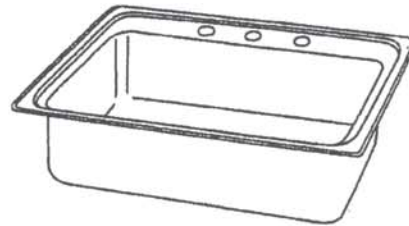
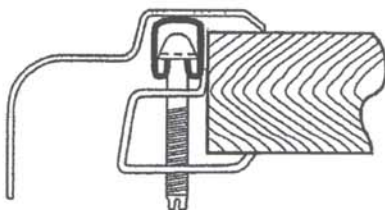
#### OPTIONAL ACCESSORIES

Drains: LKVR18-CU.

\*Testing demonstrates effective antibacterial activity against Methicillin-Resistant Staphylococcus aureus, Staphylococcus aureus, Enterobacter aerogenes, Pseudomonas aeruginosa, and E. Coli Q157:H7.

Purchaser is aware and informed that the Elkay sink being purchased is made up of a copper-nickel alloy. Some literature reports that some persons may have allergic reactions when exposed to nickel-containing substances. Purchaser should insure that reasonable precautions are taken in this regard. Elkay and purchaser agree that should a claim or litigation arise wherein a person is seeking damages due to an alleged allergic reaction to these substances, that purchaser will indemnify, defend and hold harmless Elkay for any damages and the costs of litigation for any such claim.

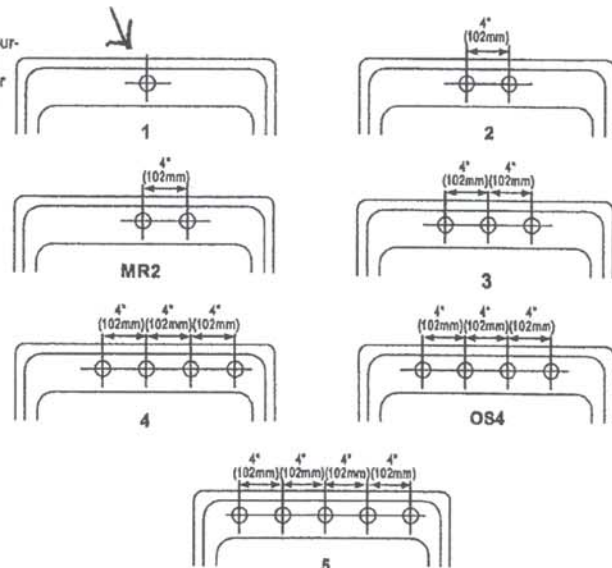
#### U-Channel Type Mounting System



Model LR22193-CU



#### HOLE DRILLING CONFIGURATIONS



SEE OTHER SIDE FOR PRODUCT DIMENSIONS.

In keeping with our policy of continuing product improvement, Elkay reserves the right to change product specifications without notice. Please visit [elkayusa.com](http://elkayusa.com) for most current version of Elkay product specification sheets.

This specification describes an Elkay product with design, quality and functional benefits to the user. When making a comparison of other producers' offerings, be certain these features are not overlooked.

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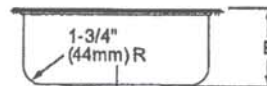
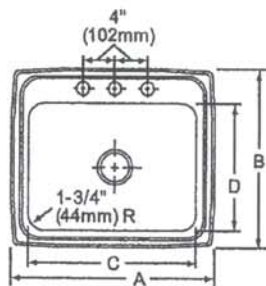
**Lustertone® Single Bowl Sink made  
with CuVerro® Antimicrobial Copper  
Models LR and DLR Series**

**ELKAY®  
SPECIFICATIONS**

**SINK DIMENSIONS\***

Model Number	Overall		Inside Bowl			Cut out in Countertop [1-1/2" (38mm) Radius Corners]		No. of 1-1/2" (38mm) Dia. Faucet Holes 4" (102mm) Center	3-1/2" Drain Opening	Minimum Cabinet Size
	L	W	L	W	D	L	W			
	A	B	C	D	E	L	W			
LR1316-CU	13 (330mm)	16 (406mm)	10 (254mm)	10 (254mm)	7-5/8 (194mm)	12-3/8 (321mm)	15-3/8 (391mm)	1, 2, MR2 or 3	Centered	18 (457mm)
LR1622-CU	16 (381mm)	22 (559mm)	11-1/2 (292mm)	16 (408mm)	7-5/8 (194mm)	14-3/8 (371mm)	21-3/8 (543mm)	1, 2, MR2 or 3	Centered	18 (457mm)
LR1722-CU	17 (432mm)	22 (559mm)	13-1/2 (343mm)	16 (408mm)	7-5/8 (194mm)	16-3/8 (422mm)	21-3/8 (543mm)	1, 2, MR2, 3 or OS4	Centered	21 (533mm)
DLR172210-CU	17 (432mm)	22 (559mm)	13-1/2 (343mm)	16 (408mm)	10-1/8 (257mm)	16-3/8 (422mm)	21-3/8 (543mm)	1, 2, MR2, 3 or OS4	Centered	21 (533mm)
LR1918-CU	19 (483mm)	18 (457mm)	16 (406mm)	11-1/2 (292mm)	7-5/8 (194mm)	18-3/8 (467mm)	17-3/8 (441mm)	1, 2, MR2, 3 or OS4	Centered	24 (610mm)
LR1919-CU	19-1/2 (495mm)	19 (483mm)	16 (406mm)	13-1/2 (343mm)	7-5/8 (194mm)	18-7/8 (479mm)	18-3/8 (467mm)	1, 2, MR2, 3 or OS4	Centered	24 (610mm)
DLR191910-CU	19-1/2 (495mm)	19 (483mm)	16 (406mm)	13-1/2 (343mm)	10-1/8 (257mm)	18-7/8 (479mm)	18-3/8 (467mm)	1, 2, MR2, 3 or OS4	Centered	24 (610mm)
LR2022-CU	19-1/2 (495mm)	22 (559mm)	16 (406mm)	16 (406mm)	7-5/8 (194mm)	18-7/8 (479mm)	21-3/8 (543mm)	1, 2, MR2, 3 or OS4	Centered	24 (610mm)
DLR202210-CU	19-1/2 (495mm)	22 (559mm)	16 (406mm)	16 (406mm)	10-1/8 (257mm)	18-7/8 (479mm)	21-3/8 (543mm)	1, 2, MR2, 3 or OS4	Centered	24 (610mm)
LR2219-CU	22 (559mm)	19-1/2 (495mm)	18 (457mm)	14 (356mm)	7-5/8 (194mm)	21-3/8 (543mm)	18-7/8 (479mm)	1, 2, MR2, 3, 4 or 5	Centered	27 (686mm)
DLR221910-CU	22 (559mm)	19-1/2 (495mm)	18 (457mm)	14 (356mm)	10-1/8 (257mm)	21-3/8 (543mm)	18-7/8 (479mm)	1, 2, MR2, 3, 4 or 5	Centered	27 (686mm)
LR2222-CU	22 (559mm)	22 (559mm)	19 (483mm)	18 (406mm)	7-5/8 (194mm)	21-3/8 (543mm)	21-3/8 (543mm)	1, 2, MR2, 3, 4 or 5	Centered	27 (686mm)

\*Length is left to right. Width is front to back.



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Room #

1436-B

**P-552-A SINK**

DLR2219-10-1 ELKAY SINK

B-0300-B-0199-07F1.5 T&S FAUCET

152 McGUIRE STRAINER

C8912CECO McGUIRE P-TRAP

61030-30 JOSAM INT.



# ELKAY<sup>®</sup>

## SPECIFICATIONS

### Lustertone<sup>®</sup> Single Bowl Sink made with CuVerro<sup>®</sup> Antimicrobial Copper Models LR and DLR Series

#### GENERAL

Highest quality sink bowl formed of #18 (1.2mm) gauge, CuVerro antimicrobial copper that combines beauty and performance. It represents the only class of solid surface material registered with the EPA for its inherent ability to kill infectious bacteria.\* Top mount.

#### DESIGN FEATURES

Bowl Depth: See chart on next page.

Coved Corners: 1-3/4" (44mm) vertical and horizontal radius.

Bowl and Faucet Deck Recessed: 3/16" (5mm) below outside edge of sink.

Finish: Exposed surfaces are hand polished to a Lustrous Highlighted Satin finish.

Underside: Fully undercoated to reduce condensation and dampen sound. DLR191910 underside is fully protected by heavy duty Sound Guard<sup>®</sup> undercoating.

#### OTHER

Drain Opening: 3-1/2" (89mm).

NOTE: Unless otherwise specified, models with one, two, three or OS4 faucet hole option are furnished with 3 faucet holes as shown; models with choice of one, two, three, four, or five faucet hole option are furnished with 4 faucet holes standard.

These sinks comply with IGC-194.



This sink is listed by the International Association of Plumbing and Mechanical Officials as meeting the requirements of the Uniform Plumbing Code.

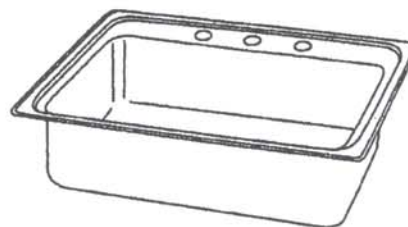
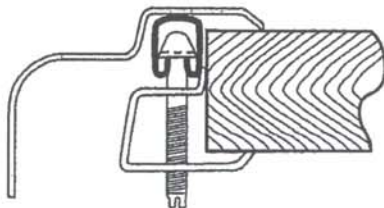
#### OPTIONAL ACCESSORIES

Drains: LKVR18-CU.

\*Testing demonstrates effective antibacterial activity against Methicillin-Resistant Staphylococcus aureus, Staphylococcus aureus, Enterobacter aerogenes, Pseudomonas aeruginosa, and E. Coli O157:H7.

Purchaser is aware and informed that the Elkay sink being purchased is made up of a copper-nickel alloy. Some literature reports that some persons may have allergic reactions when exposed to nickel-containing substances. Purchaser should insure that reasonable precautions are taken in this regard. Elkay and purchaser agree that should a claim or litigation arise wherein a person is seeking damages due to an alleged allergic reaction to these substances, that purchaser will indemnify, defend and hold harmless Elkay for any damages and the costs of litigation for any such claim.

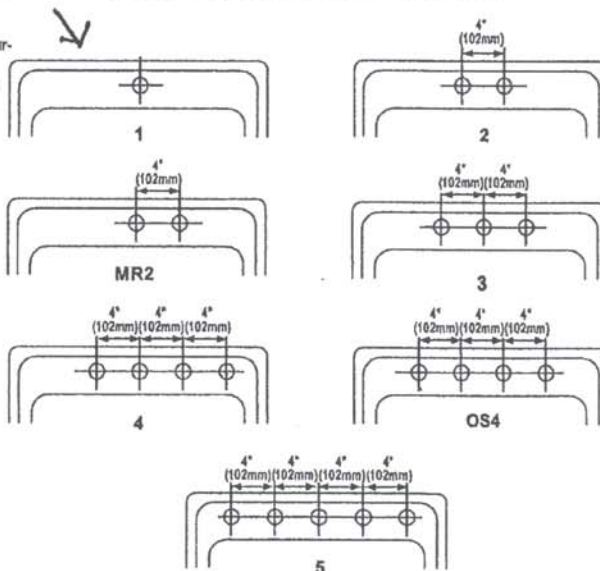
#### U-Channel Type Mounting System



Model LR22193-CU



#### HOLE DRILLING CONFIGURATIONS



SEE OTHER SIDE FOR PRODUCT DIMENSIONS.

In keeping with our policy of continuing product improvement, Elkay reserves the right to change product specifications without notice. Please visit [elkayusa.com](http://elkayusa.com) for most current version of Elkay product specification sheets.

This specification describes an Elkay product with design, quality and functional benefits to the user. When making a comparison of other producers' offerings, be certain these features are not overlooked.

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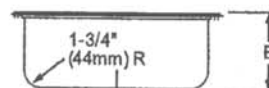
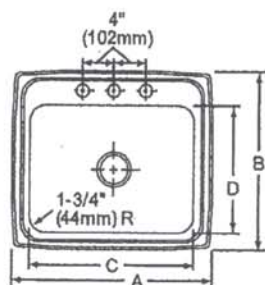
**Lustertone® Single-Bowl Sink made  
with CuVerro® Antimicrobial Copper  
Models LR and DLR Series**

**ELKAY®  
SPECIFICATIONS**

**SINK DIMENSIONS\***

Model Number	Overall		Inside Bowl			Cut out in Countertop [1-1/2" (38mm) Radius Corners]		No. of 1-1/2" (38mm) Dia. Faucet Holes 4" (102mm) Center	3-1/2" Drain Opening	Minimum Cabinet Size
	L	W	L	W	D	L	W			
LR1316-CU	13 (330mm)	16 (406mm)	10 (254mm)	10 (254mm)	7-5/8 (194mm)	12-3/8 (321mm)	15-3/8 (391mm)	1, 2, MR2 or 3	Centered	18 (457mm)
LR1622-CU	15 (381mm)	22 (559mm)	11-1/2 (292mm)	16 (406mm)	7-5/8 (194mm)	14-3/8 (371mm)	21-3/8 (543mm)	1, 2, MR2 or 3	Centered	18 (457mm)
LR1722-CU	17 (432mm)	22 (559mm)	13-1/2 (343mm)	16 (406mm)	7-5/8 (194mm)	16-3/8 (422mm)	21-3/8 (543mm)	1, 2, MR2, 3 or OS4	Centered	21 (533mm)
DLR172210-CU	17 (432mm)	22 (559mm)	13-1/2 (343mm)	16 (406mm)	10-1/8 (257mm)	16-3/8 (422mm)	21-3/8 (543mm)	1, 2, MR2, 3 or OS4	Centered	21 (533mm)
LR1918-CU	19 (483mm)	18 (457mm)	16 (406mm)	11-1/2 (292mm)	7-5/8 (194mm)	18-3/8 (467mm)	17-3/8 (441mm)	1, 2, MR2, 3 or OS4	Centered	24 (610mm)
LR1919-CU	19-1/2 (495mm)	19 (483mm)	16 (406mm)	13-1/2 (343mm)	7-5/8 (194mm)	18-7/8 (479mm)	18-3/8 (467mm)	1, 2, MR2, 3 or OS4	Centered	24 (610mm)
DLR191910-CU	19-1/2 (495mm)	19 (483mm)	16 (406mm)	13-1/2 (343mm)	10-1/8 (257mm)	18-7/8 (479mm)	18-3/8 (467mm)	1, 2, MR2, 3 or OS4	Centered	24 (610mm)
LR2022-CU	19-1/2 (495mm)	22 (559mm)	16 (406mm)	16 (406mm)	7-5/8 (194mm)	18-7/8 (479mm)	21-3/8 (543mm)	1, 2, MR2, 3 or OS4	Centered	24 (610mm)
DLR202210-CU	19-1/2 (495mm)	22 (559mm)	16 (406mm)	16 (406mm)	10-1/8 (257mm)	18-7/8 (479mm)	21-3/8 (543mm)	1, 2, MR2, 3 or OS4	Centered	24 (610mm)
LR2219-CU	22 (559mm)	19-1/2 (495mm)	18 (457mm)	14 (356mm)	7-5/8 (194mm)	21-3/8 (543mm)	18-7/8 (479mm)	1, 2, MR2, 3, 4 or 5	Centered	27 (686mm)
DLR221910-CU	22 (559mm)	19-1/2 (495mm)	18 (457mm)	14 (356mm)	10-1/8 (257mm)	21-3/8 (543mm)	18-7/8 (479mm)	1, 2, MR2, 3, 4 or 5	Centered	27 (686mm)
LR2222-CU	22 (559mm)	22 (559mm)	18 (457mm)	16 (406mm)	7-5/8 (194mm)	21-3/8 (543mm)	21-3/8 (543mm)	1, 2, MR2, 3, 4 or 5	Centered	27 (686mm)

\*Length is left to right; Width is front to back.



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✓1417	✓1431 c	1410 c -
✓1407 <del>2</del> c	✓1428 c	
✓1405	✓1430 c	
✓1422 c	✓1435 B	
✓1426 c	<del>14</del>	
✓1423 c	✓1438 c	
✓1427 c	✓1440 c	
✓1429 c	1439 c	
	✓1441 c	
	✓1406	
	✓1408 c	
	✓1409 c	

**P-551 SINK**

PSKAD-2517-55-2 ELKAY SINK

B-305-B0199-06FL.5 T&S FAUCET

B-2360-01 T&S BUBBLER

155WCECO McGUIRE GRID DRAIN

C8912CECO McGUIRE PTRAP

Note: This is model specified & is not available  
in 18ga.



# ELKAY. SPECIFICATIONS

## Pacemaker® Single Bowl Classroom Sinks and Sink Packages – Double Ledge Models PSDKR2517, PSDKRQ2517, PSDKAD2517 and PSDKADQ2517 Series – A.D.A. Compliant

### GENERAL

18 ga specified

Fine quality sink bowl is seamlessly drawn of #20 gauge, type 304 (18-8) nickel bearing stainless steel. Self-rimming.

### CLASSROOM/INSTITUTIONAL SINK PACKAGE

Models PSDKR2517C, PSDKRQ2517C, PSDKAD2517C and PSDKADQ2517C feature a maintenance free, scratch and crack resistant stainless steel work sink, single handle gooseneck faucet and No Lead Flexi-Guard® Bubbler. Package includes:

- (1) LK208513L Single Wing Handle faucet with fixed 13" high spout and aerator. Outlet height: 9-3/8"; Reach: 4-3/4".
- (1) LK1141A No Lead Flexi-Guard® Bubbler. Pushbutton valve design bubbler meets ANSI and ADA requirements. Designed so that water never comes in contact with lead-containing materials. Flexi-Guard safety bubbler flexes on impact to prevent accidental injury when getting a drink. Built-in adjustable water volume control.

- (1) LK35 Duo strainer.

PSDKR2517VRC, PSDKRQ2517VRC, PSDKAD2517VRC and PSDKADQ2517VRC Package includes:

- (1) LKVR208513L Same as LK208513L faucet, except with vandal-resistant aerator and handle screw, and factory installed anti-rotation pins.
- (1) LKVR1141A Same as LK1141A except vandal-resistant, with metal bubbler guard and anti-rotation feature.
- (1) LKVR18 Drain-fitting with vandal-resistant 3" perforated grid strainer.

### OTHER

Drain Opening: 3-1/2".

Slotted hole allows for vandal-resistant faucet or bubbler.

NOTE: Unless otherwise specified, sink is furnished with 2 faucet holes as shown (see back page).

These sinks comply with ANSI Standard A112.19.3M.

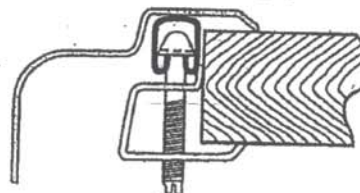


Both the faucet and the bubbler are classified by Underwriters Laboratories Inc. to NSF/ANSI61 for residential use.

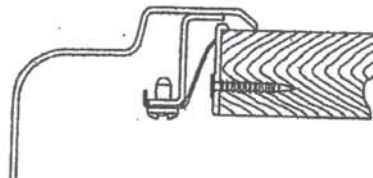


Model PSDKR(Q)2517C

### U-Channel Type Mounting System



### Quick-Clip® Mounting System



### SINK DIMENSIONS (INCHES)\*

U-Channel Model Number	Quick-Clip® Model Number	Overall		Inside Bowl			Cutout in Countertop (1 1/2" Radius Corners)		No. of Faucet Holes (see back page)	Minimum Cabinet Size	Ship. Wt. Lbs.
		L	W	L	W	D	L	W			
PSDKR2517C	PSDKRQ2517C	25	17	16	13 1/2	7 1/2	24 3/4	16 3/4	2	30	23 1/4
PSDKR2517VRC	PSDKRQ2517VRC	25	17	16	13 1/2	7 1/2	24 3/4	16 3/4	2	30	23 1/4
†PSDKR2517	†PSDKRQ2517	25	17	16	13 1/2	7 1/2	24 3/4	16 3/4	2, 2LM or 4	30	12
PSDKAD2517C	PSDKADQ2517C	25	17	16	13 1/2	6 1/2	24 3/4	16 3/4	2	30	23 1/4
PSDKAD2517VRC	PSDKADQ2517VRC	25	17	16	13 1/2	6 1/2	24 3/4	16 3/4	2	30	23 1/4
†PSDKAD2517	†PSDKADQ2517	25	17	16	13 1/2	**	24 3/4	16 3/4	2, 2LM or 4	30	12

\* Length is left to right. Width is front to back.

† Unless otherwise specified, all sinks which do not have suffix "C" are face fittings (no faucet, bubbler or drain), but are drilled for faucet, bubbler and drain as illustrated.

\*\* Available in 5 1/2" or 6 1/2" depths. Please consult your sales representative for other depths or modifications.

THIS PRODUCT, AS CONSTRUCTED IS SUBJECT TO INTERPRETATION OF A.D.A. REQUIREMENTS. THE UNOBSTRUCTED KNEE SPACE REQUIRED TO SATISFY A.D.A. STANDARDS MAY NOT BE DESIRABLE.

ALL DIMENSIONS IN INCHES. TO CONVERT TO MILLIMETERS MULTIPLY BY 25.4.

In keeping with our policy of continuing product improvement, Elkay reserves the right to change product specifications without notice.

This specification describes an Elkay product with design, quality and functional benefits to the user. When making a comparison of other producers' offerings, be certain these features are not overlooked.

Elkay

www.elkayusa.com

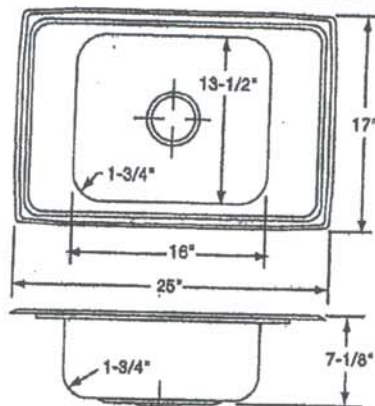
2222 Camden Court  
Oak Brook, IL 60523

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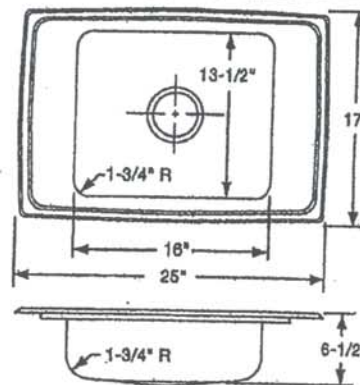
(Rev. 3/04) 1-88F

**Pacemaker® Single Bowl Classroom Sinks and Sink Packages - Double Ledge**  
**Models PSDKR2517, PSDKRQ2517, PSDKAD2517 and PSDKADQ2517 Series - A.D.A. Compliant**

**ELKAY.**  
**SPECIFICATIONS**



Model PSDKR(Q)2517 Illustrated

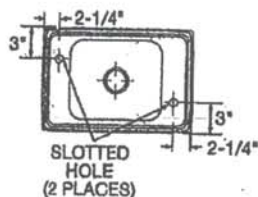


Model PSDKAD(Q)251765C Illustrated

select configuration

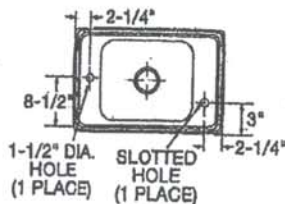
**HOLE DRILLING CONFIGURATIONS**

**2 HOLE CONFIGURATION**



SLOTTED HOLE  
(2 PLACES)

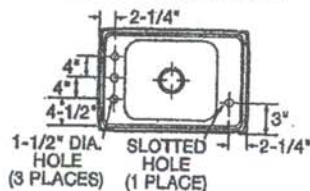
**2 LM (LEFT MIDDLE) HOLE CONFIGURATION**



1-1/2" DIA.  
HOLE  
(1 PLACE)

SLOTTED HOLE  
(1 PLACE)

**4 HOLE CONFIGURATION**



1-1/2" DIA.  
HOLE  
(3 PLACES)

SLOTTED HOLE  
(1 PLACE)



Slotted Hole

Elkay

1-88F (Rev. 3/04)

2222 Camden Court  
 Oak Brook, IL 60523  
 www.elkayusa.com

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*R. Smith*

## SUMMARY SHEET

### RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 9c

Date of School Board Meeting: September 23, 2014

TITLE OF AGENDA ITEM: Furniture package for Havana Middle School new  
classrooms

DIVISION: Facilities  
(Example: Secondary Education, Property Records, etc.)

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

PURPOSE AND SUMMARY OF ITEM: For board approval of a purchase order (PO) in  
the amount of \$224,992.71 to Contrax Furnishings for the entire furniture package at  
Havana Middle School classroom addition.

FUND SOURCE: 379

AMOUNT: \$224,992.71

PREPARED BY: Wayne Shepard

POSITION: Director of Facilities

#### INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

           Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered                     

CHAIRMAN'S SIGNATURE: page(s) numbered                     

Be sure that the COMPTROLLER has signed the budget page.



# Contrax

FURNISHINGS

690 NE 23rd Avenue  
Gainesville, FL 32609  
800-699-7516 Fax 877-373-0622  
www.contrax.com

## Customer Quick Quote

Print Date: 09/12/2014 16:27:42

Prepared For:

Site:

Gadsden County School Board  
35 Martin Luther King Jr Blvd  
Quincy, FL 32351  
TBD Later 555/555-1212

Havana Middle School  
1210 Shelfer Cemetery Rd  
Havana, FL 32333

Quote ID	Terms	Salesman	Site Contact	Page #
33865-02	Net 30 Days	Cork Junior / cell:352-514-9024 / cjunior@contrax.com	TBD Later / 555/555-1212	1 of 7

### Vendor: 9 TO 5 SEATING

TCPN Contract - Installed #R4976

Disc: 50

Install: 12%

No.	Qty.	Model No. / Description / Style Information	List Price	Your Price	Ext. Price
1	3	1210-GT GUEST CHAIR * Shuttle Series * 21-1/2"W x 24"D x 33-1/2"H * 17-1/2" seat height * 4-leg base * armless * upholstered seat and back * stacks 6 high * wall saver frame * non-marring floor glides * 300lb weight rating * Specify frame finish * Grade B: Fuse: Cress * Arm Option=A18B (srp \$45.00)	395.00	221.20	663.60
2	8	1215-GT GUEST CHAIR * Shuttle Series * 21-1/2"W x 24"D x 33-1/2"H * 17-1/2" seat height * 4-leg base * armless * upholstered seat and back * casters * stacks 6 high * wall saver frame * non-marring floor glides * 250lb weight rating * Arm Option=A18B (srp \$45.00) * FabricGRB=Fuse: Cress * FrameFinish=BF - Black	440.00	246.40	1971.20
3	1	1250-GT BARIATRIC GUEST CHAIR * Shuttle Series * 31"W x 25.5"D x 34"H * 18.5" seat height * 4-leg base * 30" wide seat * fully upholstered * self-leveling metal glides * 500lb weight rating * Specify Frame Finish * FabricGRB=Fuse: Cress	820.00	459.20	459.20
4	26	1425-R1 LOW-BACK MANAGEMENT CHAIR * Agent Series * 24"W x 24"D x 34-39"H * 16.5-21.5" seat height * rocking control * 360 degree swivel * pneumatic seat height adjustment * tilt tension control * seat and back tilt as unit * infinite tilt position lock * infinite back angle adjustment * FabricGRB=Fuse: Cress	375.00	210.00	5460.00
5	1	1660-R1 MID-BACK MANAGEMENT CHAIR * Agent Series * 27"W x 24.5"D x 39.5-44.5"H * 16.8-21.8" seat height * swivel tilt control * 360 degree swivel * pneumatic seat height adjustment * tilt tension control * seat and back tilt as a unit * infinite tilt position lock * infinite bac * FabricGRA=Specify Fabric * Option=SS2 - Seat Slider 2.5" Silde Paddle Activated (srp \$60.00)	495.00	277.20	277.20
6	1	1980-M1 HIGH-BACK MANAGEMENT CHAIR * Enduro Series * 27"W x 24"D x 44-49"H * 17-22" seat height * multi-function control * 360 degree swivel * pneumatic seat height adjustment * tilt tension control * seat and back tilt as a unit * infinite tilt position lock * infinite back angle w/ free float * Arm Option=A5 - Soft Touch Pad with 3" Ht and 4"W Adj Arm (srp \$95.00) * FabricGRB=Fuse: Cress * Option=SS2 - Seat Slider 2.5" Silde Paddle Activated (srp \$60.00)	905.00	506.80	506.80

Vendor: 9 TO 5 SEATING subtotal: 9338.00

\*\*\*\*\*

Disc: 44

Install: 12%

Vendor: FAIRWAY HOLDINGS, INC DBA BERCO INC

TCPN Contract - Installed #R4976

No. Qty. Model No. / Description / Style Information

List Price Your Price Ext. Price

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Havana Middle School  
1210 Shelfer Cemetery Rd  
Havana, FL 32333

Quote ID	Terms	Salesman	Site Contact	Page #
33865-02	Net 30 Days	Cork Junior / cell:352-514-9024 / cjunior@contrax.com	TBD Later / 555/555-1212	2 of 7

7	1	VSX-54-L23 CONFERENCE TABLE, ROUND *54"Dia. x 29"H * * with heavy duty single column bases * * black edge * * black legs * *LaminateTop=Pionite #HP336 Sunset	965.00	605.25	605.25
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Vendor: FAIRWAY HOLDINGS, INC DBA BERCO INC 605.25

Vendor: CARPETS FOR KIDS, ETC., INC.

TCPN Contract - Installed #R4976

Disc: 0	Install: 12%	
List Price	Your Price	Ext. Price
469.95	526.34	3684.38

No. Qty. Model No. / Description / Style Information

8	7	5834 SYMBOL RUG *13'4"W x 8'4"D * * possibly discontinued *
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Vendor: CARPETS FOR KIDS, ETC., INC. subtotal: 3684.38

Vendor: CREST MANUFACTURING CORP.

TCPN Contract - Installed #R4976

Disc: 47	Install: 10%	
List Price	Your Price	Ext. Price
678.00	395.27	790.54

No. Qty. Model No. / Description / Style Information

9	2	1BC36724 BOOKCASE *36"W x 12"D x 72"H * * with three adjustable shelves & one fixed shelf at 12" * * with brown backer on outside back * * 1-1/8" thick shelves * *Laminate=Cognac *PVC=Cognac			
10	1	1BC36845 BOOKCASE *36"W x 12"D x 84"H * * with four adjustable shelves & one fixed shelf at 12" * * with brown backer on outside back * * 1-1/8" thick shelves * *Laminate=Cognac	768.00	447.74	447.74
11	1	1C121260-MOD COUNTER APPROACH RISER *59"MOD Width x 10"MOD Depth x 14"MOD Height *	384.00	223.87	223.87
12	1	1H128442GT DESKTOP HUTCH WITH GALLERY EDGE *12"D x 84"W x 42"H * * with three storage compartments * *Laminate=Cognac	1134.00	661.12	661.12
13	1	1H129042GT-MOD DESKTOP HUTCH WITH GALLERY EDGE *12"D x 88"MOD Width x 24"MOD Height * * with three storage compartments *	1191.00	694.35	694.35
14	1	1L3672RD L-SHAPED DESK * main desk: 36"D x 72"W x 29"H: with box/file pedestal * * right-hand return: 24"D x 48"W x 29"H: with 3-box pedestal * *LaminateBase=Cognac *LaminateTop=Cognac *PVC=Cognac	1617.00	942.71	942.71

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Prepared For:

Site:

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TBD Later 555/555-1212

Havana Middle School  
1210 Sheller Cemetery Rd  
Havana, FL 32333

Quote ID	Terms	Salesman	Site Contact	Page #
33865-02	Net 30 Days	Cork Junior / cell:352-514-9024 / cjunior@contrax.com	TBD Later / 555/555-1212	3 of 7
15	1 1PL3072RD-MOD L-SHAPED DESK * main desk: 30"D x 72"W x 29"H with 42" diameter P-shaped conference * *right-hand return: 24"D x 60"MOD Width x 29"H: with box/file pedestal * *specify P-Top support base * *LaminateBase=Cognac *LaminateTop=Cognac *PVC=Cognac		1494.00 871.00	871.00
16	1 CREN-A-3009-Paint-U WORK SURFACE SUPPORTING PEDESTAL * 15-1/4"W x 21-7/8"D x 27-3/4"H * * file/file drawer configuration * * paint: tbd *		445.38 259.66	259.66
17	3 CREN-A-3011-Paint-U WORK SURFACE SUPPORTING PEDESTAL * 15-1/4"W x 21-7/8"D x 27-3/4"H * * box/box/file drawer configuration * * paint: tbd *		495.30 288.76	866.28
18	40 CRGBS-3666-Paint METAL BOOKCASE * 36"W x 13-3/8"D x 65-3/8"H * * double-walled solid steel construction * * 1" thick, 85 lbs. load capacity shelves * * four adjustable & one fixed shelf- adjust in 1/2" increments * * includes leveling glides for 5/8" adjustment *		765.18 446.11	17844.40
19	5 CRRN-A-0301-Paint-W TWO DRAWER LATERAL FILE WITH LOCK * 42"W x 17-3/8"D x 27-3/4"H * * fixed front drawers with hanging frames, side-to-side * * rugged steel construction with full pulls * *includes factory installed counterweights and conversion bars * * #117 color - LOOK UP WHAT THIS IS *		1089.18 635.00	3175.00
20	1 CRRN-A-0301-Paint-W TWO DRAWER LATERAL FILE WITH LOCK * 42"W x 17-3/8"D x 27-3/4"H * * fixed front drawers with hanging frames, side-to-side * * rugged steel construction with full pulls * *includes factory installed counterweights and conversion bars * * paint: tbd *		1089.18 635.00	635.00
21	1 CRRN-A-0301-Paint-W TWO DRAWER LATERAL FILE WITH LOCK * 42"W x 17-3/8"D x 27-3/4"H * * fixed front drawers with hanging frames, side-to-side * * rugged steel construction with full pulls * *includes factory installed counterweights and conversion bars *		1089.18 635.00	635.00
22	13 CRRN-A-0301-Paint-W TWO DRAWER LATERAL FILE WITH LOCK * 42"W x 17-3/8"D x 27-3/4"H * * fixed front drawers with hanging frames, side-to-side * * rugged steel construction with full pulls * *includes factory installed counterweights and conversion bars * * #666 Metallic Silver *		1089.18 635.00	8255.00
23	1 CRRN-A-0301-Paint-W TWO DRAWER LATERAL FILE WITH LOCK * 42"W x 17-3/8"D x 27-3/4"H * * fixed front drawers with hanging frames, side-to-side * * rugged steel construction with full pulls * *includes factory installed counterweights and conversion bars * * paint: #717 Metallic Medium Grey *		1089.18 635.00	635.00



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Prepared For:

Gadsden County School Board  
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Quincy, FL 32351  
TBD Later 555/555-1212

Site:

Havana Middle School  
1210 Shelfer Cemetary Rd  
Havana, FL 32333

Quote ID	Terms	Salesman	Site Contact	Page #
33865-02	Net 30 Days	Cork Junior / cell:352-514-9024 / cjunior@contrax.com	TBD Later / 555/555-1212	4 of 7
24	2	CRRN-A-1104--W FIVE DRAWER LATERAL FILE WITH LOCK * 36"W x 17-3/8"D x 64-1/8"H * * top drawer has roll-out shelf with receding door, bottom drawers with fixed fronts * * rugged steel construction with full pulls * * includes factory installed counterweights and conversion bars * *Paint=#717 Metallic Medium Grey	1772.10 1033.13	2066.26
25	1	DT02-18" DRUM TABLE * round occasional table * * 24" diameter x 18"H * *Laminate=Cognac	705.00 411.02	411.02
26	2	LFT42 LATERAL FILE TOP: 17 3/4" DEEP * 17 3/4"D x 42"W x 1 1/8"Thick * *Laminate=Tan Echo #7941-38	156.00 90.95	181.90
27	14	LFT42 LATERAL FILE TOP: 17 3/4" DEEP * 17 3/4"D x 42"W x 1 1/8"Thick * *Laminate=Wilson Art 7941-38 Tan Echo	156.00 90.95	1273.30
28	4	LFT42 LATERAL FILE TOP: 17 3/4" DEEP * 17 3/4"D x 42"W x 1 1/8"Thick * *Laminate=Wilson Art #7941-38 Tan Echo	156.00 90.95	363.80
29	1	LFT42 LATERAL FILE TOP: 17 3/4" DEEP * 17 3/4"D x 42"W x 1 1/8"Thick * *Laminate=Cognac *PVC=Cognac	156.00 90.95	90.95

Vendor: CREST MANUFACTURING CORP. subtotal: 41323.90

Vendor: JONTI-CRAFT, INC.

TCPN Contract - Installed #R4976

Disc: 24 Install: 8%

No.	Qty.	Model No. / Description / Style Information	List Price	Your Price	Ext. Price
30	5	04400JC MOBILE STORAGE ISLAND * 48"W x 29"D x 29 1/2"H * * Birch frame with KYDZtuff finish * * double-sided storage unit * * E-Z clean top worksurface * * one side: shelves; one side: two shelves & twelve cubbies * * includes twelve clear trays * * caster mounted * *	647.90	531.79	2658.95
31	14	5520JC DELUXE STEP UP STOOL * 18"W x 15"H x 16"D * * with two steps * * each step includes a one inch non-skip strip * * birch construction with natural finish *	86.20	70.75	990.50
32	9	69510JC MOBILE STORAGE ISLAND TWIN * 48-1/2"W x 29"D x 29"H * * Birch frame with KYDZtuff finish * * two sided storage with tabletop cutouts * * one side- ten cubbies & eight shelves * * one side- seven open cubbies * * includes clear cubby trays * * caster mounted * *	767.30	629.80	5668.20

Vendor: JONTI-CRAFT, INC. subtotal: 9317.65

# Contrax

FURNISHINGS

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800-699-7516 Fax 877-373-0622  
www.contrax.com

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Prepared For:

Site:

Gadsden County School Board  
35 Martin Luther King Jr Blvd  
Quincy, FL 32351  
TBD Later 555/555-1212

Havana Middle School  
1210 Shelfer Cemetary Rd  
Havana, FL 32333

Quote ID	Terms	Salesman	Site Contact	Page #
33865-02	Net 30 Days	Cork Junior / cell:352-514-9024 / cjunior@contrax.com	TBD Later / 555/555-1212	5 of 7

Vendor: SMITH SYSTEM MANUFACTURING

TCPN Contract - Installed #R4976

Disc: 51

Install: 6%

No.	Qty.	Model No. / Description / Style Information	List Price	Your Price	Ext. Price
33	6	00531 LAB CHAIR, INTUIT SERIES * 20"W x 21"D x 16-21" adjustable height * * A+ shell * * includes 2" casters on five star base * * large ergonomic shell with handhold for ease of movement * * platinum base finish * *Shell=Please Specify	333.00	172.96	1037.76
34	40	01023 ACTIVITY TABLE, RECTANGULAR SHAPED * 48"W x 30"D x 21"-30"Adj. Ht. * Contrax to set height at installation * * high pressure laminate * * 3/8" bumper edge * * 18-gauge steel legs * *Edge=Please Specify *Finish=Please Specify *LaminateTop=Please Specify	268.00	139.20	5568.00
35	22	01033 ACTIVITY TABLE, RECTANGULAR SHAPED * 60"W x 30"D x 21"-30"Adj. Ht. * Contrax to set height at installation * * high pressure laminate * * 3/8" bumper edge * * 18-gauge steel legs * *Edge=Please Specify *Finish=Please Specify *LaminateTop=Please Specify	291.00	151.15	3325.30
36	43	01153 ACTIVITY TABLE, HALF MOON SHAPED * 72"W x 36"D x 21"-30"Adj. Ht. * Contrax to set height at installation * * high pressure laminate * * 3/8" bumper edge * * 18-gauge steel legs * *Edge=Please Specify *Finish=Please Specify *Laminate=Please Specify	412.00	213.99	9201.57
37	6	01203 ACTIVITY TABLE, CLOVER SHAPED * 48"Dia. x 21"-30"Adj. Ht. * Contrax to set height at installation * * high pressure laminate * * 3/8" bumper edge * * 18-gauge steel legs * *Edge=Please Specify *Finish=Please Specify *Laminate=Please Specify	338.00	175.56	1053.36
38	188	01351 ARC-8 FLEX DESK * 35"W x 22"D x 22"-30" Adj. Ht. * Contrax to set height at _____ * * 1-1/4" thick laminate top with T-mold edge * * with back pack peg * *Edge=Please Specify *Finish=Please Specify *Laminate=Please Specify	256.00	132.97	24998.36
39	2	01353 ADA ARC DESK * 48"W x 30"D x 24"-32" Adj. Ht. * Contrax to set height at _____ * * 1-1/4" or 3/4" thick laminate top with T-mold edge * * large work surface for cooperative learning in all grade levels * * with back pack peg * *Edge=Please Specify *Finish=Please Specify *Laminate=Please Specify	393.00	204.12	408.24
40	20	01913 ACTIVITY TABLE, RECTANGULAR SHAPED * 60"W x 24"D x 21"-30"Adj. Ht. * Contrax to set height at installation * * 1-1/4" thick laminate top * * 3/8" bumper edge * * 18-gauge steel upper legs * *Edge=Please Specify *Finish=Please Specify *Laminate=Please Specify	268.00	139.20	2784.00

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Havana Middle School  
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Quote ID	Terms	Salesman	Site Contact	Page #
33865-02	Net 30 Days	Cork Junior / cell:352-514-9024 / cjunior@contrax.com	TBD Later / 555/555-1212	6 of 7
41	6 01933		710.00 368.77	2212.62
	ACTIVITY TABLE, HORSESHOE SHAPED * 66"W x 60"D x 21"-30"Adj. Ht. * Contrax to set height at installation * * 1-1/4" thick laminate top * * 3/8" bumper edge * * 18-gauge steel legs * *Edge=Please Specify *Finish=Please Specify *Laminate=Please Specify			
42	100 11847		101.00 52.46	5246.00
	STACKING CHAIR, FLAVORS SERIES * 'B' shell * * 14" seat height * * 18-gauge welded steel frame * * durable chrome finish * * shell rests on frame to add comfort * * high-density polypropylene shell * * color throughout the shell * * standard with nylon glides * *Shell=Please Specify			
43	490 11848		105.00 54.54	26724.60
	STACKING CHAIR, FLAVORS SERIES * 'B' shell * * 16" seat height * * 18-gauge welded steel frame * * durable chrome finish * * shell rests on frame to add comfort * * high-density polypropylene shell * * color throughout the shell * * standard with nylon glides * *Shell=Please Specify			
44	44 11852		189.00 98.17	4319.48
	NOODLE STACK CHAIR * Flavors Series * * 18"W x 18"D x 16"H * * 16" seat height; 'B' shell * * 18-gauge welded steel frame * * durable chrome finish * * shell rests on frame to add comfort * * high-density polypropylene shell * *FrameFinish=Chrome *Shell=Please Specify			
45	18 11890		160.00 83.10	1495.80
	STACKING STOOL, FLAVORS SERIES * 'A' shell * * 28" seat height * * 18-gauge welded steel frame * * durable chrome finish * * shell rests on frame to add comfort * * high-density polypropylene shell * * color throughout the shell * * standard with nylon glides * *Shell=Please Specify			
46	9 21001		517.00 268.53	2416.77
	BOOK TRUCK, MOBILE * 36"W x 18"D x 43"H * * with six sloped shelves * *Finish=Please Specify			
47	9 21088		528.00 274.24	2468.16
	EVERYTHING CART * 36"W x 18"D x 36"H * * 2 shelves, each with 6 bins * *Finish=Please Specify			
48	20 26172		1147.00 595.75	11915.00
	DOUBLE PEDESTAL TEACHER DESK * Cascade Series * * 67"W x 24"D x 30-1/4"H * * 1-1/4" top with bumper t-mold * * six 3" totes, box/box/file pedestal * * edge: Please Specify * * frame: Please Specify * *Laminate=Please Specify			
49	23 C10024000P		2073.00 1059.95	24378.85
	CASCADE MEGA-TOWER OPEN WITH 24 EW TOTES * 43"W x 19"D x 61-2/5"H * * welded 18-gauge steel construction * * with twenty-four 3" ew totes * * powder coat finish * * casters included * *Finish=Please Specify			

Vendor: SMITH SYSTEM MANUFACTURING subtotal: 129553.87

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35 Martin Luther King Jr Blvd  
Quincy, FL 32351  
TBD Later 555/555-1212

Site:

Havana Middle School  
1210 Sheller Cemetery Rd  
Havana, FL 32333

Quote ID	Terms	Salesman	Site Contact	Page #
33865-02	Net 30 Days	Cork Junior / cell:352-514-9024 / cjunior@contrax.com	TBD Later / 555/555-1212	7 of 7

#### Vendor: SPECIAL T

TCPN Contract - Installed #R4976

Disc: 41.50 Install: 12%

No. Qty. Model No. / Description / Style Information

No.	Qty.	Model No. / Description / Style Information	List Price	Your Price	Ext. Price
50	9	CLSX-30-MOD CLASSIX TABLE, ROUND *30" dia x 36"MOD Height * * 1-1/4" thick hpl top * * 3mm pvc edge * * leveling glides * * wilson art laminate: 7941-38 Tan Echo * * black base *	551.00	361.02	3249.18

Vendor: SPECIAL T subtotal: 3249.18

\*\*\*\*\*

Disc: 40 Install: 12%

#### Vendor: WORKING WALLS, INC.

TCPN Contract - Installed #R4976

No. Qty. Model No. / Description / Style Information

No.	Qty.	Model No. / Description / Style Information	List Price	Your Price	Ext. Price
51	1	DT2490-MOD DECORATIVE TACKBOARD *85-1/2"MOD Width x 24"H * * squared corners & beveled edges, velcro mount *	334.00	224.45	224.45

Vendor: WORKING WALLS, INC. subtotal: 224.45

\*\*\*\*\*

Freight Charges 6150.00

Total: 203,446.68

I have verified that all products, quantities, specifications and colors on this quote are correct.

Signature

Date

All pricing and lead times are based on the information (color options, finishes, etc) supplied to Contrax at the time a purchase order is received. Changes (such as option selections specified later) could result in a possible delay of your order.

#### Terms and Conditions

By submitting a purchase order to us, you accept our offer and agree to be bound by these terms and conditions. Payment terms are 30 days from the date we deliver your order, unless otherwise specified. We will invoice you on delivery. You agree to pay 18% annual interest, or \$50 per month, whichever is greater, on the balance of any late payment. Any change to your order must be in a written change order. Special orders (where we order colors or styles not in our normal stock) are subject to a restocking fee of 20% of the price of the item(s) returned. If your purchase order includes terms or conditions different than ours, our terms and conditions will govern our relationship as to this transaction unless we agree differently in writing. Please submit your sales tax exemption ID on the purchase order to ensure proper billing. Your current sales tax exemption certificate must be on file at the time the order is placed or we must, by law, charge appropriate sales tax. The rest of the terms and conditions governing our relationship can be found on our website at <http://www.contraxfirm.com>. Prices good only through 10/12/2014.

# Contrax

FURNISHINGS

690 NE 23rd Avenue  
Gainesville, FL 32609  
800-699-7516 Fax 877-373-0622  
www.contrax.com

## Customer Quick Quote

Print Date: 09/12/2014 15:36:06

Prepared For:

Site:

Gadsden County School Board  
35 Martin Luther King Jr Blvd  
Quincy, FL 32351  
TBD Later 555/555-1212

Havana Middle School  
1210 Sheller Cemetery Rd  
Havana, FL 32333

Quote ID	Terms	Salesman	Site Contact	Page #
34177-01	Net 30 Days	Cork Junior / cell:352-514-9024 / cjunior@contrax.com	TBD Later / 555/555-1212	1 of 2

Vendor: JONTI-CRAFT, INC.

TCPN Contract - Installed #R4976

Disc: 24

Install: 8%

No.	Qty.	Model No. / Description / Style Information	List Price	Your Price	Ext. Price
1	3	0213JC CHEST OF DRAWERS * 20"W x 15"D x 20"H * * Birch frame * * 3 drawers with cut out handles *	232.50	190.84	572.52
2	3	0217JC MIRROR * 13"W x 48"H * * Birch frame with KYDZtuff finish * * KYDZsafe edges and rounded corners * * chrome plated steel face * * legs are removable for vertical or horizontal use *	124.70	102.35	307.05
3	3	0264JC UNIT BLOCKS, STARTER SET * 86 pieces, 14 shapes * * crafted from hardwood * * splinter-free *	302.20	248.04	744.12
4	6	04400JC MOBILE STORAGE ISLAND * 48"W x 29"D x 29 1/2"H * * Birch frame with KYDZtuff finish * * double-sided storage unit * * E-Z clean top worksurface * * one side: shelves; one side: two shelves & twelve cubbies * * includes twelve clear trays * * caster mounted * *	647.90	531.79	3190.74
5	3	0653JC THREE WAY ADJUSTABLE EASEL * 46-1/2"H with 24" x 24" panels * * each side adjustable from 36" - 46"H * * Maple frame with KYDZtuff finish * * hardboard easel panels standard * * clips and paint trays are included *	251.00	206.02	618.06
6	15	2621JC LOCKER WITH DOORS * 15-1/2"D x 48"W x 50-1/2"H * * Birch frame with KYDZtuff finish * * KYDZsafe edges and rounded corners * * KYDZstrong construction * * two shelves and two double coat hooks * * must be attached to the wall *	875.70	718.77	10781.55
7	3	2870JC SEE-THRU MINI SENSORY TABLE * 20-1/2"D x 20-1/2"W x 24-1/2"H * * clear, 9" deep acrylic tub with drain valve * * see-thru acrylic cover includes Lego compatible plate * * Birch frame with KYDZTuff finish * * without - locking casters *	353.50	290.15	870.45
8	3	3506JC011 MAPLEWAVE PICK-A-BOOK STAND, TWO SIDED * 16-1/2"D x 30"W x 27-1/2"H * * MapleWave laminate * * KYDZStrong construction * * KYDZSafe edges * * four display shelves per side *	242.30	198.88	596.64
9	3	5520JC DELUXE STEP UP STOOL * 18"W x 15"H x 16"D * * with two steps * * each step includes a one inch non-skip strip * * birch construction with natural finish *	86.20	70.75	212.25

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FURNISHINGS

690 NE 23rd Avenue  
Gainesville, FL 32609  
800-699-7516 Fax 877-373-0622  
www.contrax.com

## Customer Quick Quote

Print Date: 09/12/2014 15:36:06

Prepared For:

Gadsden County School Board  
35 Martin Luther King Jr Blvd  
Quincy, FL 32351  
TBD Later 555/555-1212

Site:

Havana Middle School  
1210 Shelfer Cemetery Rd  
Havana, FL 32333

Quote ID	Terms	Salesman	Site Contact	Page #
34177-01	Net 30 Days	Cork Junior / cell:352-514-9024 / cjunior@contrax.com	TBD Later / 555/555-1212	2 of 2
10	12 5914JC2 PAIR OF LADDERBACK CHAIRS * 14" seat height * * solid hardwood construction * * set of two chairs * *		161.40 132.47	1589.64
11	3 6305JC TRADITIONAL DOLL BED * 12-1/2"W x 20-1/2"D x 8-1/2"H * * hardwood construction * * one year warranty * *		70.50 57.87	173.61
12	3 69510JC MOBILE STORAGE ISLAND TWIN * 48-1/2"W x 29"D x 29"H * * Birch frame with KYDZtuff finish * * two sided storage with tabletop cutouts * * one side- ten cubbies & eight shelves * * one side- seven open cubbies * * includes clear cubby trays * * caster mounted * *		767.30 629.80	1889.40

Vendor: JONTI-CRAFT, INC. subtotal: 21546.03

Total: 21,546.03

I have verified that all products, quantities, specifications and colors on this quote are correct.

Signature

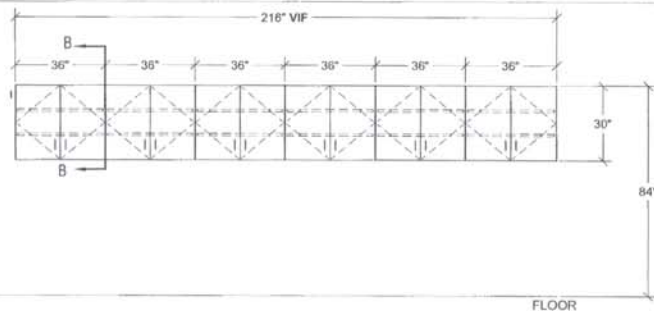
Date

All pricing and lead times are based on the information (color options, finishes, etc) supplied to Contrax at the time a purchase order is received. Changes (such as option selections specified later) could result in a possible delay of your order.

### Terms and Conditions

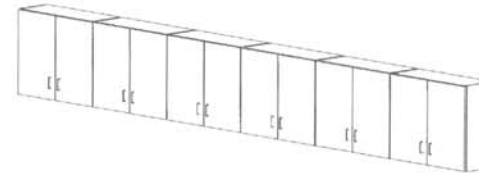
By submitting a purchase order to us, you accept our offer and agree to be bound by these terms and conditions. Payment terms are 30 days from the date we deliver your order, unless otherwise specified. We will invoice you on delivery. You agree to pay 18% annual interest, or \$50 per month, whichever is greater, on the balance of any late payment. Any change to your order must be in a written change order. Special orders (where we order colors or styles not in our normal stock) are subject to a restocking fee of 20% of the price of the item(s) returned. If your purchase order includes terms or conditions different than ours, our terms and conditions will govern our relationship as to this transaction unless we agree differently in writing. Please submit your sales tax exemption ID on the purchase order to ensure proper billing. Your current sales tax exemption certificate must be on file at the time the order is placed or we must, by law, charge appropriate sales tax. The rest of the terms and conditions governing our relationship can be found on our website at <http://www.contraxfurn.com>. Prices good only through 10/12/2014.



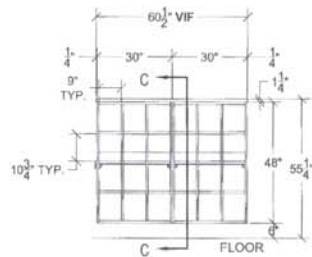


ELEVATION "D"  
SCALE: 1/4" = 1'-0"

PRIMARY - ROOMS 1405, 1406, 1407, 1408, 1409, 1410, 1422, 1423, 1426,  
1427, 1428, 1429, 1430, 1431, 1435, 1436, 1438, 1439, 1440 & 1441



ISOMETRIC "D"

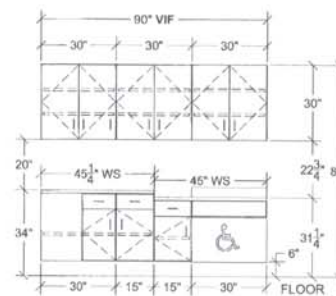


ELEVATION "B"  
SCALE: 1/4" = 1'



ISOMETRIC "B"

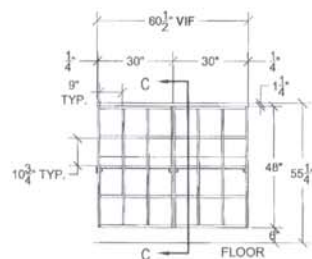
STUDENT STORAGE - ROOMS 1409C & 1410C  
ROOMS 1407C & 1408C (SIMILAR)



ELEVATION "C"  
SCALE: 1/4" = 1'



ISOMETRIC "C"

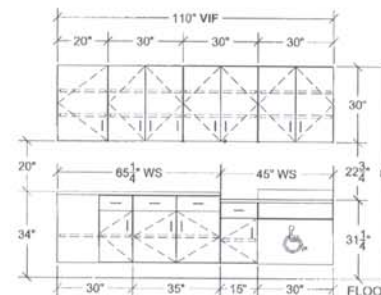


ELEVATION "B"  
SCALE: 1/4" = 1'

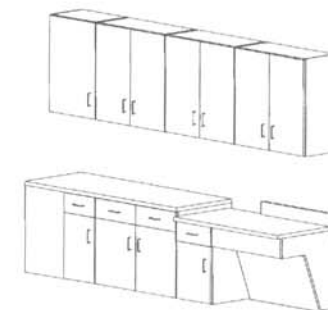


ISOMETRIC "B"

STUDENT STORAGE - ROOMS 1422C, 1427C, 1428C, 1431C, 1438C & 1441C  
1423C, 1426C, 1429C, 1430C, 1439C & 1441C (SIMILAR)



ELEVATION "C" OPTION 2  
SCALE: 1/4" = 1'



ISOMETRIC "C" OPTION 2

This design and all accompanying drawings are an interpretation of the general appearance and layout. They are not an exact representation of the finished product. All dimensions and arrangements are contingent on verification at project site or approval of customer. This is an original design of Contrax Furnishings Inc. and cannot be used for purposes other than evaluating the ideas, recommendations and costs submitted by Contrax Furnishings Inc. All design work submitted by Contrax Furnishings cannot be duplicated or shared with any third party without the prior written consent of Contrax Furnishings Inc.

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FURNISHINGS

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GAINESVILLE, FL 326  
PHONE 800-699-7516  
FAX 877-373-0622  
CONTRAX@CONTRAXFURN.COM

REVISION #: 1

PROJECT NAME AND LOCATION:

HAVANA K-8 CASEWORK  
GADSDEN CO., FL

PROJECT TITLE: CF-Havana Floor Plan 1 ContraxCasework2

DATE: 5/21/2014

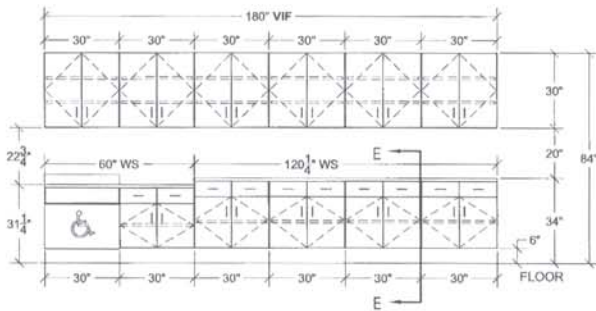
DESIGNER: MIKE SWEATT

SCALE: 1/4" = 1'-0"

SHEET 1 OF 5

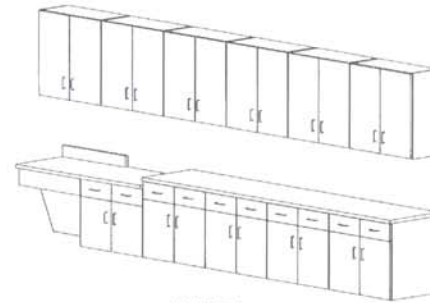
PROJECT LOCATION: I:\CONTRACTS\LISTER\DESIGN SERVICES\DRAWINGS\CONTRAX\_HAVANA\_K8

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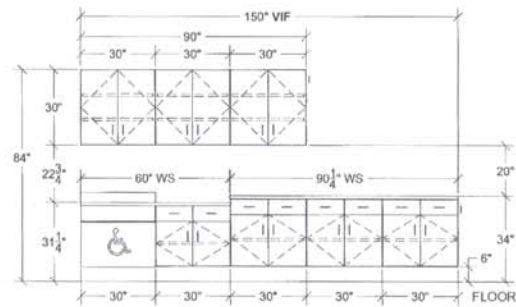


ELEVATION  
SCALE: 1/4" = 1'-0"

KINDERGARTEN - ROOM 1417

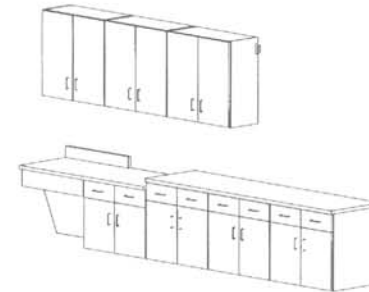


ISOMETRIC

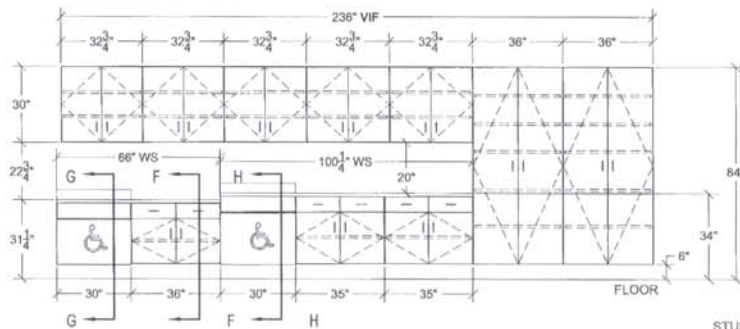


ELEVATION  
SCALE: 1/4" = 1'-0"

PRE-K - ROOM 1405  
ROOM 1406 (SIMILAR)

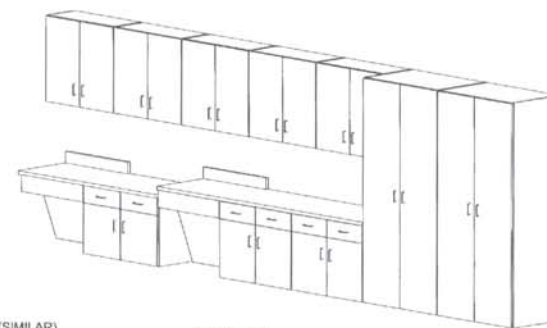


ISOMETRIC



ELEVATION  
SCALE: 1/4" = 1'-0"

STUDENT STORAGE - ROOM 1436B  
ROOM 1436B (SIMILAR)



ISOMETRIC

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CONTRAX@CONTRAXFURN.COM

REVISION #: 1

PROJECT NAME AND LOCATION:

HAVANA K-8 CASEWORK  
GADSDEN CO., FL

PROJECT TITLE: CF-Havana Floor Plan 1 ContraxCasework2

DATE: 5/21/2014

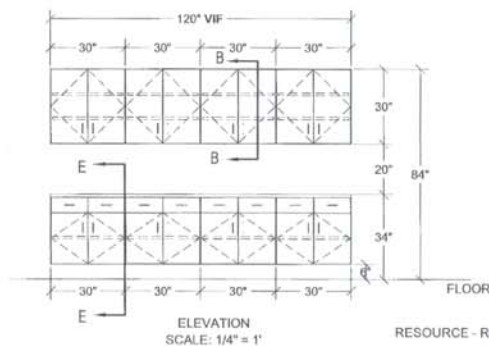
DESIGNER: MIKE SWEATT

SCALE: 1/4" = 1'-0"

SHEET 2 OF 5

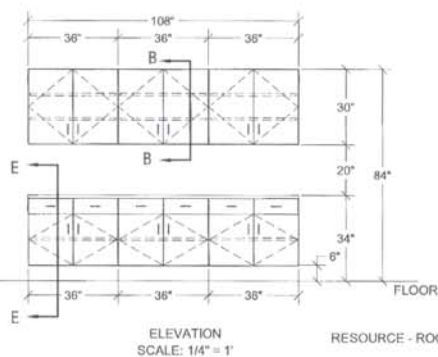
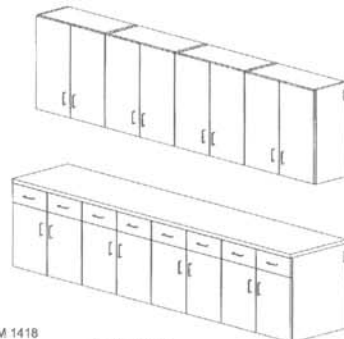
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PROJECT LOCATION: I:\CONTRAX\LISTEN\DATA\DESIGN SERVICES\DRAWINGS\CONK JUNIOR\HAVANA.MS



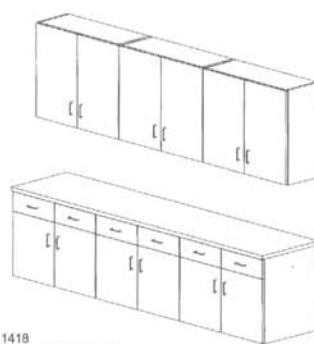
RESOURCE - ROOM 1418

ISOMETRIC 1



RESOURCE - ROOM 1418

ISOMETRIC 2



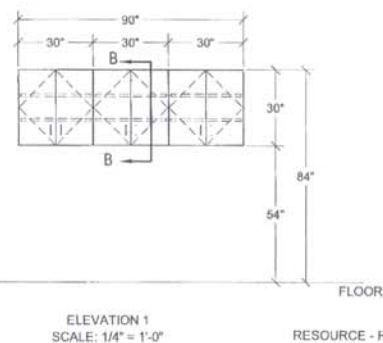
# GENERAL NOTES:

CASE MELAMINE = TBD  
CASE LAMINATE = TBD  
WORK SURFACE LAMINATE = TBD  
CASE PVC EDGBANDING= TBD  
WORK SURFACE PVC EDGBANDING= TBD  
PULLS = P1 NICKEL WIRE  
HINGES = H3 CONCEALED EURO HINGE  
SLIDES = 100# FULL EXTENSION BALL BEARING

WALL TYPE = TBD (REQUIRED SO PROPER FASTENERS CAN BE SUPPLIED FOR MOUNTING TRACK)

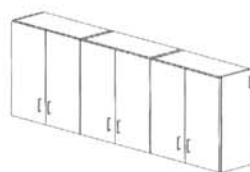
CABINETS ARE SHOWN WITH CONTINUOUS WORK SURFACES (INDIVIDUAL TOPS ARE AN OPTION)  
CONTINUOUS WORK SURFACES THAT TERMINATE INTO A WALL WILL BE PROVIDED @ 1/2" OVERSIZED  
IN LENGTH AND ARE TO BE FIELD SCRIBED TO THE WALL BY INSTALLER

ALL CABINET RUNS ARE TO BE FIELD MEASURED PRIOR TO PRODUCTION (VIF)



RESOURCE - ROOMS 1411 & 1412

ISOMETRIC 1



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GAINESVILLE, FL 326  
PHONE 800-699-7516  
FAX 877-373-0622  
CONTRAX@CONTRAXFURN.COM

REVISION #: 1

## PROJECT NAME AND LOCATION:

HAVANA K-8 CASEWORK  
GADSDEN CO., FL

PROJECT TITLE: CF-Havana Floor Plan 1 ContraxCasework2

DATE: 5/21/2014

DESIGNER: MIKE SWEATT

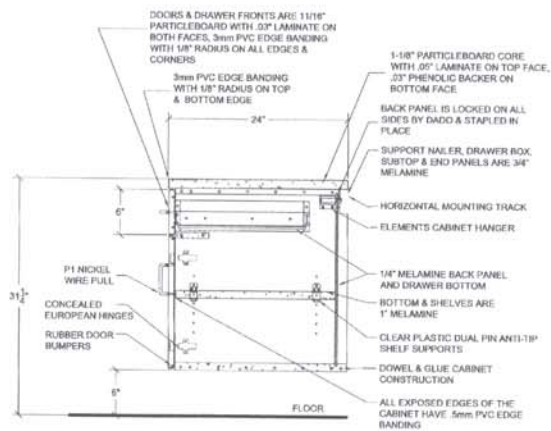
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SHEET 3 OF 5

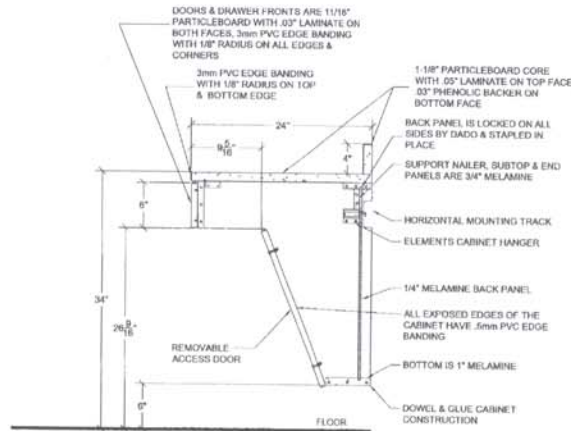
PROJECT LOCATION: I:\CONTRAX\LISTER\DATA\DESIGN SERVICES\DRAWING\SCORP, JUNIOR\HAYANA.MS  
PROJECT LOCATION: I:\CONTRAX\LISTER\DATA\DESIGN SERVICES\DRAWING\SCORP, JUNIOR\HAYANA.MS

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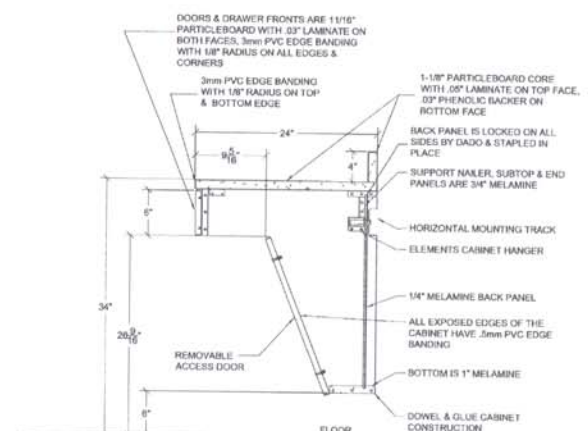




SECTION F-F  
31"H BASE UNIT  
SCALE: 3/4" = 1'



SECTION G-G  
34"H ADA SINK  
SCALE: 3/4" = 1'



SECTION H-H  
31"H ADA SINK  
SCALE: 3/4" = 1'

This design and all accompanying hardware are an interpretation of the general appearance and layout. They are not an exact representation of the finished product. All dimensions and arrangements are contingent on verification of product size or approval of customer. This is an original design of Contrax Furnishings Inc. and can not be used for purposes other than evaluating the idea, recommendations and notes submitted by Contrax Furnishings Inc. All design work submitted by Contrax Furnishings Inc. shall be duplicated or shared with any third party without the prior written consent of Contrax Furnishings Inc.

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REVISION #: 1

PROJECT NAME AND LOCATION:

HAVANA K-8 CASEWORK  
GADSDEN CO., FL

PROJECT TITLE: CF-Havana Floor Plan 1 ContraxCasework2

DATE: 5/21/2014

DESIGNER: MIKE SWEATT

SCALE: 1/4" = 1'-0"

SHEET 5 OF 5

PROJECT LOCATION: T:\CONTRAX\LISTEN\DATA\DESIGN SERVICES\DRAWINGS\CONTRAX\HAVANA\_K-8

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*Submit*  
SEP 23 2014 12:15 PM

## SUMMARY SHEET

### RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 9d

Date of School Board Meeting: September 23, 2014

TITLE OF AGENDA ITEM: Replace HVAC units – Havana Middle School

Gymnasium

DIVISION: Facilities

(Example: Secondary Education, Property Records, etc.)

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

PURPOSE AND SUMMARY OF ITEM: For board approval on the proposal from Benson's Heating and Air Inc. to replace five (5) HVAC units in the gymnasium at Havana Middle School; furnish labor and material per Leon County School Purchase Agreement for a cost of \$22,521.00 – Gadsden District School will direct purchase the five (5) units from the Trane Company for \$13,750.00 – for a total cost to the School Board of \$36,271.00.

FUND SOURCE: 340

AMOUNT: \$36,271.00

PREPARED BY: Wayne Shepard

POSITION: Director of Facilities

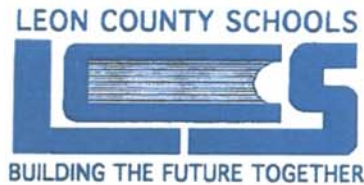
### INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

           Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered                     

CHAIRMAN'S SIGNATURE: page(s) numbered                     

Be sure that the COMPTROLLER has signed the budget page.



THE LEON COUNTY SCHOOL DISTRICT  
PURCHASING DEPARTMENT  
3397 WEST THARPE ST.  
TALLAHASSEE, FLORIDA 32303

## REQUEST FOR PROPOSAL (RFP) & PROPOSAL ACKNOWLEDGEMENT

POSTING DATE:

March 24, 2014

PURCHASING CONTACT:

Nancy Scott – 488-1206  
[scottn@leonschools.net](mailto:scottn@leonschools.net)

RFP TITLE:

Heating & Air Conditioning Preventive  
Maintenance and Repair District Wide

RFP NUMBER:

318 - 2014

RFP OPENING DATE &amp; TIME:

April 24, 2014 @ 2:00 p.m. EST

NOTE: PROPOSALS RECEIVED AFTER THE OPENING DATE AND TIME WILL NOT BE ACCEPTED.

The School District of Leon County, Florida, solicits your company to submit a proposal on the above referenced goods or services. All terms, specifications and conditions set forth in this request are incorporated by this reference into your response. Proposals will not be accepted unless all conditions have been met. All proposals must have an authorized signature in the space provided below. All proposals must be sealed and received in the School District's Purchasing Office at 3397 West Tharpe St., Tallahassee, Florida, by the "RFP Opening Date & Time" referenced above. All envelopes containing sealed proposals must reference the "RFP Title", "RFP Number" and the "RFP Opening Date & Time". The School District is not responsible for lost or late delivery of Proposals by the U.S. Postal Service or other delivery services used by the Bidder. Proposals may not be withdrawn for a period of sixty (60) days after the bid opening unless otherwise specified.

THE FOLLOWING MUST BE COMPLETED, SIGNED, AND RETURNED AS PART OF YOUR PROPOSAL. PROPOSALS WILL NOT BE ACCEPTED WITHOUT THIS FORM, SIGNED BY AN AUTHORIZED AGENT OF THE BIDDER.

COMPANY NAME

Benson's Heating and Air

MAILING ADDRESS

5402 Tower Road

CITY, STATE, ZIP

Tallahassee FL 32303

FEDERAL EMPLOYER'S IDENTIFICATION NUMBER (FEIN):

59-2893444

TELEPHONE NUMBER:

562-3132

(EXT)

FACSIMILE NUMBER

562-6546

EMAIL:

jwmerritt@bensons hvac.com

I CERTIFY THAT THIS PROPOSAL IS MADE WITHOUT PRIOR UNDERSTANDING, AGREEMENT, OR CONNECTION WITH ANY OTHER BIDDER SUBMITTING A PROPOSAL FOR THE SAME MATERIALS, SUPPLIES, EQUIPMENT OR SERVICES, AND IS IN ALL RESPECTS FAIR AND WITHOUT COLLUSION OR FRAUD. I AGREE TO ABIDE TO ALL TERMS AND CONDITIONS OF THIS RFP AND CERTIFY THAT I AM AUTHORIZED TO SIGN THIS RFP FOR THE BIDDER.

AUTHORIZED SIGNATURE:

TYPED OR PRINTED NAME

Wesley Merritt

TITLE:

Vice President

DATE

4/23/14



- JJ. **DISPUTE RESOLUTION CLAUSE:** In the event a dispute occurs, or a clarification of contract terms becomes necessary, please indicate your company representative for arbitration proceedings.

Representative's Name

Wesley Merritt

Telephone Number

562-3132

Our District Representative will be:

Mr. Jeff Wahlen  
Ausley & McMullen  
(850) 224-9115

- KK. **PROTESTING BID SPECIFICATIONS:** Any person desiring to protest the conditions/specifications in this Bid or any Addenda thereto, shall file a written notice of protest within 72 hours after receipt of the Bid or Addendum and shall file a formal written protest within ten days after the date the notice of protest was filed. Saturdays, Sundays and legal holidays or days during which the school district administration is closed shall be excluded in the computation of the 72 hour period. If the tenth calendar day falls on a Saturday, Sunday or legal holiday, the formal written protest must be received on or before 4:30 p.m. of the next calendar day that is not a Saturday, Sunday, legal holiday, or day during which the school district administration is closed. Failure to file a notice of protest or to file a formal written protest within the time prescribed by Section 120.57(3), Florida Statutes, shall constitute a waiver of proceedings under Chapter 120, Florida Statutes and School Board Policy 6326.
- LL. **PROTESTS TO CONTRACT AWARD:** The Board shall provide notice of a decision or intended decision concerning a solicitation, contract award, or exceptional purchase by electronic posting which can be accessed at the Purchasing Department's website <http://www.leon.k12.fl.us/public/business/purchasing/Current%20News.htm>. Any person desiring to protest the intended decision shall file a written notice of protest, within 72 hours after the official posting in the Purchasing Department office of the Notice of Intent to Award concerning this RFP, and shall file a formal written protest within ten days after filing the notice of protest. Saturdays, Sundays, legal holidays and days during which the school district administration is closed shall be excluded in the computation of the 72 hour period. If the tenth calendar day falls on a Saturday, Sunday or legal holiday, the formal written protest must be received on or before 4:30 p.m. of the next calendar day that is not a Saturday, Sunday, legal holiday or day during which the school district administration is closed. Section 120.57(3) (b), Florida Statutes, states that "the formal written protest shall state with particularity the facts and law upon which the protest is based." Any person who files an action protesting an intended award shall post with the Purchasing Department, at the time of filing the formal written protest, a bond payable to the Leon County School Board consistent with F.A.C. Rule 28-110.005(2), and Board Policy 6326. The bond shall be conditioned upon the payment of all costs which may be adjudged against protester in an Administrative hearing in which the action is brought and any subsequent appellate court proceeding. Failure to file a notice of protest within the time prescribed by Section 120.57(3), Florida Statutes, shall constitute a waiver of proceedings under Chapter 120, Florida Statutes and School Board Policy 6326.
- MM. **CONTACT:** All contact and requests for clarifications should be submitted via e-mail to: [scott@leonschools.net](mailto:scott@leonschools.net) no later than April 15, 2014. Answers will be posted at [www.leon.k12.fl.us/public/business/purchasing/Current%20new.htm](http://www.leon.k12.fl.us/public/business/purchasing/Current%20new.htm) no later than April 17, 2014.
- Prospective bidders shall not contact any member of the Leon County School Board, Superintendent or staff regarding this bid prior to posting of the final tabulation and award recommendation on the website and in the Purchasing Office. Any such contact shall be cause for rejection of your proposal.
- NN. **PROPOSAL PREPARATION COSTS:** Neither the School District nor its representatives shall be liable for any expenses incurred in connection with the preparation of a response to this proposal.

### III. **SPECIAL CONDITIONS**

These "SPECIAL CONDITIONS" are in addition to or supplement Section II GENERAL TERMS AND CONDITIONS. In the event of a conflict these SPECIAL CONDITIONS shall have precedence.

- A. **AGREEMENT FORM:** The basis of our agreement shall be the terms and conditions of this Request for Proposal and the Bidder's response thereto. Any alternative agreement form or document required by Bidder shall be attached with their response hereto. The District reserves the right to reject any terms or conditions in conflict with those set by this RFP or negotiate mutually acceptable terms or conditions as it deems appropriate.

AC# 6143446

STATE OF FLORIDA

DEPARTMENT OF BUSINESS AND PROFESSIONAL REGULATION  
CONSTRUCTION INDUSTRY LICENSING BOARD

SEQ# L12052901238

DATE	BATCH NUMBER	LICENSE NBR
05/29/2012	118192951	CMC056269

The MECHANICAL CONTRACTOR  
Named below IS CERTIFIED  
Under the provisions of Chapter 488, F.S.  
Expiration date: AUG 31, 2014

GREEN, BENSON TAYLOR  
BENSON'S HEATING & AIRCONDITIONING INC.  
5402 TOWER ROAD  
TALLAHASSEE

FL 32303



RICK SCOTT  
GOVERNOR

DISPLAY AS REQUIRED BY LAW

KEN LAWSON  
SECRETARY





April 23, 2013

The Leon County School District  
Purchasing Department  
3397 West Tharpe St.  
Tallahassee Florida 32303

Attention: Nancy Scott

Re: RFP # 318-2014

Ms. Scott,

It is my pleasure to provide you and the Leon County School System with our interest in being one of your maintenance providers.

Bensons Heating and Air is currently staffed with nearly 100 people and nearly 50% of those are dedicated to servicing existing systems with service technicians on call 24 hours and day and seven days a week.

Bensons also employees qualified install and replacement staffing with many of the School Boards existing systems having been installed by Bensons originally our company is well qualified and staffed to handle anything requiring regular maintenance up to and replacement that is currently installed and operating in the school district.

Attached are the other forms this RFP requested, personnel information, qualification and there resume of qualification are not provided at this time as we fell this is confidential to the employees employment with our company, if any additional information is required please let me know and we will do our best to provide them for you,

Again thank you for considering Benson Heating and Air for this RFP

Sincerely,

Wesley Merritt  
Vice President  
Bensons Heating and Air Conditioning Inc.





**RFP No. 318 - 2014 Heating and Air Conditioning Preventive Maintenance  
Cost Proposal Form**

**Vendor Acknowledgment and Approval**

I certify that this bid is made without prior understanding, agreement or connection with any corporation, firm, or person submitting a bid for the same materials, supplies or equipment, and in all respects fair and without collusion or fraud. The following information, including an authorized representative signature is required to be submitted with your bid in order to be considered for evaluation and award. The person signing below acknowledges and agrees with all proposed information as submitted and has the authorization of the said company to enter into a contractual agreement with the School Board of Leon County for the purposes as proposed and as described herein. Please print below and sign where required.

Wesley Merritt [Signature] 4/23/14  
 Authorized Representative's Name/Title Authorized Representative's Signature Date  
Benson's Heating and Air 562.3132 562.6546  
 Company's Name Telephone Number FAX Number  
5402 Tower Road Tallahassee FL 32303  
 Address City State Zip Code  
Wesley Merritt 562.3132 562.6546  
 Area Representative Telephone Number FAX Number

We, hereby, propose to provide the services described herein for the cost per hour rate of:	STRAIGHT TIME Weekdays 7:00 a.m. – 5:00 p.m.	OVERTIME Weekdays 5:00 p.m. – 7:00 a.m., Weekends and Holidays
<b>LABOR:</b>		
<u>Journeyman HVAC Mechanic (each)</u>	\$ <u>105.-</u> /hour	\$ <u>105.-</u> /hour <u>No OTC charge</u>
<u>Apprentice Helper (each)</u>	\$ <u>75.-</u> /hour	\$ <u>75.-</u> /hour <u>No OTC charge</u>
<u>Laborer (each)</u>	\$ <u>75.-</u> /hour	\$ <u>75.-</u> /hour <u>No OTC charge</u>
<b>MATERIALS:</b>		
<u>Invoiced Cost Plus % Markup</u>	Material Invoice Cost:	Markup Percentage:
The District will not accept markup percentages in excess of 25% of the invoiced cost of the materials.	0 - \$10,000.00	<u>10% over the 15% = 25%</u>
	\$10,000.00 - \$25,000.00	<u>10% over the 15% = 25%</u>

**ADDENDA ACKNOWLEDGMENT:** The undersigned also acknowledges the receipt of the following Addenda:

ADDENDUM NO. \_\_\_\_\_ DATED \_\_\_\_\_ ADDENDUM NO. \_\_\_\_\_ DATED \_\_\_\_\_

ADDENDUM NO. \_\_\_\_\_ DATED \_\_\_\_\_ ADDENDUM NO. \_\_\_\_\_ DATED \_\_\_\_\_

THE LEON COUNTY SCHOOL DISTRICT  
PURCHASING DEPARTMENT  
3397 WEST THARPE STREET  
TALLAHASSEE, FLORIDA 32303

RFP NO. 318 - 2014 – HEATING & AIR CONDITIONING PREVENTIVE  
MAINTENANCE AND REPAIR DISTRICT WIDE

**CUSTOMER REFERENCE FORM**

Please provide all requested information for each reference.

Company Name: See Attached

Business Type: \_\_\_\_\_

Contact Person: \_\_\_\_\_

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

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

Date Last Supplied Products or Services: \_\_\_\_\_

---

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

Business Type: \_\_\_\_\_

Contact Person: \_\_\_\_\_

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

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

Date Last Supplied Products or Services: \_\_\_\_\_

---

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

Business Type: \_\_\_\_\_

Contact Person: \_\_\_\_\_

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

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

Date Last Supplied Products or Services: \_\_\_\_\_

---



September 30, 2013

Florida State University  
Mendenhall Bldg A  
969 Learning Way  
Tallahassee, FL 32306

Mail Code: 4158

To Whom it may concern:

Baycrest would like to offer this letter of recommendation on behalf of Benson's Heating and Air Conditioning, Inc. Baycrest has contracted with Benson's Heating and Air Conditioning, Inc on several jobs over the past thirteen years. We have found them to be very proactive and responsive in the following areas.

- Properly manning and staffing the projects
- Working with Baycrest, Architects and Owners to reduce costs where possible without lowering quality
- Providing prompt responses to any submitted questions
- Handling their business affairs in regards to payments for labor and materials
- Meeting deadlines for completion of the projects
- Keeping their work area picked up, broom clean and organized
- Always a prompt return with any Warranty Requirements

Baycrest welcomes the opportunity for a working partnership on future jobs with Benson's Heating and Air Conditioning, Inc.

Sincerely,

A handwritten signature in blue ink, appearing to read "Lawrence Daugherty", is written over a horizontal line.

Lawrence Daugherty, AIA  
Baycrest Corporation  
Senior Project Manager





August 19, 2013

Letter of Reference for  
Benson's Heating and Air Conditioning

To Whom it may Concern:

LLT Building Corporation has enjoyed a valued relationship with Benson's Heating and Air Conditioning, Inc. on more than 40 different projects spanning two decades. They have always provided quality work and expert service at a competitive price. They excel at providing accurate estimates, value engineering recommendations and equipment suggestions during the various stages of project design.

In the field, whether new construction or service work, projects are always well organized, properly manned and their areas kept clean. They work diligently to insure that all phases of the project's schedule are met including final test and balance. But most importantly, they stand behind their work and their product if equipment warranty ever comes into question.

As a company, they take care of business when it comes to responding to questions, paying their bills and making sure their suppliers and personnel are paid promptly. They also provide excellent post-construction service and scheduled maintenance programs for clients and users alike.

LLT looks forward to continuing our valued partnership with Benson's on future projects and it is our privilege to provide this recommendation to anyone considering using them for HVAC work.

Sincerely,

A handwritten signature in blue ink, appearing to read "Dennis Tribble", is written over a horizontal line.

Dennis Tribble  
President

LLT BUILDING CORPORATION  
CONSTRUCTION • MANAGEMENT • RENOVATION

1632 Metropolitan Circle Tallahassee, FL 32308 Phone: 850-222-5062 Fax: 850-222-6962  
Lic. #CG C009845 www.lltbldg.com



September 30, 2013

To Whom it May Concern:

Childers Construction Company has worked with Benson's Heating & Air Conditioning, Inc. for over 20 years. We have completed several projects together at Florida State University. These projects include Varsity Club Renovations, Human Performance Lab, Chili's Restaurant at the Union, School of Medicine and the Hoffman Lab Renovations. Benson's always provides valuable value engineering recommendations to help control cost. They always properly staff the project to meet our completion deadlines.

It is my experience with Benson's Heating & Air Conditioning that they work with the project team to make sure the project is completed within our budget and on time. I would not hesitate recommending them for any project on FSU's campus.

Sincerely,



Van Champion, Jr.  
President

xc :File

3472 Weems Road, Unit 1  
Tallahassee, Florida 32317  
(850) 222-2281 / Fax (850) 222-7749

No effort on behalf of  
children is ever wasted.



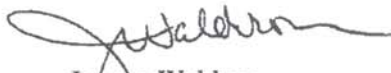
October 2, 2013

To whom it may concern:

I would like to offer this Letter of Recommendation for Benson's Heating and Air Conditioning, Inc. in connection with their performance of their service contract with The Children's Home Society of Florida, North Central Division. They are professional and proactive in providing prompt responses to any questions and needs that we have. The employees present well and are courteous to our staff. They are knowledgeable in their area of expertise and are precise in handling any issues that arise. They are neat, organized and always make sure to clean behind themselves when in our building. They offer advice to the management team within the Children's Home Society of Florida, in efforts to help reduce electrical costs.

In conclusion, I highly recommend Benson's Heating & Air to assist you with all of your heating and & cooling needs.

Sincerely,



Joanna Waldron  
Administrative Supervisor



**Charles McDonald**  
Executive Director

JW/tw

**North Central Division**  
1801 Miccosukee Commons Dr.  
Tallahassee, Florida 32308  
Phone: 850.921.0772  
Fax: 850.921.0726  
[www.chsfl.org/northcentral](http://www.chsfl.org/northcentral)

**Facebook:** [www.tinyurl.com/CHSNorthCentral](http://www.tinyurl.com/CHSNorthCentral)



Leave a Legacy...Remember Children's Home Society of Florida in your estate planning.



TOM BARROW CO.



LOCATION & SHIPPING:

6950 Highway Ave., Suite 1  
Jacksonville FL 32254  
Phone: 904-399-4133  
Fax: 904-399-5750

October 18, 2013

Re: Benson's Heating and Air Conditioning, Inc.  
5402 Tower Road  
Tallahassee, FL 32303

To Whom It May Concern:

This letter is to serve as a reference for Benson's Heating and Air Conditioning, Inc. The Tom Barrow Company has done business with Benson's for over 20 years. They have excellent credit with us and pay within an average of 25 days. Their highest balance with us was \$155,000.00.

Benson's has proved to be a fair, honest and reputable company to do business with and we are fortunate to count them as one of our best customers in Florida.

Sincerely,

Karen N. Hurley  
Office Administrator/Accounting Manager



October 1, 2013

RE: Benson's Heating and Air Conditioning, Inc. (Benson's)

To Whom It May Concern,

As the Director of Operations for Summit Group Management, I can attest daily to the value of having excellent relationships with vendors and contractors. Our company owns and manages nearly 300,000 square feet of Class A commercial office space, along with approximately 100,000 square feet of retail shopping space. Nothing is more critical from a day to day management perspective than ensuring the comfort of our tenants, and no other company does the job any better than Benson's.

Benson's does an excellent job of providing sufficient staffing at a fair and reasonable cost, and they always respond in a timely fashion. Meeting deadlines is never a problem for Benson's and I can count on them leaving the work space neat and organized. As I offer this letter of recommendation on Benson's behalf, I can also attest to being a very satisfied customer from a personal standpoint as I count on them to take care of my own residence.

Perhaps what makes Benson's stand out from all the rest is the quality of their staff; from Benson Greene, to his professional administrative staff, all the way to each of his service technicians, there is never a doubt of their commitment to getting the job done. I do not hesitate to recommend Benson's Heating and Air Conditioning to anyone. There's a good reason they are regularly recognized as "Tallahassee's Best".

Sincerely,



John Schmitt  
Operations Director



## The Ware Group

**Clearwater**  
11116 47th St. North  
Clearwater FL 33762  
Ph: (727) 561-9309  
Fax: (727) 561-9609

**Columbia**  
145 Windhill Dr #100  
Columbia SC 29203  
Ph: (803) 735-9979  
Fax: (803) 786-9857

**Gainesville**  
2303 NE 27th Ave  
Gainesville FL 32609  
Ph: (352) 378-2430  
Fax: (352) 378-8553

**Jacksonville Downtown**  
500-500 Park St  
Jacksonville FL 32204  
Ph: (904) 354-0282  
Fax: (904) 354-2209

**Jacksonville South  
(Billing Location)**  
11710 Central Parkway  
Jacksonville FL 32224  
Ph: (904) 641-2282  
Fax: (904) 645-0715

**Lakeland**  
2330 S Combee Rd  
Lakeland FL 33801  
Ph: (863) 665-4045  
Fax: (863) 665-4707

**Melbourne**  
610 Atlantis Rd  
Melbourne, FL 32904  
Ph: (321) 676-4177  
Fax: (321) 676-4355

**North Charleston**  
3870 Leeds Ave #103  
Charleston SC 29405  
Ph: (843) 744-8404  
Fax: (843) 744-8443

**Ocala**  
2700 SW 3rd Place  
Ocala, FL 34474  
Ph: (352) 873-4443  
Fax: (352) 873-4457  
store204@johnstonesupply.com

**Orlando**  
1651 S Rio Grande Ave  
Orlando, FL 32805  
Ph: (407) 849-0573  
Fax: (407) 849-0598  
store58@johnstonesupply.com

**Orlando North**  
4200 St Johns Pkwy  
Sanford, FL 32771  
Ph: (407) 324-8003  
Fax: (407) 324-0839

**Port Richey**  
6041 Siesta Lane Ste 9  
Port Richey, FL 34668  
Ph: (727) 817-0248  
Fax: (727) 817-0094

**Sarasota**  
2217 72nd Ave East  
Sarasota, FL 34243  
Ph: (941) 753-8491  
Fax: (941) 756-8059

**Summerville**  
1330 College Park Rd  
Summerville SC 29483  
Ph: (843) 873-8199  
Fax: (843) 873-1462

**Tallahassee**  
566 S. Appleyard Dr  
Tallahassee, FL 32304  
Ph: (850) 576-5922  
Fax: (850) 576-7732

October 18, 2013

RE: Bensons Heating and A/C Inc.  
5402 Tower Road  
Tallahassee, FL 32303

To whom it may concern,

This is to inform you that Bensons Heating and A/c, has an active account with Johnstone Supply, since March 1990. This account is now, and always has been in good standing.

If further information is required, please contact me or Rena Langley, branch manager at 850-576-5922.

Cordially yours,

Melissa Parker  
A/R Coordinator  
Tallahassee, FL  
Tel# 850-576-5922\*\*Fax# 850-576-7732  
[melissa.parker@johnstonewaregroup.com](mailto:melissa.parker@johnstonewaregroup.com)

[www.JohnstoneWareGroup.com](http://www.JohnstoneWareGroup.com)



THE LEON COUNTY SCHOOL DISTRICT  
PURCHASING DEPARTMENT  
3397 WEST THARPE STREET  
TALLAHASSEE, FLORIDA 32303

RFP NO. 318 - 2014 – HEATING & AIR CONDITIONING PREVENTIVE  
MAINTENANCE AND REPAIR DISTRICT WIDE

**VENDOR QUESTIONNAIRE**

Please provide written responses to the following questions. If the answer to any of the questions is 'Yes', Vendor shall describe fully the circumstances, reasons therefore, the current status, and ultimate disposition of each matter that is the subject of this inquiry.

Has Vendor been declared in default of any contract?

☐ Yes ☒ No

Has Vendor forfeited any payment of performance bond issued by a surety company on any contract?

☐ Yes ☒ No

Has an uncompleted contract been assigned by Vendor's surety company on any payment of performance bond issued to Vendor arising from its failure to fully discharge all contractual obligations thereunder?

☐ Yes ☒ No

Within the past three years, has Vendor filed for reorganization, protection from creditors, or dissolution under the bankruptcy statutes?

☐ Yes ☒ No

Is Vendor now the subject of any litigation in which an adverse decision might result in a material change in the firm's financial position or future viability?

☐ Yes ☒ No

Is Vendor currently involved in any state of a fact finding, negotiations, or resistance to a merger, friendly acquisition, or hostile take-over, either as a target or as a pursuer?

☐ Yes ☒ No

Within the next year, does Vendor plan any personnel reductions? If so, explain by attachment.

☐ Yes ☒ No

Within the next year, does Vendor plan any divestments? If so, explain by attachment.

☐ Yes ☒ No

## DRUG FREE WORKPLACE CERTIFICATION

Preference shall be given to businesses with drug-free workplace programs. Whenever two or more bids that are equal with respect to price, quality, and service are received by the State or by any political subdivision for the procurement of commodities or contractual services, a bid received from a business that certifies that it has implemented a drug-free workplace program shall be given preference in the award process. Established procedures for processing tie bids will be followed if none of the tied vendors have a drug-free workplace program. In order to have a drug-free workplace program, a business shall:

1. Publish a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the workplace and specifying the actions that will be taken against employees for violations of such prohibition.
2. Inform employees about the dangers of drug abuse in the workplace, the business's policy of maintaining a drug-free workplace, any available drug counseling, rehabilitation, and employee assistance programs, and the penalties that may be imposed upon employees for drug abuse violations.
3. Give each employee engaged in providing the commodities or contractual services that are under bid a copy of the statement specified in subsection (1).
4. In the statement specified in subsection (1), notify the employees that, as a condition of working on the commodities or contractual services that are under bid, the employees will abide by the terms of the statement and will notify the employer of any conviction of, or plea of guilty or nolo contendere to, any violation of Chapter 893 or of any controlled substance law of the United States or any state, for a violation occurring in the workplace no later than five (5) days after such conviction.
5. Impose a sanction on, or require the satisfactory participation in a drug abuse assistance or rehabilitation program if such is available in the employee's community, by any employee who is so convicted.
6. Make a good faith effort to continue to maintain a drug-free workplace through implementation of this section.

As the person authorized to sign the statement, I certify that this firm complies fully with the above requirements.

Vendor's Signature



**CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY  
AND VOLUNTARY EXCLUSION - LOWER TIER COVERED TRANSACTIONS**

*(BEFORE COMPLETING CERTIFICATION, READ INSTRUCTIONS ON THE FOLLOWING PAGE)*

1. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Benson's Hunting and Air  
Organization Name

RFP- 318-2014  
PR/Award Number or Project Name

Whitney Bennett  
Name(s) of Authorized Representative(s)

Vice President  
Title(s) of Authorized Representative(s)

[Signature]  
Signature(s)

7/23/14  
Date

Form AD-1048 (1/92)



### Instructions for Certification

1. By signing and submitting this form, the prospective lower tier participant is providing the certification set out on the reverse side in accordance with these instructions.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this form that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this form that it will include this clause titled "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.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.



**SWORN STATEMENT – NEW CONTRACTS**  
**SWORN STATEMENT PURSUANT TO SECTION 1012.465,**  
**FLORIDA STATUTES AS AMENDED BY**  
**HB 1877, THE JESSICA LUNSFORD ACT**

*THIS FORM MUST BE SIGNED AND SWORN TO IN THE PRESENCE OF  
 A NOTARY PUBLIC OR OTHER OFFICIAL AUTHORIZED TO ADMINISTER OATHS.*

1. This sworn statement is submitted to The School Board of Leon County, Florida (hereinafter "Board" or "School Board") by Wesley Merritt Vice President  
(Print individual's name and title)  
 for Benson's Hunting and Air  
(Print name of entity submitting sworn statement)  
 whose business address is 5402 Tower Rd  
Tallahassee FL 32303  
 and its Federal Employer Identification Number (FEIN) is 59-2893444  
If the entity has no FEIN, include the Social Security Number (SSN) of the individual signing this sworn statement and so indicate.
2. I, Wesley Merritt  
(Print individual's name and title)  
 am duly authorized to make this sworn statement  
 on behalf of: Benson's Hunting and Air  
5402 Tower Rd  
Tallahassee FL 32303  
(Print name of entity submitting sworn statement)
3. I understand that during the 2005 Legislative Session, House Bill 1877, The Jessica Lunsford Act (hereinafter "The Act" or "Act") was passed and approved by Governor Bush on May 2, 2005, with an effective date of September 1, 2005.
4. I understand that the Act amends the background screening requirements of section 1012.465, Florida Statutes (2004) for all non-instructional school district employees or "contractual personnel" by requiring all non-instructional school district employees or contractual personnel who are permitted access on school grounds when students are present to undergo and pass "level 2 background screening," and further I understand the Act defines "contractual personnel" to include any vendor, individual, or entity under contract with the Board.
5. I understand that pursuant to section 1012.465, Florida Statutes as amended by the Act, 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 sections 1012.32 and 435.04, Florida Statutes.
6. I understand that as a Mechanical Contractor  
(Type of entity) (eg. a charter bus company)

All contractual personnel, as defined in section 1012.465, Florida Statutes, must meet Level 2 screening requirements as outlined in sections 1012.32 and 435.04, Florida Statutes in order to do business with the School Board.



7. I understand that "level 2 screening requirements" as defined in sections 1012.32 and 435.04, Florida Statutes means that fingerprints of all contractual personnel must be obtained and submitted to the Florida Department of Law Enforcement for state processing and to the Federal Bureau of Investigation for federal processing.
8. I understand that the School Board has implemented Board Policy 2.021 to comply with level 2 screening requirements, as defined in sections 1012.32 and 435.04, Florida Statutes. I understand that my company must comply with these local procedures as they are developed or amended from time to time.
9. I understand that any costs and fees associated with the required background screening will be borne by my company.
10. I understand that any personnel of the contractor found through fingerprint processing and subsequent level 2 background screening to have been found guilty of, regardless of adjudication, or entered a plea of nolo contendere or guilty to any offense outlined in Section 435.04, Florida Statutes (or any similar statute of another jurisdiction), shall not be permitted to come onto school grounds or any leased premises where school-sponsored activities are taking place when students are present, shall not be permitted direct contact with students, and shall not be permitted to have access to school district funds.
11. I understand that the failure of any of the company's or my affected personnel to meet level 2 screening standards as required by section 1012.465, Florida Statutes, may disqualify my company from doing business with the School Board.
12. I hereby certify that the foregoing statement is true and correct in relation to the company for which I am submitting this sworn statement. I further certify that this statement is being given knowingly and voluntarily by me on behalf of my company.

The company submitting this sworn statement agrees to be bound by the provisions of SECTIONS 1012.32, 1012.465, AND 435.04 OF THE FLORIDA STATUTES AS AMENDED BY HB 1877, THE JESSICA LUNSFORD ACT 2005.

I CERTIFY THAT THE SUBMISSION OF THIS FORM TO THE SCHOOL BOARD OF LEON COUNTY, FLORIDA ON BEHALF OF THE COMPANY IDENTIFIED IN PARAGRAPH ONE (1) ABOVE BINDS THE COMPANY TO FULLY COMPLY WITH THE BACKGROUND SCREENING REQUIREMENTS OF SECTIONS 1012.32, AND 435.04, FLORIDA STATUTES.

[Signature]  
(Signature)

Sworn to and subscribed before me this 23rd day of April 2014

Wesley Merritt is personally known to me ☒ OR produced identification ☐

by showing Personal  
(Type of Identification)

Notary Public – State of Florida My commission expires on: 6/20/16

Tiffany Rudd  
(Signature of Notary Public)



(Printed, typed or stamped commissioned name of Notary Public)





SUPERINTENDENT  
Jackie Pons

BOARD CHAIRMAN  
Forrest Van Camp

LEON COUNTY SCHOOLS  
2757 West Pensacola Street – Tallahassee, FL 32304-2998  
FAX FORM TO: (850) 487-7869

BOARD VICE-CHAIR  
Maggie B. Lewis-Butler

BOARD MEMBERS  
Dee Crumpler  
Dee Dee Rasmussen  
Georgia "Joy" Bowen

APPLICATION FOR VENDOR STATUS  
(IRS W-9 Facsimile)

COMPANY NAME: Benson's Heating and Air  
CONTACT PERSON: Wesley Merritt  
PHONE NUMBER: (850) 562-3132  
FAX NUMBER (850) 562-6546

NEW VENDOR ☐  
UPDATE ☐

CORRESPONDENCE:  
ADDRESS: 5402 Tower Road  
CITY: Tallahassee FL STATE: Florida  
ZIP + 4: 32303

REMITTANCE: NAME (if different than above): same

ADDRESS: \_\_\_\_\_  
CITY: \_\_\_\_\_ STATE: \_\_\_\_\_  
ZIP + 4: \_\_\_\_\_

WEBSITE: www.bensonshvac.com

EMAIL ADDRESS: jwmerritt@bensonshvac.com

PLEASE CHECK APPROPRIATE BOX: ☐ Individual/Sole Proprietor ☒ S Corporation ☐ C Corporation  
☐ Partnership ☐ LLC – Type (Check one) ☐ C ☐ D ☐ P ☐ Other \_\_\_\_\_

TAX IDENTIFICATION NUMBER: 59 - 2893444 OR \_\_\_\_\_  
Federal Employer Identification Number Social Security Number

Section 6109 of the Internal Revenue Service Code requires you to provide your correct TIN to persons, businesses, or agencies that are required to file information returns with the IRS. Purchase orders will not be issued to vendors who fail to provide a TIN.

PLEASE INDICATE THE FOLLOWING: \*Minority Vendor? ☐ Yes ☒ No Male ☐ Female ☐

\*If yes, certification required –  
(Please submit with form)

Type: White: ☐ Hispanic: ☐ African American: ☐  
Asian: ☐ American Indian: ☐ Other: \_\_\_\_\_

By: Wesley Merritt SIGNATURE Wesley Merritt PRINTED NAME 4/23/14 DATE


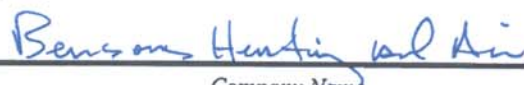
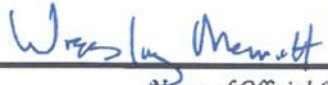


LCSB site contact requesting vendor: \_\_\_\_\_ NAME \_\_\_\_\_ PHONE/EMAIL \_\_\_\_\_

## CONFLICT OF INTEREST CERTIFICATE

Bidder **must** execute either Section I or Section II hereunder relative to Florida Statute 112.313(12). Failure to execute either section may result in rejection of this bid proposal.

### SECTION I

I hereby certify that no official or employee of the Leon County School District requiring the goods or services described in these specifications has a material financial interest in this company.

 <hr style="border: 0; border-top: 1px solid black;"/> <p style="text-align: center;"><i>Signature</i></p>	 <hr style="border: 0; border-top: 1px solid black;"/> <p style="text-align: center;"><i>Company Name</i></p>
 <hr style="border: 0; border-top: 1px solid black;"/> <p style="text-align: center;"><i>Name of Official (Type or print)</i></p>	 <hr style="border: 0; border-top: 1px solid black;"/> <p style="text-align: center;"><i>Business Address</i></p>
	 <hr style="border: 0; border-top: 1px solid black;"/> <p style="text-align: center;"><i>City, State, Zip Code</i></p>

### SECTION II

I hereby certify that the following named Leon County School District official(s) and employee(s) having material financial interest(s) (in excess of 5 %) in this company have filed Conflict of Interest Statements with the Supervisor of Elections, 315 South Calhoun Street, Tallahassee, Leon County, FL prior to bid opening.

Name	Title or Position	Date of Filing
<hr style="border: 0; border-top: 1px solid black;"/>	<hr style="border: 0; border-top: 1px solid black;"/>	<hr style="border: 0; border-top: 1px solid black;"/>
<hr style="border: 0; border-top: 1px solid black;"/>	<hr style="border: 0; border-top: 1px solid black;"/>	<hr style="border: 0; border-top: 1px solid black;"/>

<hr style="border: 0; border-top: 1px solid black;"/> <p style="text-align: center;"><i>Signature</i></p>	<hr style="border: 0; border-top: 1px solid black;"/> <p style="text-align: center;"><i>Company Name</i></p>
<hr style="border: 0; border-top: 1px solid black;"/> <p style="text-align: center;"><i>Name of Official (Type or print)</i></p>	<hr style="border: 0; border-top: 1px solid black;"/> <p style="text-align: center;"><i>Business Address</i></p>
	<hr style="border: 0; border-top: 1px solid black;"/> <p style="text-align: center;"><i>City, State, Zip Code</i></p>

**RFP NO. 318 - 2014 – HEATING & AIR CONDITIONING PREVENTIVE  
MAINTENANCE AND REPAIR DISTRICT WIDE**

**BID SUBMITTAL REQUIREMENTS/ CHECKLIST:** To help ensure that you include all the submittals necessary to complete a thorough evaluation of your Bid, we suggest that you use this checklist as a reminder. Please include this checklist along with your response. Items checked "Required" must be submitted with your response or your Bid will be declared non-responsive.

Required	Included	Description of Submittal
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	RFP – Bidder Acknowledgement Form – page 1
	<input checked="" type="checkbox"/>	Bidder Identification Label (affixed to submittal) – page 2
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Dispute Resolution Contact – page 8, item JJ
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<b><u>VENDOR QUALIFICATIONS:</u></b> These qualifications will serve as the minimum requirements for vendors submitting proposals in response to this RFP. Page 13, Item H, 1  1. At the time of submitting their proposal, and throughout the term of this Agreement, the vendor shall hold and maintain an active valid certified license with the Department of Business and Professional Regulation of the State of Florida as a Mechanical or Class A Air Conditioning Contractor. Copies of the qualifier's Florida State license shall be submitted with the bid proposal.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<b><u>VENDOR QUALIFICATIONS:</u></b> These qualifications will serve as the minimum requirements for vendors submitting proposals in response to this RFP. Page 13, Item H, 5  5. The vendor shall employ, throughout the term of this Agreement, at least two (2) full time technicians that are properly trained and certified in refrigerant handling, recovery, and storage. Technicians shall have successfully completed the EPA Universal Refrigerant Transition and Recovery Certification Program and shall be so certified. The vendor shall submit with their proposal, copies of all technicians' EPA Universal Refrigerant Transition and Recovery Certification.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Company profile sheet to include: page 19, Item B, 4 (Proposals submitted without this information will be considered non-responsive and will not be evaluated for contract award). <ul style="list-style-type: none"> <li>o Brief statement of interest and qualifications to include years in business and number of employees.</li> <li>o Experience resume's and qualifications of personnel proposed to do the work.</li> <li>o Information on any current multi-year contracts of a similar nature and any unsolicited support the Bidder wishes to include.</li> <li>o Statement of warranty policy period and any exclusions that may apply.</li> </ul>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Exceptions to Technical Specifications, if any - page 19, Item B, 7
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Cost Proposal Form – page 20
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Customer Reference Form – page 22
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Vendor Questionnaire – page 23
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Drug Free Workplace Certification – page 24
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Certification Regarding Debarment – page 25 - 26
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Sworn Affidavits – Jessica Lunsford Act - pages 27 - 28
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Local Small Business Certification – page 29
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Application for Vendor Status – page 32
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Conflict of Interest – page 33
	<input checked="" type="checkbox"/>	Bid Submittal Requirements Checklist













**Leon County Schools** All Children Learning - Building The Future Together  
2151 West Pershing Street, Tallahassee, Florida 32304  
(904) 437-7400

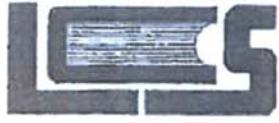


**LEON COUNTY SCHOOLS**

**PURCHASING DEPARTMENT**  
1397 West Thorpe St., Tallahassee, FL 32303  
Phone: (850) 488-1206 / FAX: (850) 488-3807



Current Bids and Contracts		
Bid/RFI#	Title of Bid	Awarded To
5274-2015	Fresh Delivered Whole Wheat Pizza for School Nutrition Service Bd Approved 8/26/14, item 7.01 9/1/2014 - 6/30/16 Current Contract Term	 NPC International (dba Pizza Hut) <a href="#">Award Recommendation &amp; Bid Tab</a>
5261-2014	Holding Pond & Grounds Maintenance District Wide Bd Approved 8/19/14, item 18.02 10/1/2014 - 6/30/2016 Current Term	 Val's Lawn Care, Inc. <a href="#">Award Recommendation &amp; Bid Tab</a>
5270-2014	Purchase & Installation Of High Volume Low Speed Fans For Nutrition Services Central Kitchen Bd Approved 7/22/14, item 7.01	 S&R Sales, Inc. <a href="#">Award Recommendation &amp; Bid Tab</a>
5269-2014	Painting of Pedestrian Bridge at Godby High School Bd Approved 6/24/14, item 7.01	 Elite Industrial Painting, Inc. <a href="#">Award Recommendation &amp; Bid Tab</a>
5266-2014	Woodville Middle School Fire Sprinkler Project - Portable Classrooms Bd Approved 6/24/14, item 7.02  Addendum No. 1	 Simplex Grinnell <a href="#">Award Recommendation &amp; Bid Tab</a>
5262-2014	Pest & Weed Control Services for Athletic Fields District Wide Bd Approved 6/1/14, item 7.02 7/1/2014 - 6/30/2016 Current Term	 Professional Pest Management Inc. <a href="#">Award Recommendation &amp; Bid Tab</a>
319-2014	Test & Balance Services District Wide Bd Approved 6/3/14, item 7.01 7/1/2014 - 6/30/2016 Current Term	 Environmental Testing Service, Inc.  HVAC Testing Service, Inc. <a href="#">Award Recommendation</a>
5260-2014	Welding Equipment for Lively Technical Center Bd Approved 5/1/14, item 7.04 5/14/2014 - 5/31/2015 Current Term	 Jones Welding & Industrial Supplies, Inc. <a href="#">Award Recommendation &amp; Bid Tab</a>
5259-2014	Roberts Elementary School Sewer Repair & Replacement Project Bd Approved 6/1/14, item 18.05	 Dowdy Plumbing Corporation <a href="#">Award Recommendation &amp; Bid Tab</a>
5257-2014	Relocation of Furniture, Fixtures & Equipment Bd Approved 5/19/14, item 18.10 7/1/2014 - 6/30/2016 Current Term  Addendum #1	 AMWAT Moving Warehousing & Storage  Browning Moving  Commercial Moving & Storage  Summons American Move <a href="#">Award Recommendation &amp; Bid Tab</a>
5255-2014	Band Uniforms - Lincoln High School Bd Approved 5/13/14, item 7.01 5/14/2014 - 5/31/2015 Current Term	 Stanbury Uniforms <a href="#">Award Recommendation &amp; Bid Tab</a>
318-2014	Heating & Air Conditioning Equipment Maintenance & Repair District Wide Bd Approved 5/13/14, item 18.11 7/1/2014 - 6/30/2016 Current Term	 Benson's Heating & Air Conditioning  Brooks Air Systems, Inc.  Engineered Cooling Services  Greenback Services Inc.  Johnson Control  Keith Lawson Company  Parker Services  Quality Mechanical Solutions, Inc.  The Trane Company  Tony Kelly dba Air Serve Heating & Air Conditioning Inc. <a href="#">Award Recommendation</a>
5256-2014	Uniforms for Nutrition Services Bd Approved 4/22/14, item 7.01 4/23/14 - 6/30/16 Current Term  Addendum #1	 Helen's Uniform Shop <a href="#">Award Recommendation &amp; Bid Tab</a>
5252-2014	Aluminum Walkway Covers District Wide Bd Approved 4/8/2014, item 7.01 4/9/2014 - 6/30/2016 Current Term	 Lawrence Commercial Systems <a href="#">Award Recommendation &amp; Bid Tab</a>
5246-2014	School Supplies for District Warehouse Bd Approved 3/25/14, item 7.01 4/1/2014 - 3/31/2015 Current Term	 AFP Industries Inc.  Highwater Clays of Florida, Inc.  National Art & School Supplies  Pyramid School Products  Quill Corporation  School Specialty  Smith Office & Computer Supply  Standard Stationary Supply Co.  <a href="#">Award Recommendation &amp; Bid Tab - 5/6/14</a>
5245-2014	Custodial Supplies for District Warehouse Bd Approved 3/11/2014, item 7.01 4/1/2014 - 3/31/2015 Current Term	 Aero Maintenance Supply  Calico Industries  Catko Distributors, Inc.  Clean Star Janitorial & Supply  Dade Paper  HDS Products & Supplies  Interline Brands Inc. / dba AmSan  Osceola Supply  Pyramid School Products  SPA Concepts Inc.  <a href="#">Bid Tab</a>
5241-2014	Food Service Equipment Bd Approved 1/28/14, item 7.01 1/28/14 - 1/27/15 Current Term	 W. H. Reynolds Distributor, Inc. dba Trimark Strategic <a href="#">Award Recommendation &amp; Bid Tab</a>
ER311-2014	Network Cabling Materials Bd Approved 12/10/13, item 7.01 7/1/14 - 6/30/16 Current Term	Accu-Tech <a href="#">Award Recommendation</a>
ER310-2014	Managed Ethernet Services Bd Approved 12/10/13, item 7.02 7/1/14 - 6/30/16 Current Term	CenturyLink <a href="#">Award Recommendation</a>
ER309-2014	Dedicated Broadband Internet Access Bd Approved 12/10/13, item 7.03 7/1/14 - 6/30/16 Current Term	CenturyLink  FPL FiberNet, LLC <a href="#">Award Recommendation</a>
5203-2014	Petroleum Products - Engine Oils, Lubricant & Antifreeze Bd Approved 7/23/13, item 7.01	Crawford & Son's Oil Co. item #'s 1A, 1B, 2A & 5A <a href="#">Award Recommendation</a>



# Memorandum

TO: June Kail, Director of Purchasing *JK*

FROM: *SS* Stephen Shelton, Director of Maintenance

DATE: May 2, 2014

SUBJECT: RFP No. 318-2014 – Preventive Maintenance and Repair of HVAC Equipment District Wide

RECEIVED

MAY 02 2014

PURCHASING DEPARTMENT  
LEON COUNTY SCHOOLS

It is the recommendation of the evaluation committee to prequalify and award RFP No. 318-2014 – Preventive Maintenance and Repair of HVAC Equipment District Wide to Aire Serve Heating & Air Conditioning, Inc.; Benson's Heating & Air Conditioning; Brooks Air Systems, Inc.; Engineered Cooling Services; GreenBack Services, Inc.; Johnson Control; Keith Lawson Company, Inc.; Parker Services, Inc.; Quality Mechanical Solutions, Inc.; Trane

Should you have any questions or concerns, please contact my office at 617-1777, ext. 1818. Thank you for your attention to the bid information attached.

SS/bs

Cc: Toni Hutto, Senior Account Clerk  
Ronny Tabb, Mechanical Manager  
Ryan Williams, HVAC Supervisor

*"Our Hands Keep Their Minds Working"*

Maintenance Department · 3420 West Tharpe Street · Suite 200 · Tallahassee, Florida 32303-1138  
(850) 617-1777 · Fax (850) 617-1789

*"Leon County Schools does not discriminate against any person on the basis of gender, marital status, sexual orientation, race, religion, national origin, age, or disability."*

*Rubinita*

## SUMMARY SHEET

### RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 9e

Date of School Board Meeting: September 23, 2014

TITLE OF AGENDA ITEM: Boiler Replacement at St. John's Elementary School,

Building One (1).

DIVISION: Facilities  
(Example: Secondary Education, Property Records, etc.)

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

PURPOSE AND SUMMARY OF ITEM: For board approval of the best quote for  
replacing the boiler in building one (1) at St. John's Elementary School. Best bid was given  
by Hurst Boiler Company, Inc., Coolidge, GA. Price quote of \$17,284.00

FUND SOURCE: 340

AMOUNT: \$17,284.00

PREPARED BY: Wayne Shepard

POSITION: Director of Facilities

### INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

           Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered                     

CHAIRMAN'S SIGNATURE: page(s) numbered                     

Be sure that the COMPTROLLER has signed the budget page.





## PROPOSAL

September 15, 2014

Gadsden County School Board  
35 Experiment Station Road  
Quincy Florida 32351

Re: St. Johns Elementary School  
Heating Boiler Replacement

We are pleased to provide a quotation for replacement of your existing Hurst fuel oil heating hot water boiler. Included will be removing and recycling of the old boiler, new boiler, connections to the existing hot water piping and flue, start up service.

Total \$ 51,849.00 No sales tax on equipment included

Direct owner purchase break down:

Hurst Boiler invoice you will pay direct saving sales tax \$ 34,000.00 (Po to Florida Hydronics)  
Benson's will furnish labor and materials and bill out according to the agreement Benson's has with the (Leon County Schools purchasing department as one of their approved vendors) to complete the job for total amount of \$17,849.00 (Po to Bensons)

Total cost of this project \$51,849.00

Sincerely,

Wesley Merritt  
Vice President  
Bensons Heating and Air Conditioning Inc.

5402 Tower Road \* Tallahassee, Florida 32303 \* PH: 850-562-3132 \* Fax: 850-562-6546



20140905150755335.pdf

Open with



4505 Lexington Avenue  
Jacksonville, Florida 32210

Quote: 011402

To: Wayne Shepard  
Quincy County Public Schools

From: Eloy Bazaldua

Date: September 5, 2014

Regarding: St. John Elementary School

Location: Quincy, FL

Engineer:

Weil McLain Hydronic boiler model BG 680.

Price, including freight \$8,565.00

**Note:**

- Quoted unit is for a knocked-down unit. Add \$2,960.00 if a fully assembled, wired and test fired, ready for pressure test and install. Start up by others.
- Freight is included but not the unloading. Boiler may require some form of crane for proper unload and placement.

RM Myers Company Inc. standard terms and conditions apply. Quotes are valid for 30 days. Freight charges are not included in quote unless specifically listed in the quote language.

*The RM Myers Company is a Florida state certified minority business enterprise (MBE).*

RM Myers Company Inc. 4505 Lexington Avenue, Jacksonville, FL 32210

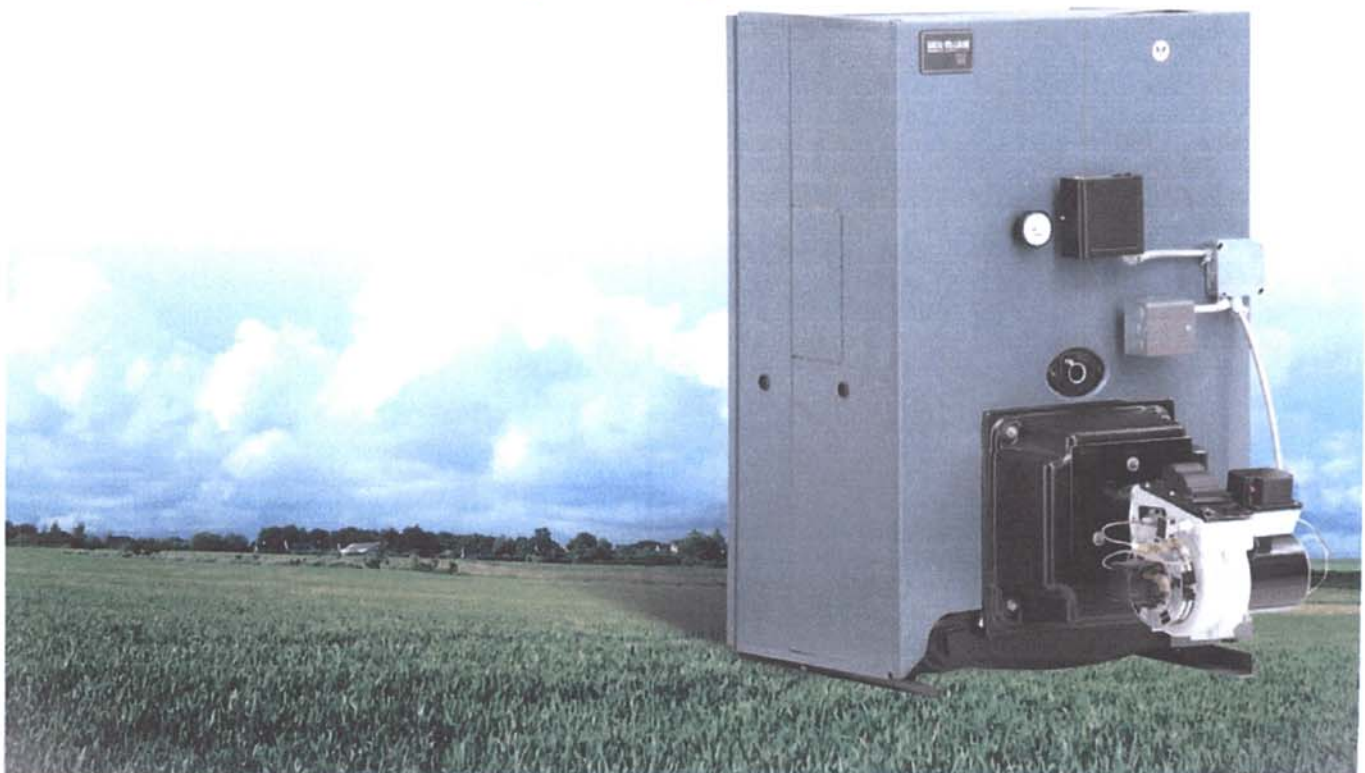




## 80 Commercial Boiler Weil-McLain

Gas, Oil & Gas/Oil  
Water or Steam  
MBH: 346-1,674  
Combustion Eff.: 85%

- Weil-McLain captured seal design
- For Light Oil, Gas and Dual Fuel Combustion
- Packaged, Assembled Block or Knock-down
- Available for Water and Steam Heating Systems
- Available as Forced or Chimney draft venting



**WEIL-McLAIN**

[www.weil-mclain.com](http://www.weil-mclain.com)

MADE IN THE  
**USA**



**Presenting...** the Weil-McLain Model 80 – commercial boiler-burner units for light oil, gas or gas/light oil firing, available with high-capacity tankless heaters, with the features installers have asked for – Outstanding performance...innovative design...easier to install and service...top or back venting...just a few of the advantages that make the Model 80 boiler the industry's best value. And best of all, the Model 80 boiler is made by Weil-McLain, America's leading name in cast iron boilers for over a century.



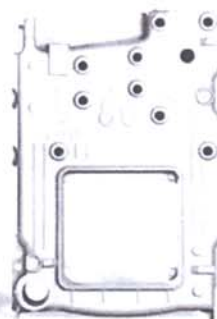
**The Model 80 is available packaged or knockdown, for water or steam, with or without burner. Burners are ordered and shipped separately – to give you maximum flexibility.**

### **Factory assembled available**

In addition to individual sections, the Model 80 boiler is also available with factory assembled sections. Burner plate, flue collector and flue collar are also assembled. Individual sections as well as the assembled unit are hydrostatically tested before shipping.

Lifting cables are attached to the block so the assembled boiler can be lifted by crane or hoist. Steel skids on the bottom of the boiler permit moving the unit with pipe rollers.

The Model 80 boiler is also available as a factory fire-tested package unit. Consult a Weil-McLain representative for details.



### **Wide selection of burners**

Burners for the Model 80 are designed and engineered to match the firing characteristics of the boiler. Major brands of advance-design burners are available for firing light oil, gas, or combination gas-light oil, including Beckett, Carlin, Riello, Gordon-Piatt, Power Flame, and Webster. All burners are flame-retention type, ensuring optimum control of the fuel and air mixture for outstanding operating performance and maximum efficiency.

Model 80 ratings are certified by I=B=R when used with burners listed on page 4.

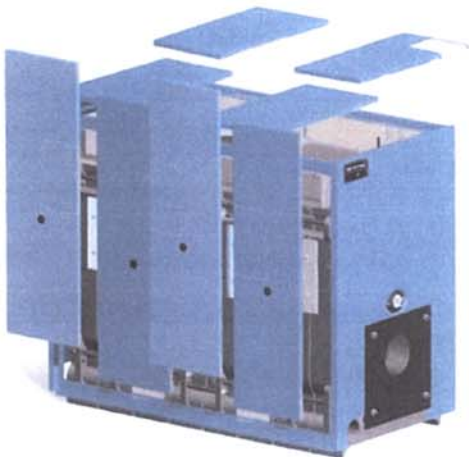
All burners are certified by Underwriters Laboratories, and can be furnished with optional controls to meet all insurance specifications and state and local code requirements.

Refer to the Weil-McLain burner specification sheets for complete details or consult a Weil-McLain representative.



## Unique, easy-access jacket for – no tools needed to remove panels

This is the product you've been asking for – a boiler with a sturdy jacket that is quick and simple to assemble.



The Model 80's unique jacket design does that and more.

- Jacket support brackets slide onto section tie rods and secure with 5/8" nuts.
- Jacket assembly requires only 10 screws for smaller models and 16 screws for larger models.
- Jacket side panels require no screws – just slide onto upper support rail and into lower support channel.
- Jacket side panels are easy to handle – never wider than 24 inches.
- Jacket top panels just drop into place, secured in position by support rails and adjacent panels.
- Jacket trim gives a clean, finished look to the jacket corners.

## Rear or top flue

Model 80 boilers are available with either rear flue or top flue. Save valuable floor space with the top flue option.

And the flexible design of the Model 80 allows simple field conversion of the flue location using a flue conversion kit.



Rear flue (standard)

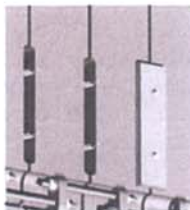


Top flue (optional)

## Easy inspection and cleaning

The Model 80 boiler can be inspected by lifting off a jacket side panel and removing a cleanout plate.

To clean the boiler, simply lift off a left side jacket panel and remove the cleanout plates. Replace the plates and jacket panel and continue down the boiler.



## Steel flue collar

The Model 80 flue collar is made from heavy-gauge galvanized steel, designed and constructed for long and reliable life.

For maximum flexibility, the flue collar can be installed on either the top or rear of the boiler. (Specify location when ordering)





## Hydro-wall design

The Model 80 boiler has a water-backed combustion area with water circulating completely around the firebox. The crown sheet, sidewalls, and heat pins on the flue passages enlarge prime heating surface for maximum operating efficiency.

In addition, Hydro-Wall design permits lower height, reduces heat loss through the bottom of the boiler, and allows installation on any floor.

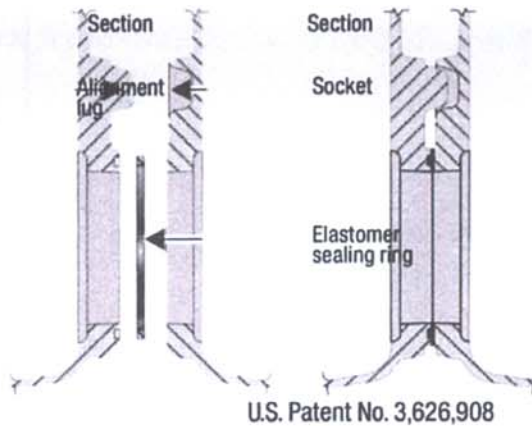
The cast iron sections are not face-ground; the tough outer skin is retained to protect against corrosion. Sealing rope between sections assures the gas-tight seal required for forced draft firing.



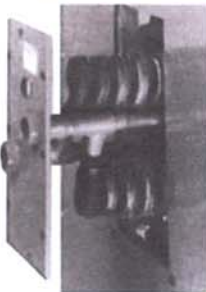
## W-M captured seal

Boiler sections want room to move as they heat and cool. Modern elastomer seals provide the ultimate freedom for the cast iron to flex (unlike rigid metal push nipples), preventing leaks caused by expansion contraction.

The precision-machined port grooves secure the seals in place and protect them from contaminants in the water.



## Multiple tankless heaters



Model 80 tankless heaters (Number 78-24) have a continuous draw rating (40o to 140oF, with 200oF boiler water) of 6.5 GPM per heater. Replace intermediate sections with tankless heater sections to provide up to 4 tankless heaters, depending on boiler size. See page 4 for a complete listing for each boiler size. Multiple heaters are another feature of the Model 80 flexibility, allowing (1) Increased domestic water capacity; (2) Multiple domestic water supply temperatures; (3) Use of a tankless heater for snow melting.



shepardw@gcpsmai

COMPOSI

Reginald J.  
Rosalyn S.  
Beverly N.  
Bruce Jam  
Debra Rac  
jacksonwi



# Transmission Log

MAINTENANCE

Thursday, 2014-09-04 12:25

8758795

Date	Time	Type	Job #	Length	Speed	Station Name/Number	Pgs	Status
2014-09-04	12:24	SCAN	04765	0:40	14400		2	OK -- V.17 AM31

**FAX TRANSMISSION**

DEPARTMENT OF FACILITIES  
GADSDEN COUNTY SCHOOL

ELOY BAZALOVA

Fax  
904-384-7744

PHONE  
904-357-2743

DATE: SEPT. 4, 2014

ATTENTION: ELOY BAZALOVA

FAX NO.: 904-384-7744

FROM: WAYNE SHEPARD

NO. OF PAGES, INCLUDING FAX COVER SHEET: 2

COMMENTS: ELOY, I DON'T KNOW IF THIS IS  
ENOUGH INFO FOR YOU TO DO A QUOTE.  
LET ME KNOW IF IT IS NOT.

Wayne

BILLING ADDRESS:  
35 MARTIN LUTHER KING JR. BLVD.  
QUINCY, FL 32351

SHIPPING ADDRESS:  
805 SOUTH STEWART STREET  
QUINCY, FL 32351

# FAX TRANSMISSION

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## DEPARTMENT OF FACILITIES GADSDEN COUNTY SCHOOL BOARD

WAYNE SHEPARD  
DIRECTOR OF FACILITIES  
[shepardw@gcpsmail.com](mailto:shepardw@gcpsmail.com)  
850-627-9888 (TEL)  
850-875-8795 (FAX)

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QUINCY, FL 32351



HURST BOILER CO., INC.



"BOILER" PRICING FORM R10

ATTN:	WAYNE SHEPPARD			PROPOSAL:	09032014-S1-LP-17.2-30W.HR		
TO:				DATE:	09-03-2014		
				PROJECT:	ST. JOHN ELEMENTARY SCHOOL		
				LOCATION:	QUINCY, FL 32352		
BOILER:::	S 100-LP-17.2-30W.			SERIES:	100		
RATED AS:	17.2	HP:	576	MBH - OUTPUT	--- PSPH		
DESIGN PRESSURE:	30	PSI	<input type="checkbox"/> STEAM OR <input checked="" type="checkbox"/> WATER				
TYPE:	(3) PASS, <input type="checkbox"/> WET <input type="checkbox"/> DRY BACK <input type="checkbox"/> SEMI-WET						
	<input type="checkbox"/> SCOTCH <input checked="" type="checkbox"/> FIREBOX <input type="checkbox"/> VERTICAL <input type="checkbox"/> MODIFIED SCOTCH						
BOILER OPTIONS:							
<input type="checkbox"/>							
<input type="checkbox"/>							
<input type="checkbox"/>							
<input type="checkbox"/>							
<input type="checkbox"/>							
<input type="checkbox"/>							
<input type="checkbox"/>							
BOILER TRIM:							
PRESSURE/TEMP CONTROLS:		<input checked="" type="checkbox"/> OPERATING & HIGH LIMIT		L6006A/L4006E	\$0.00		
<input type="checkbox"/> PROPORTIONING		<input checked="" type="checkbox"/> AUTO LOW FIRE HOLD		L6006A	\$0.00		
PRIMARY LWCO: <input checked="" type="checkbox"/> 750-MT-120		<input type="checkbox"/> PUMP CONTROL <input type="checkbox"/> FEEDER <input checked="" type="checkbox"/> MR			\$0.00		
SECONDARY LWCO: <input type="checkbox"/>		PROBE <input type="checkbox"/>					
OTHER:							
SAFETY RELIEF VALVES (S): <input type="checkbox"/> SET@ 30 PSI					\$0.00		
PRESSURE/TEMPERATURE GAUGE 4", 0-60 PSI					\$0.00		
WATER COLUMN DRAIN VALVE, 1" <input type="checkbox"/>		ILLUMINATOR <input type="checkbox"/>		CHAINS <input type="checkbox"/>			
FEEDWATER VALVES: <input type="checkbox"/> STOP <input type="checkbox"/> CHECK		"					
BLOWDOWN VALVES <input type="checkbox"/> QUICK <input type="checkbox"/> SLOW		"					
SURFACE BLOWDOWN <input type="checkbox"/> VALVE <input type="checkbox"/> SKIMMER TUBE <input type="checkbox"/>		CONDUCTIVITY CTRL					
STACK THERMOMETER " 1000 d/f							
BURNER: <input type="checkbox"/> BY OTHERS <input checked="" type="checkbox"/> BY HBC <input checked="" type="checkbox"/> MOUNTED & WIRED <input type="checkbox"/> TEST					\$0.00		
MFGR: POWER FLAME		MODEL: JR15A-10			\$0.00		
AGENCY APPROVAL: <input checked="" type="checkbox"/> U.L. <input type="checkbox"/> FM <input type="checkbox"/> IRI <input checked="" type="checkbox"/> CSD-1					\$0.00		
FUEL: <input checked="" type="checkbox"/> GAS: LP @ 6-14"		<input type="checkbox"/> # OIL <input type="checkbox"/>			\$0.00		
ELECTRICAL: CONTROLS 120/60/1 BLOWER 120/60/1					\$0.00		
IGNITION TYPE: GAS: LP PILOT		OIL:			\$0.00		
FIRING MODE: <input type="checkbox"/> ON-OFF <input checked="" type="checkbox"/> ON-OFF, LFS <input type="checkbox"/> L-H-O <input type="checkbox"/> L-H-L		<input type="checkbox"/> MOD.			\$0.00		
CONTROL PANEL: NO		LIGHTS: NO		<input type="checkbox"/> ALARM BELL <input type="checkbox"/> W/SILENCER		\$0.00	
SUB TOTAL: F.O.B. FACTORY							
MULT. 1.000		QTY. 1		NET F.O.B. FACTORY			

NOTE: \*\* DUE TO VOLATILITY OF STEEL COSTS, PRICES ARE SUBJECT TO CHANGE DAILY.

WE RESERVE THE RIGHT TO MAKE CHANGES PRIOR TO ACCEPTANCE OF ORDER.



## SUMMARY SHEET

## RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 9f

Date of School Board Meeting: **September 23, 2014**

TITLE OF AGENDA ITEM: **5-Year Work Plan**

DIVISION: Facilities  
(Example: Secondary Education, Property Records, etc.)

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

PURPOSE AND SUMMARY OF ITEM: For board approval of 5-Year District Facilities

**Work Plan.** Plan will be forwarded to Department of Education by October 1, 2014.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: **Wayne Shepard**

**POSITION: Director of Facilities**

### INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

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

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

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

Be sure that the COMPTROLLER has signed the budget page.

**INTRODUCTION**

The 5-Year District Facilities Work Program is a very important document. The Department of Education, Legislature, Governor's Office, Division of Community Planning (growth management), local governments, and others use the work program information for various needs including funding, planning, and as the authoritative source for school facilities related information.

The district's facilities work program must be a complete, balanced capital outlay plan that is financially feasible. The first year of the work program is the districts capital outlay budget. To determine if the work program is balanced and financially feasible, the "Net Available Revenue" minus the "Funded Projects Costs" should sum to zero for "Remaining Funds".

If the "Remaining Funds" balance is zero, then the plan is both balanced and financially feasible.

If the "Remaining Funds" balance is negative, then the plan is neither balanced nor feasible.

If the "Remaining Funds" balance is greater than zero, the plan may be feasible, but it is not balanced.

**Summary of revenue/expenditures available for new construction and remodeling projects only.**

	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	Five Year Total
Total Revenues	\$575,355	(\$511,641)	(\$4,160,310)	(\$262,064)	\$382,480	(\$3,976,180)
Total Project Costs	\$575,355	\$575,355	\$575,355	\$575,355	\$0	\$2,301,420
Difference (Remaining Funds)	\$0	(\$1,086,996)	(\$4,735,665)	(\$837,419)	\$382,480	(\$6,277,600)

District GADSDEN COUNTY SCHOOL DISTRICT

Fiscal Year Range

**CERTIFICATION**

By submitting this electronic document, we certify that all information provided in this 5-year district facilities work program is accurate, all capital outlay resources are fully reported, and the expenditures planned represent a complete and balanced capital outlay plan for the district. The district Superintendent of Schools, Chief Financial Officer, and the School Board have approved the information contained in this 5-year district facilities work program; they certify to the Department of Education, Office of Educational Facilities, that the information contained herein is correct and accurate; they also certify that the plan has been developed in coordination with the general purpose local governments as required by §1013.35(2) F.S. We understand that any information contained in this 5-year district facilities work program is subject to audit by the Auditor General of the State of Florida.

Date of School Board Adoption

Work Plan Submittal Date

DISTRICT SUPERINTENDENT

CHIEF FINANCIAL OFFICER

DISTRICT POINT-OF-CONTACT PERSON

JOB TITLE

PHONE NUMBER

E-MAIL ADDRESS

## Expenditures

### Expenditure for Maintenance, Repair and Renovation from 1.50-Mills and PECO

Annually, prior to the adoption of the district school budget, each school board must prepare a tentative district facilities work program that includes a schedule of major repair and renovation projects necessary to maintain the educational and ancillary facilities of the district.

Item	2014 - 2015 Actual Budget	2015 - 2016 Projected	2016 - 2017 Projected	2017 - 2018 Projected	2018 - 2019 Projected	Total
HVAC	\$146,000	\$125,000	\$100,000	\$175,000	\$250,000	\$796,000
Locations:	CHATTAHOOCHEE ELEMENTARY, GADSDEN ELEMENTARY MAGNET SCHOOL, GADSDEN TECHNICAL INSTITUTE, GREENSBORO ELEMENTARY SCHOOL (NEW), HAVANA MIDDLE (NEW), JAMES A SHANKS MIDDLE SCHOOL, M D WALKER ADMINISTRATIVE CENTER, SAINT JOHNS ELEMENTARY, STEWART STREET ELEMENTARY					
Flooring	\$60,000	\$100,000	\$100,000	\$100,000	\$100,000	\$460,000
Locations:	CARTER-PARRAMORE ALTERNATIVE SCHOOL, GEORGE W MUNROE ELEMENTARY, HAVANA MIDDLE (NEW), JAMES A SHANKS MIDDLE SCHOOL, SAINT JOHNS ELEMENTARY					
Roofing	\$114,281	\$150,000	\$100,000	\$200,000	\$250,000	\$814,281
Locations:	GADSDEN TECHNICAL INSTITUTE, GEORGE W MUNROE ELEMENTARY, HAVANA ELEMENTARY, JAMES A SHANKS MIDDLE SCHOOL, SAINT JOHNS ELEMENTARY, TRANSPORTATION CENTER					
Safety to Life	\$30,000	\$40,000	\$30,000	\$35,000	\$50,000	\$185,000
Locations:	HAVANA MIDDLE (NEW), JAMES A SHANKS MIDDLE SCHOOL					
Fencing	\$10,000	\$25,000	\$25,000	\$25,000	\$25,000	\$110,000
Locations:	EAST GADSDEN HIGH SCHOOL, GEORGE W MUNROE ELEMENTARY					
Parking	\$15,000	\$40,000	\$100,000	\$75,000	\$50,000	\$280,000
Locations:	GEORGE W MUNROE ELEMENTARY, M D WALKER ADMINISTRATIVE CENTER					
Electrical	\$15,000	\$10,000	\$15,000	\$25,000	\$25,000	\$90,000
Locations:	GRETN A ELEMENTARY, SAINT JOHNS ELEMENTARY					
Fire Alarm	\$25,000	\$50,000	\$50,000	\$50,000	\$50,000	\$225,000
Locations:	EAST GADSDEN HIGH SCHOOL					
Telephone/Intercom System	\$0	\$0	\$0	\$0	\$0	\$0
Locations:	No Locations for this expenditure.					
Closed Circuit Television	\$0	\$0	\$0	\$0	\$0	\$0
Locations:	No Locations for this expenditure.					
Paint	\$100,000	\$130,000	\$100,000	\$150,000	\$100,000	\$580,000
Locations:	CHATTAHOOCHEE ELEMENTARY, GEORGE W MUNROE ELEMENTARY, SAINT JOHNS ELEMENTARY					
Maintenance/Repair	\$180,000	\$210,000	\$124,640	\$220,000	\$250,000	\$984,640
Locations:	CHATTAHOOCHEE ELEMENTARY, EAST GADSDEN HIGH SCHOOL, GADSDEN ELEMENTARY MAGNET SCHOOL, GADSDEN TECHNICAL INSTITUTE, GEORGE W MUNROE ELEMENTARY, GREENSBORO ELEMENTARY SCHOOL (NEW), GRETN A ELEMENTARY, HAVANA ELEMENTARY, HAVANA MIDDLE (NEW), JAMES A SHANKS MIDDLE SCHOOL, M D WALKER ADMINISTRATIVE CENTER, SAINT JOHNS ELEMENTARY, STEWART STREET ELEMENTARY, TRANSPORTATION CENTER, WEST GADSDEN HIGH SCHOOL (NEW)					
<b>Sub Total:</b>	<b>\$695,281</b>	<b>\$880,000</b>	<b>\$744,640</b>	<b>\$1,055,000</b>	<b>\$1,150,000</b>	<b>\$4,524,921</b>



PECO Maintenance Expenditures	\$104,425	\$417,248	\$411,071	\$461,560	\$477,635	\$1,871,939
<b>1.50 Mill Sub Total:</b>	<b>\$600,856</b>	<b>\$472,752</b>	<b>\$343,569</b>	<b>\$603,440</b>	<b>\$682,365</b>	<b>\$2,702,982</b>

Other Items	2014 - 2015 Actual Budget	2015 - 2016 Projected	2016 - 2017 Projected	2017 - 2018 Projected	2018 - 2019 Projected	Total
upgrade marker boards	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$50,000
Locations	CARTER-PARRAMORE ALTERNATIVE SCHOOL, CHATTAHOOCHEE ELEMENTARY, GADSDEN ELEMENTARY MAGNET SCHOOL, GADSDEN TECHNICAL INSTITUTE, GEORGE W MUNROE ELEMENTARY, GRETNAL ELEMENTARY, HAVANA ELEMENTARY, HAVANA MIDDLE (NEW), JAMES A SHANKS MIDDLE SCHOOL, SAINT JOHNS ELEMENTARY, STEWART STREET ELEMENTARY					
<b>Total:</b>	<b>\$705,281</b>	<b>\$890,000</b>	<b>\$754,640</b>	<b>\$1,065,000</b>	<b>\$1,160,000</b>	<b>\$4,574,921</b>

### Local 1.50 Mill Expenditure For Maintenance, Repair and Renovation

Anticipated expenditures expected from local funding sources over the years covered by the current work plan.

Item	2014 - 2015 Actual Budget	2015 - 2016 Projected	2016 - 2017 Projected	2017 - 2018 Projected	2018 - 2019 Projected	Total
Remaining Maint and Repair from 1.5 Mills	\$600,856	\$472,752	\$343,569	\$603,440	\$682,365	\$2,702,982
Maintenance/Repair Salaries	\$0	\$370,000	\$370,000	\$370,000	\$370,000	\$1,480,000
School Bus Purchases	\$0	\$0	\$0	\$0	\$0	\$0
Other Vehicle Purchases	\$0	\$200,000	\$200,000	\$200,000	\$200,000	\$800,000
Capital Outlay Equipment	\$0	\$200,000	\$200,000	\$200,000	\$0	\$600,000
Rent/Lease Payments	\$0	\$222,281	\$222,281	\$222,281	\$222,281	\$889,124
COP Debt Service	\$446,149	\$451,116	\$4,503,777	\$449,117	\$222,351	\$6,072,510
Rent/Lease Relocatables	\$0	\$0	\$0	\$0	\$0	\$0
Environmental Problems	\$0	\$0	\$0	\$0	\$0	\$0
s.1011.14 Debt Service	\$327,334	\$371,723	\$371,723	\$371,723	\$185,861	\$1,628,364
Special Facilities Construction Account	\$0	\$0	\$0	\$0	\$0	\$0
Premiums for Property Casualty Insurance - 1011.71 (4a,b)	\$300,000	\$350,000	\$350,000	\$350,000	\$350,000	\$1,700,000
Qualified School Construction Bonds (QSCB)	\$0	\$0	\$0	\$0	\$0	\$0
Qualified Zone Academy Bonds (QZAB)	\$0	\$0	\$0	\$0	\$0	\$0
Remodeling and Renovations	\$0	\$200,000	\$0	\$0	\$0	\$200,000
<b>Local Expenditure Totals:</b>	<b>\$1,674,339</b>	<b>\$2,837,872</b>	<b>\$6,561,350</b>	<b>\$2,766,561</b>	<b>\$2,232,858</b>	<b>\$16,072,980</b>

## Revenue

### 1.50 Mill Revenue Source

Schedule of Estimated Capital Outlay Revenue from each currently approved source which is estimated to be available for expenditures on the projects included in the tentative district facilities work program. All amounts are NET after considering carryover balances, interest earned, new COP's, 1011.14 and 1011.15 loans, etc. Districts cannot use 1.5-Mill funds for salaries except for those explicitly associated with maintenance/repair projects. (1011.71 (5), F.S.)

Item	Fund	2014 - 2015 Actual Value	2015 - 2016 Projected	2016 - 2017 Projected	2017 - 2018 Projected	2018 - 2019 Projected	Total
(1) Non-exempt property assessed valuation		\$1,524,890,759	\$1,578,041,960	\$1,629,992,466	\$1,701,837,557	\$1,778,810,732	\$8,213,573,474
(2) The Millege projected for discretionary capital outlay per s.1011.71		1.50	1.50	1.50	1.50	1.50	
(3) Full value of the 1.50-Mill discretionary capital outlay per s.1011.71		\$2,561,816	\$2,651,110	\$2,738,387	\$2,859,087	\$2,988,402	\$13,798,802
(4) Value of the portion of the 1.50 -Mill ACTUALLY levied	370	\$2,195,843	\$2,272,380	\$2,347,189	\$2,450,646	\$2,561,487	\$11,827,545
(5) Difference of lines (3) and (4)		\$365,973	\$378,730	\$391,198	\$408,441	\$426,915	\$1,971,257

### PECO Revenue Source

The figure in the row designated "PECO Maintenance" will be subtracted from funds available for new construction because PECO maintenance dollars cannot be used for new construction.

Item	Fund	2014 - 2015 Actual Budget	2015 - 2016 Projected	2016 - 2017 Projected	2017 - 2018 Projected	2018 - 2019 Projected	Total
PECO New Construction	340	\$0	\$0	\$0	\$0	\$0	\$0
PECO Maintenance Expenditures		\$104,425	\$417,248	\$411,071	\$461,560	\$477,635	\$1,871,939
		<b>\$104,425</b>	<b>\$417,248</b>	<b>\$411,071</b>	<b>\$461,560</b>	<b>\$477,635</b>	<b>\$1,871,939</b>

### CO & DS Revenue Source

Revenue from Capital Outlay and Debt Service funds.

Item	Fund	2014 - 2015 Actual Budget	2015 - 2016 Projected	2016 - 2017 Projected	2017 - 2018 Projected	2018 - 2019 Projected	Total
CO & DS Cash Flow-through Distributed	360	\$52,618	\$52,618	\$52,618	\$52,618	\$52,618	\$263,090
CO & DS Interest on Undistributed CO	360	\$1,233	\$1,233	\$1,233	\$1,233	\$1,233	\$6,165
		<b>\$53,851</b>	<b>\$53,851</b>	<b>\$53,851</b>	<b>\$53,851</b>	<b>\$53,851</b>	<b>\$269,255</b>

### Fair Share Revenue Source

All legally binding commitments for proportionate fair-share mitigation for impacts on public school facilities must be included in the 5-year district work program.

Nothing reported for this section.

### Sales Surtax Referendum

Specific information about any referendum for a 1-cent or ½-cent surtax referendum during the previous year.

Did the school district hold a surtax referendum during the past fiscal year 2013 - 2014?

No

**Additional Revenue Source**

Any additional revenue sources

Item	2014 - 2015 Actual Value	2015 - 2016 Projected	2016 - 2017 Projected	2017 - 2018 Projected	2018 - 2019 Projected	Total
Proceeds from a s.1011.14/15 F.S. Loans	\$0	\$0	\$0	\$0	\$0	\$0
District Bonds - Voted local bond referendum proceeds per s.9, Art VII State Constitution	\$0	\$0	\$0	\$0	\$0	\$0
Proceeds from Special Act Bonds	\$0	\$0	\$0	\$0	\$0	\$0
Estimated Revenue from CO & DS Bond Sale	\$0	\$0	\$0	\$0	\$0	\$0
Proceeds from Voted Capital Improvements millage	\$0	\$0	\$0	\$0	\$0	\$0
Other Revenue for Other Capital Projects	\$0	\$0	\$0	\$0	\$0	\$0
Proceeds from 1/2 cent sales surtax authorized by school board	\$0	\$0	\$0	\$0	\$0	\$0
Proceeds from local governmental infrastructure sales surtax	\$0	\$0	\$0	\$0	\$0	\$0
Proceeds from Certificates of Participation (COP's) Sale	\$0	\$0	\$0	\$0	\$0	\$0
Classrooms First Bond proceeds amount authorized in FY 1997-98	\$0	\$0	\$0	\$0	\$0	\$0
Classrooms for Kids	\$0	\$0	\$0	\$0	\$0	\$0
District Equity Recognition	\$0	\$0	\$0	\$0	\$0	\$0
Federal Grants	\$0	\$0	\$0	\$0	\$0	\$0
Proportionate share mitigation (actual cash revenue only, not in kind donations)	\$0	\$0	\$0	\$0	\$0	\$0
Impact fees received	\$0	\$0	\$0	\$0	\$0	\$0
Private donations	\$0	\$0	\$0	\$0	\$0	\$0
Grants from local governments or not-for-profit organizations	\$0	\$0	\$0	\$0	\$0	\$0
Interest, Including Profit On Investment	\$0	\$0	\$0	\$0	\$0	\$0
Revenue from Bonds pledging proceeds from 1 cent or 1/2 cent Sales Surtax	\$0	\$0	\$0	\$0	\$0	\$0
Total Fund Balance Carried Forward	\$0	\$0	\$0	\$0	\$0	\$0
General Capital Outlay Obligated Fund Balance Carried Forward From Total Fund Balance Carried Forward	\$0	\$0	\$0	\$0	\$0	\$0
Special Facilities Construction Account	\$0	\$0	\$0	\$0	\$0	\$0
One Cent - 1/2 Cent Sales Surtax Debt Service From Total Fund Balance Carried Forward	\$0	\$0	\$0	\$0	\$0	\$0



Capital Outlay Projects Funds Balance Carried Forward From Total Fund Balance Carried Forward	\$0	\$0	\$0	\$0	\$0	\$0
<b>Subtotal</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

### Total Revenue Summary

Item Name	2014 - 2015 Budget	2015 - 2016 Projected	2016 - 2017 Projected	2017 - 2018 Projected	2018 - 2019 Projected	Five Year Total
Local 1.5 Mill Discretionary Capital Outlay Revenue	\$2,195,843	\$2,272,380	\$2,347,189	\$2,450,646	\$2,561,487	\$11,827,545
PECO and 1.5 Mill Maint and Other 1.5 Mill Expenditures	(\$1,674,339)	(\$2,837,872)	(\$6,561,350)	(\$2,766,561)	(\$2,232,858)	(\$16,072,980)
PECO Maintenance Revenue	\$104,425	\$417,248	\$411,071	\$461,560	\$477,635	\$1,871,939
<b>Available 1.50 Mill for New Construction</b>	<b>\$521,504</b>	<b>(\$565,492)</b>	<b>(\$4,214,161)</b>	<b>(\$315,915)</b>	<b>\$328,629</b>	<b>(\$4,245,435)</b>

Item Name	2014 - 2015 Budget	2015 - 2016 Projected	2016 - 2017 Projected	2017 - 2018 Projected	2018 - 2019 Projected	Five Year Total
CO & DS Revenue	\$53,851	\$53,851	\$53,851	\$53,851	\$53,851	\$269,255
PECO New Construction Revenue	\$0	\$0	\$0	\$0	\$0	\$0
Other/Additional Revenue	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total Additional Revenue</b>	<b>\$53,851</b>	<b>\$53,851</b>	<b>\$53,851</b>	<b>\$53,851</b>	<b>\$53,851</b>	<b>\$269,255</b>
<b>Total Available Revenue</b>	<b>\$575,355</b>	<b>(\$511,641)</b>	<b>(\$4,160,310)</b>	<b>(\$262,064)</b>	<b>\$382,480</b>	<b>(\$3,976,180)</b>

## Project Schedules

### Capacity Project Schedules

A schedule of capital outlay projects necessary to ensure the availability of satisfactory classrooms for the projected student enrollment in K-12 programs.

Project Description	Location		2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	Total	Funded
Building new pre-k through 3rd grade wing onto the existing Havana Middle School. will close Havana elementary School at the end of 2013/2014 and move all students to existing Havana Middle. Project pay back will be out past the current 5 years showing on	HAVANA MIDDLE (NEW)	Planned Cost:	\$575,355	\$575,355	\$575,355	\$575,355	\$0	\$2,301,420	Yes
	Student Stations:		0	0	0	0	0	0	
	Total Classrooms:		0	0	0	0	0	0	
	Gross Sq Ft:		0	0	0	0	0	0	

Planned Cost:	\$575,355	\$575,355	\$575,355	\$575,355	\$0	\$2,301,420
Student Stations:	0	0	0	0	0	0
Total Classrooms:	0	0	0	0	0	0
Gross Sq Ft:	0	0	0	0	0	0

### Other Project Schedules

Major renovations, remodeling, and additions of capital outlay projects that do not add capacity to schools.

Nothing reported for this section.

### Additional Project Schedules

Any projects that are not identified in the last approved educational plant survey.

Nothing reported for this section.

### Non Funded Growth Management Project Schedules

Schedule indicating which projects, due to planned development, that CANNOT be funded from current revenues projected over the next five years.

Nothing reported for this section.



## Tracking

### Capacity Tracking

Location	2014 - 2015 Satis. Stu. Sta.	Actual 2014 - 2015 FISH Capacity	Actual 2013 - 2014 COFTE	# Class Rooms	Actual Average 2014 - 2015 Class Size	Actual 2014 - 2015 Utilization	New Stu. Capacity	New Rooms to be Added/Removed	Projected 2018 - 2019 COFTE	Projected 2018 - 2019 Utilization	Projected 2018 - 2019 Class Size
GEORGE W MUNROE ELEMENTARY	681	681	572	37	15	84.00 %	196	0	556	63.00 %	15
GREENSBORO ELEMENTARY SCHOOL (NEW)	371	371	372	19	20	100.00 %	142	0	336	65.00 %	18
HAVANA ELEMENTARY	721	721	417	38	11	58.00 %	117	0	381	45.00 %	10
GADSDEN ELEMENTARY MAGNET SCHOOL	294	294	180	17	11	61.00 %	0	0	154	52.00 %	9
CHATTAHOOCHEE ELEMENTARY	409	409	163	21	8	40.00 %	0	0	147	36.00 %	7
GRETNIA ELEMENTARY	433	433	266	23	12	61.00 %	36	0	240	51.00 %	10
GADSDEN TECHNICAL INSTITUTE	333	333	16	16	1	5.00 %	-70	0	16	6.00 %	1
WEST GADSDEN HIGH SCHOOL (NEW)	757	681	462	32	14	68.00 %	0	0	430	63.00 %	13
SAINT JOHNS ELEMENTARY	433	433	245	23	11	56.00 %	36	0	229	49.00 %	10
STEWART STREET ELEMENTARY	683	683	580	36	16	85.00 %	100	0	550	70.00 %	15
JAMES A SHANKS MIDDLE SCHOOL	1,043	1,064	551	45	12	52.00 %	0	0	546	51.00 %	12
CARTER-PARRAMORE ALTERNATIVE SCHOOL	952	952	209	44	5	22.00 %	0	0	44	5.00 %	1
HAVANA MIDDLE (NEW)	575	517	182	25	7	35.00 %	0	0	177	34.00 %	7
EAST GADSDEN HIGH SCHOOL	1,542	1,464	815	65	13	56.00 %	0	0	714	49.00 %	11
	<b>9,227</b>	<b>9,036</b>	<b>5,028</b>	<b>441</b>	<b>11</b>	<b>55.65 %</b>	<b>557</b>	<b>0</b>	<b>4,520</b>	<b>47.12 %</b>	<b>10</b>

The COFTE Projected Total (4,520) for 2018 - 2019 must match the Official Forecasted COFTE Total (4,520 ) for 2018 - 2019 before this section can be completed. In the event that the COFTE Projected Total does not match the Official forecasted COFTE, then the Balanced Projected COFTE Table should be used to balance COFTE.

Projected COFTE for 2018 - 2019	
Elementary (PK-3)	1,637
Middle (4-8)	1,811
High (9-12)	1,072
	<b>4,520</b>

Grade Level Type	Balanced Projected COFTE for 2018 - 2019
Elementary (PK-3)	0
Middle (4-8)	0

High (9-12)	0
	4,520

### Relocatable Replacement

Number of relocatable classrooms clearly identified and scheduled for replacement in the school board adopted financially feasible 5-year district work program.

Location	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	Year 5 Total
<b>Total Relocatable Replacements:</b>	0	0	0	0	0	0

### Charter Schools Tracking

Information regarding the use of charter schools.

Location-Type	# Relocatable units or permanent classrooms	Owner	Year Started or Scheduled	Student Stations	Students Enrolled	Years in Contract	Total Charter Students projected for 2018 - 2019
Crossroad Academy Charter School of Business	24	PRIVATE	1998	444	403	15	497
	24			444	403		497

### Special Purpose Classrooms Tracking

The number of classrooms that will be used for certain special purposes in the current year, by facility and type of classroom, that the district will, 1), not use for educational purposes, and 2), the co-teaching classrooms that are not open plan classrooms and will be used for educational purposes.

School	School Type	# of Elementary K-3 Classrooms	# of Middle 4-8 Classrooms	# of High 9-12 Classrooms	# of ESE Classrooms	# of Combo Classrooms	Total Classrooms
<b>Total Educational Classrooms:</b>		0	0	0	0	0	0

School	School Type	# of Elementary K-3 Classrooms	# of Middle 4-8 Classrooms	# of High 9-12 Classrooms	# of ESE Classrooms	# of Combo Classrooms	Total Classrooms
<b>Total Co-Teaching Classrooms:</b>		0	0	0	0	0	0

### Infrastructure Tracking

Necessary offsite infrastructure requirements resulting from expansions or new schools. This section should include infrastructure information related to capacity project schedules and other project schedules (Section 4).

None

Proposed location of planned facilities, whether those locations are consistent with the comprehensive plans of all affected local governments, and recommendations for infrastructure and other improvements to land adjacent to existing facilities. Provisions of 1013.33(12), (13) and (14) and 1013.36 must be addressed for new facilities planned within the 1st three years of the plan (Section 5).

Not Specified

Consistent with Comp Plan?

No

**Net New Classrooms**

The number of classrooms, by grade level and type of construction, that were added during the last fiscal year.

List the net new classrooms added in the 2013 - 2014 fiscal year.					List the net new classrooms to be added in the 2014 - 2015 fiscal year.			
"Classrooms" is defined as capacity carrying classrooms that are added to increase capacity to enable the district to meet the Class Size Amendment.					Totals for fiscal year 2014 - 2015 should match totals in Section 15A.			
Location	2013 - 2014 # Permanent	2013 - 2014 # Modular	2013 - 2014 # Relocatable	2013 - 2014 Total	2014 - 2015 # Permanent	2014 - 2015 # Modular	2014 - 2015 # Relocatable	2014 - 2015 Total
Elementary (PK-3)	0	0	0	0	0	0	0	0
Middle (4-8)	0	0	0	0	0	0	0	0
High (9-12)	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0

**Relocatable Student Stations**

Number of students that will be educated in relocatable units, by school, in the current year, and the projected number of students for each of the years in the workplan.

Site	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	5 Year Average
STEWART STREET ELEMENTARY	0	100	100	100	100	80
JAMES A SHANKS MIDDLE SCHOOL	0	140	140	140	140	112
CARTER-PARRAMORE ALTERNATIVE SCHOOL	0	0	0	0	0	0
HAVANA MIDDLE (NEW)	0	0	0	0	0	0
SAINT JOHNS ELEMENTARY	0	36	36	36	36	29
HAVANA ELEMENTARY	0	0	0	0	0	0
GADSDEN ELEMENTARY MAGNET SCHOOL	0	0	0	0	0	0
CHATTAHOOCHEE ELEMENTARY	0	76	76	76	76	61
GRETNAL ELEMENTARY	0	36	36	36	36	29
GADSDEN TECHNICAL INSTITUTE	100	30	30	30	30	44
WEST GADSDEN HIGH SCHOOL (NEW)	0	0	0	0	0	0
EAST GADSDEN HIGH SCHOOL	0	0	0	0	0	0
GEORGE W MUNROE ELEMENTARY	0	196	196	196	196	157
GREENSBORO ELEMENTARY SCHOOL (NEW)	0	142	142	142	142	114



Totals for GADSDEN COUNTY SCHOOL DISTRICT						
Total students in relocatables by year.	100	756	756	756	756	625
Total number of COFTE students projected by year.	4,930	4,844	4,760	4,626	4,520	4,736
Percent in relocatables by year.	2 %	16 %	16 %	16 %	17 %	13 %

### Leased Facilities Tracking

Existing leased facilities and plans for the acquisition of leased facilities, including the number of classrooms and student stations, as reported in the educational plant survey, that are planned in that location at the end of the five year workplan.

Location	# of Leased Classrooms 2014 - 2015	FISH Student Stations	Owner	# of Leased Classrooms 2018 - 2019	FISH Student Stations
HAVANA ELEMENTARY	0	0	William Scottsman	2	36
GEORGE W MUNROE ELEMENTARY	0	0		0	0
GADSDEN ELEMENTARY MAGNET SCHOOL	0	0		0	0
WEST GADSDEN HIGH SCHOOL (NEW)	0	0		0	0
CARTER-PARRAMORE ALTERNATIVE SCHOOL	0	0		0	0
HAVANA MIDDLE (NEW)	0	0		0	0
EAST GADSDEN HIGH SCHOOL	0	0		0	0
GADSDEN TECHNICAL INSTITUTE	0	0		0	0
GRETN A ELEMENTARY	0	0		0	0
SAINT JOHNS ELEMENTARY	0	0		0	0
STEWART STREET ELEMENTARY	0	0		0	0
JAMES A SHANKS MIDDLE SCHOOL	0	0		0	0
CHATTAHOOCHEE ELEMENTARY	0	0		0	0
GREENSBORO ELEMENTARY SCHOOL (NEW)	0	0		0	0
	0	0		2	36

### Failed Standard Relocatable Tracking

Relocatable units currently reported by school, from FISH, and the number of relocatable units identified as 'Failed Standards'.

Nothing reported for this section.

## Planning

### **Class Size Reduction Planning**

Plans approved by the school board that reduce the need for permanent student stations such as acceptable school capacity levels, redistricting, busing, year-round schools, charter schools, magnet schools, public-private partnerships, multitrack scheduling, grade level organization, block scheduling, or other alternatives.

Not Specified

### **School Closure Planning**

Plans for the closure of any school, including plans for disposition of the facility or usage of facility space, and anticipated revenues.

The school board is planning to close the Havana Elementary School at the end of the 2014/15 school year and move students to the Havana Middle School in the fall of 2015.

## Long Range Planning

### Ten-Year Maintenance

District projects and locations regarding the projected need for major renovation, repair, and maintenance projects within the district in years 6-10 beyond the projects plans detailed in the five years covered by the work plan.

Nothing reported for this section.

### Ten-Year Capacity

Schedule of capital outlay projects projected to ensure the availability of satisfactory student stations for the projected student enrollment in K-12 programs for the future 5 years beyond the 5-year district facilities work program.

Nothing reported for this section.

### Ten-Year Planned Utilization

Schedule of planned capital outlay projects identifying the standard grade groupings, capacities, and planned utilization rates of future educational facilities of the district for both permanent and relocatable facilities.

Grade Level Projections	FISH Student Stations	Actual 2013 - 2014 FISH Capacity	Actual 2013 - 2014 COFTE	Actual 2013 - 2014 Utilization	Actual 2014 - 2015 / 2023 - 2024 new Student Capacity to be added/removed	Projected 2023 - 2024 COFTE	Projected 2023 - 2024 Utilization
Elementary - District Totals	4,777	4,777	2,975.34	62.28 %	0	2,101	43.98 %
Middle - District Totals	2,515	2,262	1,228.42	54.29 %	0	936	41.38 %
High - District Totals	1,542	1,464	872.63	59.63 %	0	1,093	74.66 %
Other - ESE, etc	1,964	1,386	369.74	26.70 %	0	250	18.04 %
	<b>10,798</b>	<b>9,889</b>	<b>5,446.13</b>	<b>55.07 %</b>	<b>0</b>	<b>4,380</b>	<b>44.29 %</b>

Combination schools are included with the middle schools for student stations, capacity, COFTE and utilization purposes because these facilities all have a 90% utilization factor. Use this space to explain or define the grade groupings for combination schools.

No comments to report.



**Ten-Year Infrastructure Planning**

Proposed Location of Planned New, Remodeled, or New Additions to Facilities in 06 thru 10 out years (Section 28).

Nothing reported for this section.

Plans for closure of any school, including plans for disposition of the facility or usage of facility space, and anticipated revenues in the 06 thru 10 out years (Section 29).

Nothing reported for this section.

**Twenty-Year Maintenance**

District projects and locations regarding the projected need for major renovation, repair, and maintenance projects within the district in years 11-20 beyond the projects plans detailed in the five years covered by the work plan.

Nothing reported for this section.

**Twenty-Year Capacity**

Schedule of capital outlay projects projected to ensure the availability of satisfactory student stations for the projected student enrollment in K-12 programs for the future 11-20 years beyond the 5-year district facilities work program.

Nothing reported for this section.

**Twenty-Year Planned Utilization**

Schedule of planned capital outlay projects identifying the standard grade groupings, capacities, and planned utilization rates of future educational facilities of the district for both permanent and relocatable facilities.

Grade Level Projections	FISH Student Stations	Actual 2013 - 2014 FISH Capacity	Actual 2013 - 2014 COFTE	Actual 2013 - 2014 Utilization	Actual 2014 - 2015 / 2033 - 2034 new Student Capacity to be added/removed	Projected 2033 - 2034 COFTE	Projected 2033 - 2034 Utilization
Elementary - District Totals	4,777	4,777	2,975.34	62.28 %	0	2,100	43.96 %
Middle - District Totals	2,515	2,262	1,228.42	54.29 %	0	963	42.57 %
High - District Totals	1,542	1,464	872.63	59.63 %	0	1,093	74.66 %
Other - ESE, etc	1,964	1,386	369.74	26.70 %	0	250	18.04 %
	<b>10,798</b>	<b>9,889</b>	<b>5,446.13</b>	<b>55.07 %</b>	<b>0</b>	<b>4,406</b>	<b>44.55 %</b>

Combination schools are included with the middle schools for student stations, capacity, COFTE and utilization purposes because these facilities all have a 90% utilization factor. Use this space to explain or define the grade groupings for combination schools.

No comments to report.

### **Twenty-Year Infrastructure Planning**

**Proposed Location of Planned New, Remodeled, or New Additions to Facilities in 11 thru 20 out years (Section 28).**

Nothing reported for this section.

**Plans for closure of any school, including plans for disposition of the facility or usage of facility space, and anticipated revenues in the 11 thru 20 out years (Section 29).**

Nothing reported for this section.

## SUMMARY SHEET

### RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 9g

DATE OF SCHOOL BOARD MEETING: September 23, 2014

TITLE OF AGENDA ITEMS: Request to Delete and Dispose from Capital Assets – Furniture,  
Fixtures and Equipment (07/01/13 – 6/30/14)  
Code Definition: 07-Deletion

DIVISION: Finance Department

#### PURPOSE AND SUMMARY OF ITEMS:

In accordance with Sections 274.04, 274.05 and 274.06, Florida Statutes, Board approval is requested to delete \$488,489.91 from the Capital Assets General Ledger.

Center	Amount	Center	Amount	Center	Amount
0041 - \$	19,575.60	0051 - \$	39,988.20	0061 - \$	56,686.20
0071 - \$	830.88	0091 - \$	17,191.00	0101 - \$	18,710.51
0141 - \$	13,505.00	0151 - \$	17,659.60	0171 - \$	55,277.00
0191 - \$	14,600.50	0201 - \$	23,267.10	0211 - \$	48,807.17
0231 - \$	14,563.40	0241 - \$	7,953.00	0245 - \$	8,961.43
9001 - \$	101,946.03	9003 - \$	4,892.58	9004 - \$	4,383.60
9020 - \$	2,528.00	9027 - \$	2,057.11	9027 - \$	8,536.00
9102 - \$	2,570.00				

See Attached – Fixed Asset Verification Documents

REVENUE: All Funds

AMOUNT: \$488,489.91

PREPARED BY: Bruce James

POSITIONS: Inventory Control Specialist



RPRT- M1B08  
DIST- 20 GADSDEN COUNTY SCHOOL BOARD  
LOCN- 0041 GEORGE W MUNROE ELEMENTARY

TERMS - FACILITY MANAGEMENT SERIES  
FIXED ASSET VERIFICATION  
REQ-01 SEQ-C

PROCESSED- 07/24/14 PAGE- 1  
TIME- 11:21

-FA NUM-	CODE-----	CLASSIFICATION-----	DESCRIPTION	---SERIAL NUMBER---	---MODEL--- NUMBER	---LOCATION--- CNTR DP BLDG FM N DS	C	-----DATES----- ACQRED INVTY	T DISPD G
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RPRT- M1B08  
DIST- 20 GADSDEN COUNTY SCHOOL BOARD  
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TERMS - FACILITY MANAGEMENT SERIES  
FIXED ASSET VERIFICATION  
REQ-01 SEQ-C

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TIME- 11:21

-FA NUM-	CODE-----	CLASSIFICATION-----	DESCRIPTION	---SERIAL NUMBER---	--MODEL-- NUMBER	---LOCATION----	C	-----DATES-----	T
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		VDR: VC00220000 CDW GOVERNMENT, INC.		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
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		COM: SANYO PROJECTOR						TOTAL	1,805.00
								CUR VALUE	386.77
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		MFG: M000000016 HEWLETT-PACKARD			000001	O			5
		COM: HP DESKJET PRINTER						TOTAL	.00
00103154	4080100	TELEVISIONS		121-36490059	C25A24	0041	12 8	G 07 010105	060914 Y
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		COM: ZENITH TV						TOTAL	949.00
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						O			5
		COM: DELL -GARCIA						TOTAL	.00

RPRT- M1B08  
DIST- 20 GADSDEN COUNTY SCHOOL BOARD  
LOCN- 0041 GEORGE W MUNROE ELEMENTARY

TERMS - FACILITY MANAGEMENT SERIES  
FIXED ASSET VERIFICATION  
REQ-01 SEQ-C

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TIME- 11:21

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		COM: DELL CPU											TOTAL	.00		
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		COM: GE REFRIG											TOTAL	1,105.00		
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		COM: DELL CPU											TOTAL	949.00		
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		COM: DELL CPU											TOTAL	949.00		
00030035	4110101	DESKTOP COMPUTER		71DGM01	GX150	0041	3	4	F	07	010102	102510	060914	Y		
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		MFG: M000000138 DELL			000001	O									5	
		COM: DELL CPU											TOTAL	.00		



RPRT- M1B08  
DIST- 20 GADSDEN COUNTY SCHOOL BOARD  
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TERMS - FACILITY MANAGEMENT SERIES  
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REQ-01 SEQ-C

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-FA NUM-	CODE-----	CLASSIFICATION-----	DESCRIPTION ---	SERIAL NUMBER----	MODEL-- NUMBER	LOCATION----	C	-----	DATES-----	T
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								CUR VALUE	379.60	
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		COM: SHARP PROJECTOR						TOTAL	920.00	
00032556	4110101	DESKTOP COMPUTER		59J8N41	GX270	0041	7 4	G 07 010105		060914 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT	LIF
		MFG: M000000138	DELL		000001	O			949.00	5
		COM: DELL CPU						TOTAL	949.00	
00032561	4110101	DESKTOP COMPUTER		59W8N41	GX270	0041	7 7	G 07 010105	022111	060914 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT	LIF
		MFG: M000000138	DELL		000001	O			949.00	5
		COM: DELL CPU						TOTAL	949.00	
00032571	4110101	DESKTOP COMPUTER		GCJ8N41	GX270	0041	7 8	G 07 010105	022111	082213 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT	LIF
		MFG: M000000138	DELL		000001	O			949.00	5
		COM: DELL CPU						TOTAL	949.00	
00032599	4110101	DESKTOP COMPUTER		5BJ9N41	GX270	0041	9 4	G 07 010105		060914 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT	LIF
		MFG: M000000138	DELL		000001	O			949.00	5
		COM: DELL CPU						TOTAL	949.00	
00033200	4110101	DESKTOP COMPUTER		BMLKG61	GX280	0041	9 4	G 07 010106		060914 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT	LIF
		MFG: M000000138	DELL		000001	O			949.00	5
		COM: DELL CPU						TOTAL	949.00	

RPRT- M1B08  
DIST- 20 GADSDEN COUNTY SCHOOL BOARD  
LOCN- 0041 GEORGE W MUNROE ELEMENTARY

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-FA NUM-	CODE-----	CLASSIFICATION-----	DESCRIPTION ---	SERIAL NUMBER----	MODEL-- NUMBER	LOCATION----- C CNTR DP BLDG FM N DS	ACQRED	INVTY	DATES----- DISPD	T G
00100246	4050100	PROJECTORS		311316096	GG-B1S	0041 9 9	G 07 010103		060914	Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT	LIF
		MFG: M000000035	SHARP		000001	O			525.00	7
		COM: NOTEVISION	PROJECTOR					TOTAL	525.00	
00037701	4110101	DESKTOP COMPUTER		JJRC421	GX260	0041 98 04	G 07 010104		082213	Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT	LIF
						O				5
		COM: DELL CPU						TOTAL	.00	
00032595	4110101	DESKTOP COMPUTER		58W8N41	GX270	0041 99 05	G 07 010105		060914	Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT	LIF
		MFG: M000000138	DELL		000001	O			949.00	5
		COM: DELL CPU						TOTAL	949.00	
00033192	4110101	DESKTOP COMPUTER		8PLKG61	GX280	0041 99 09B	G 07 010106		060914	Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT	LIF
		MFG: M000000138	DELL		000001	O			949.00	5
		COM: DELL CPU						TOTAL	949.00	
00036196	4110101	DESKTOP COMPUTER		5K4M4D1	GX745	0041 99 09B	E 07 071607		060914	Y
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT	LIF
		MFG: M000000138	DELL	170896	000001	O		420-0041	861.80	5
		COM: DELL CPU						TOTAL	861.80	
00036178	4110101	DESKTOP COMPUTER		JK4M4D1	GX745	0041 99 9	E 07 071607	060613	082213	Y
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT	LIF
		MFG: M000000138	DELL	170896	000001	O		420-0041	861.80	5
		COM: DELL CPU						TOTAL	861.80	
				CNTR 0041	TOTAL			34 ITEMS	19,575.60	COST

RPRT- M1B08  
DIST- 20 GADSDEN COUNTY SCHOOL BOARD  
LOCN- 0051 WEST GADSDEN HIGH SCHOOL

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-FA NUM-	CODE-----	CLASSIFICATION-----	DESCRIPTION	---SERIAL NUMBER---	---MODEL--- NUMBER	---LOCATION--- CNTR DP BLDG FM N DS	C	-----DATES----- ACQRED INVTY	DISPD	T
00036330	4080100	TELEVISIONS		147400TR2781H01949	NS-F27	0051	1	103 E 07 010106	060214	Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK OLG OWN			FND-CNTR-PROJECT-----	AMOUNT LIF	
				000001	O				7	
		COM: INSIGNIA TV						TOTAL	.00	
00035523	4110300	PRINTERS		Q1560500132	CL2000	0051	1	113 G 07 010106	060314	Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK OLG OWN			FND-CNTR-PROJECT-----	AMOUNT LIF	
				000001	O				5	
		COM: RICOH PRINT						TOTAL	.00	
00107821	4110300	PRINTERS		LB51311	C710	0051	1	128 G 07 010102	060314	Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK OLG OWN			FND-CNTR-PROJECT-----	AMOUNT LIF	
				000001	O				5	
		COM: LEXMARK OPTRA CPU						TOTAL	857.00	
									857.00	
00035863	4110101	DESKTOP COMPUTER		JKL3VC1	GX745	0051	2	200 E 07 072307 062510	060314	Y
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK OLG OWN			FND-CNTR-PROJECT-----	AMOUNT LIF	
		MFG: M000000138	DELL	170326	000001 O				5	
		COM: DELL CPU						TOTAL	861.80	
									861.80	
00036496	4110101	DESKTOP COMPUTER		59T3MD1	GX745	0051	2	200 E 07 101007	060314	Y
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK OLG OWN			FND-CNTR-PROJECT-----	AMOUNT LIF	
		MFG: M000000138	DELL	171864	000001 O			376-0051	5	
		COM: DELL CPU						TOTAL	861.80	
									861.80	
00036567	4110101	DESKTOP COMPUTER		HDK4SD1	GX745	0051	2	200 E 07 101007	060314	Y
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK OLG OWN			FND-CNTR-PROJECT-----	AMOUNT LIF	
		MFG: M000000138	DELL	171864	000001 O			376-0051	5	
		COM: DELL CPU						TOTAL	861.80	
									861.80	
00036585	4110101	DESKTOP COMPUTER		38K4SD1	GX745	0051	2	200 E 07 101007	060314	Y
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK OLG OWN			FND-CNTR-PROJECT-----	AMOUNT LIF	
		MFG: M000000138	DELL	171864	000001 O			376-0051	5	
		COM: DELL CPU						TOTAL	861.80	
									861.80	



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						CNTR DP BLDG FM N DS	ACQRED	INVTY	DISPD G
00036586	4110101	DESKTOP COMPUTER		29K4SD1	GX745	0051 2 200 E 07 101007			060314 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG OWN	FND-CNTR-PROJECT-----	AMOUNT	LIF
		MFG: M000000138 DELL		171864	000001	O	376-0051	861.80	5
		COM: DELL CPU					TOTAL	861.80	
00031829	4110101	DESKTOP COMPUTER		6CL2D11	GX240	0051 2 207 G 07 010103			060314 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG OWN	FND-CNTR-PROJECT-----	AMOUNT	LIF
		MFG: M000000138 DELL			000001	O			5
		COM: DELL CPU					TOTAL	.00	
00036985	4100000	COMMUNICATION EQUIPMENT		YEEF8KKD577C0	3CR175	0051 2 207 E 07 051308			060314 Y
		VDR: VH06760000 HAYES E-GOVERNMENT RESOURCES		PO NUM	CHECK	OLG OWN	FND-CNTR-PROJECT-----	AMOUNT	LIF
				173301	000001	O	376-0051	1,166.75	5
		COM: 3COM SWITCH					TOTAL	1,166.75	
00038278	4110102	LAPTOP COMPUTER		FV9LPN1	E5510	0051 2 211 G 07 010311			060314 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG OWN	FND-CNTR-PROJECT-----	AMOUNT	LIF
				179510	078990	O	432-0051-432261S	1,018.69	5
		COM: DELL LAPTOP (KEN DEEMER)					TOTAL	1,018.69	
							CUR VALUE	509.34	
00038813	4110300	PRINTERS		MY96Q13064	Z5200	0051 2 211 G 07 063011			060314 Y
		VDR: VH08860000 HEWLETT-PACKARD COMPANY		PO NUM	CHECK	OLG OWN	FND-CNTR-PROJECT-----	AMOUNT	LIF
				178857		O	110-0051-1105420	4,865.25	5
		COM: HP DESIGNJET PRINTER					TOTAL	4,865.25	
							CUR VALUE	2,838.09	
00029325	4050000	AUDIO-VISUAL EQUIPMENT		L95A12549	AG-188	0051 2 214 G 07 010105 120210			060314 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG OWN	FND-CNTR-PROJECT-----	AMOUNT	LIF
		MFG: M000000019 PANASONIC			000001	O			7
		COM: PANASONIC VIDEO CAMERA					TOTAL	.00	
00029330	4050002	MUSIC RECORDING EQUIPMENT		32774	0400	0051 2 214A G 07 120610			060314 N
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG OWN	FND-CNTR-PROJECT-----	AMOUNT	LIF
						O			7
		COM: VIDEONMICS MIXER					TOTAL	.00	

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00029331	4050002	MUSIC RECORDING EQUIPMENT	204702	2699	0051	2 214A G 07	120610		060314	N
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN		FND-CNTR-PROJECT-----	AMOUNT LIF
						O				7
		COM: VIDEONMICS MIXER							TOTAL	.00
00031637	4050100	PROJECTORS	308312715	PG-A10	0051	4 408 E 07	010104		060314	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN		FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000035 SHARP			000001	O				7
		COM: SHARP PROJECTOR							TOTAL	920.00
										920.00
00035602	4070000	SCANNER	2125255032	101	0051	4 408 E 07	082906		060414	Y
		VDR: VZ00450000 ZIP SCAN, INC.		PO NUM	CHECK	OLG	OWN		FND-CNTR-PROJECT-----	AMOUNT LIF
					000001	O				7
		COM: ZIP SCAN							TOTAL	2,015.00
									CUR VALUE	2,015.00
										335.83
00036290	4080100	TELEVISIONS	167500TQ2781H02006	NS-FC7	0051	4 408 E 07	010106		060314	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN		FND-CNTR-PROJECT-----	AMOUNT LIF
					000001	O				7
		COM: INSIGNIA TV							TOTAL	.00
00107815	4050102	SMART BOARD	58580-103548	N/A	0051	4 408 G 07	010103		060314	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN		FND-CNTR-PROJECT-----	AMOUNT LIF
					000001	O				7
		COM: SMART BOARD(DUPLICATE SEE 32404)							TOTAL	1,700.00
										1,700.00
00032767	4110101	DESKTOP COMPUTER	DBW8N41	GX270	0051	4 415 G 07	010105		040314	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN		FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL			000001	O				5
		COM: DELL CPU							TOTAL	949.00
										949.00
00035839	4050100	PROJECTORS	GVHF730746L	EMP-X3	0051	4 416 G 07	042407		060314	Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN		FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000024 EPSON		169967	000001	O			110-0051	755.00
		COM: EPSON PROJECTOR							TOTAL	755.00
									CUR VALUE	80.87

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 DIST- 20 GADSDEN COUNTY SCHOOL BOARD  
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00037670	4110101	DESKTOP COMPUTER		4W410L1	GX760	0051 4 430 G 07	110509	060414 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
				177040	071368	O	378-0141-0999	5
		COM: DELL CPU					TOTAL	.00
00036564	4110101	DESKTOP COMPUTER		80H4SD1	GX745	0051 8 811 E 07	101007	060414 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL		171864	000001	O	376-0051	861.80 5
		COM: DELL CPU					TOTAL	861.80
00032763	4110101	DESKTOP COMPUTER		2BW8N41	GX270	0051 8 826 G 07	010105	060414 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL			000001	O		949.00 5
		COM: DELL CPU					TOTAL	949.00
00033245	4110101	DESKTOP COMPUTER		124N661	GX280	0051 8 826 G 07	010106	062510 040314 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL			000001	O		949.00 5
		COM: DELL CPU					TOTAL	949.00
00033270	4110101	DESKTOP COMPUTER		514N661	GX280	0051 8 826 G 07	010106	060414 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL			000001	O		949.00 5
		COM: DELL CPU					TOTAL	949.00
00036664	4120000	COPIER		J7J514004	MFC-84	0051 8 828 E 07	102407	060414 Y
		VDR: VP00095000 PC NATION		PO NUM	CHECK	OLG OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000091 BROTHER'S		172092	000001	O	110-0051	5
		COM: BROTHERS COP/FX/SCN					TOTAL	.00
00037791	4110101	DESKTOP COMPUTER		B4510L1	GX760	0051 8 828 G 07	100909	051612 060414 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
				177040	071368	O	378-0051-1109990	5
		COM: DELL CPU					TOTAL	.00



RPRT- M1B08  
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-FA NUM-	CODE-----	CLASSIFICATION-----	DESCRIPTION ---	SERIAL NUMBER----	MODEL-- NUMBER	LOCATION----- CNTR DP BLDG FM N DS	DATES----- ACQRED INVTY	DISPD G
00035519	4120000	COPIER		L7965600248	RMP750	0051 9 900 E 07	091906	060414 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----AMOUNT LIF
				167887	000001	O		110-0051 14,361.75 5
		COM: AFICIO 2075	COPIER					TOTAL 14,361.75
00036491	4110101	DESKTOP COMPUTER		9CT3MD1	GX745	0051 9 903 E 07	101007	060314 Y
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----AMOUNT LIF
		MFG: M000000138	DELL	171864	000001	O		376-0051 861.80 5
		COM: DELL CPU						TOTAL 861.80
00036568	4110101	DESKTOP COMPUTER		JFK4SD1	GX745	0051 9 905 E 07	101007	060414 Y
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----AMOUNT LIF
		MFG: M000000138	DELL	171864	000001	O		376-0051 861.80 5
		COM: DELL CPU						TOTAL 861.80
00036612	4110101	DESKTOP COMPUTER		9DK4SD1	GX745	0051 9 905 E 07	101007	060414 Y
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----AMOUNT LIF
		MFG: M000000138	DELL	171864	000001	O		376-0051 861.80 5
		COM: DELL CPU						TOTAL 861.80
00037175	4110101	DESKTOP COMPUTER		B51N3K1	GX760	0051 9 905 G 07	052709	060414 Y
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----AMOUNT LIF
				176044	068506	O		420-9001-4226390 776.56 5
		COM: DELL CPU						TOTAL 776.56
								CUR VALUE 129.45
00036274	4080100	TELEVISIONS		167500TQ2781H01860	NS-FC7	0051 9 925 E 07	010107	060414 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----AMOUNT LIF
					000001	O		7
		COM: INSIGNIA TV						TOTAL .00
				CNTR 0051	TOTAL			34 ITEMS 39,988.20 COST

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DIST- 20 GADSDEN COUNTY SCHOOL BOARD  
LOCN- 0061 HAVANA MIDDLE SCHOOL

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-FA NUM-	CODE-----	CLASSIFICATION-----	DESCRIPTION ---	SERIAL NUMBER----	MODEL-- NUMBER	LOCATION---- C CNTR DP BLDG FM N DS	ACQRED	INVTY	DISPD	T G
00035345	4270000	SCIENCE EQUIPMENT		9368129	72-300	0061 1 OUTS G 07	010102	070810	070813	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN		FND-CNTR-PROJECT-----	AMOUNT LIF
					000001	O				5
		COM: TENNA OSCILLOSCOPE						TOTAL	.00	
00031982	4110101	DESKTOP COMPUTER		89TTT11	GX260	0061 1 102 G 07	010106	070810	052914	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN		FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL			000001	O			1,102.00	5
		COM: DELL CPU						TOTAL	1,102.00	
00035296	4330000	TYPEWRITERS		11-YHF07	1000	0061 1 102 E 07	010102	070810	052914	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN		FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000002096 IBM			000001	O			501.00	7
		COM: IBM WHEEL WRITER						TOTAL	501.00	
00035298	4080100	TELEVISIONS		CNBRB43751	25E-M1	0061 1 102 E 07	010100	070810	052914	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN		FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000035 SHARP			000001	O				7
		COM: SHARP TV						TOTAL	.00	
00032032	4180000	LAMINATING EQUIPMENT		0243-0110	DRYLAM	0061 1 106 G 07	010100	070810	060514	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN		FND-CNTR-PROJECT-----	AMOUNT LIF
					000001	O			1,005.00	7
		COM: LAMINATOR						TOTAL	1,005.00	
00035293	4080100	TELEVISIONS		F346CA06E	27R411	0061 1 110 E 07	010100	101810	052914	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN		FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000046 RCA			000001	O				7
		COM: RCA TV						TOTAL	.00	
00033901	4080100	TELEVISIONS		512911134	XG-MB5	0061 1 203 E 07	080606		100813	Y
		VDR: VA13140000 AUDIO VISION, INC.		PO NUM	CHECK	OLG	OWN		FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000035 SHARP		167160	000001	O		420-0061	1,155.00	7
		COM: SHARP PROJECTOR						TOTAL	1,155.00	
								CUR VALUE	13.76	

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						CNTR DP BLDG FM N DS		ACQRED INVTRY	DISPD G
00100243	4110300	PRINTERS			1300N	0061	1	401 E 07 010102	070810 052914 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000016	HEWLETT-PACKARD		000001	O			671.00 5
		COM: HP LASERJET PRINTER						TOTAL	671.00
00105660	4110101	DESKTOP COMPUTER		72X2C11	GX150	0061	1	401 E 07 010102	070810 070813 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138	DELL		000001	O			942.00 5
		COM: DELL CPU						TOTAL	942.00
00025821	4220000	MUSICAL INSTRUMENTS		43-461669	N/A	0061	10	1012 G 07 010102	070810 060514 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
					000001	O			5
		COM: FRENCH HORN						TOTAL	.00
00035331	4220000	MUSICAL INSTRUMENTS		A35366	N/A	0061	10	1012 G 07 010102	070810 060514 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
					000001	O			5
		COM: GEMEINHARD FLUTE						TOTAL	.00
00035332	4220000	MUSICAL INSTRUMENTS		3780	N/A	0061	10	1012 G 07 010102	070810 060514 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
					000001	O			5
		COM: J. BESSON FRENCH HORN						TOTAL	.00
00035333	4220000	MUSICAL INSTRUMENTS		3811	N/A	0061	10	1012 G 07 010102	070810 060514 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
					000001	O			5
		COM: J. BESSON FRENCH HORN						TOTAL	.00
00035334	4220000	MUSICAL INSTRUMENTS		3811	N/A	0061	10	1012 G 07 010102	070810 060514 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
					000001	O			5
		COM: J. BESSON FRENCH HORN						TOTAL	.00



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00035335	4220000	MUSICAL INSTRUMENTS		93494	N/A	0061 10 1012 G 07 010102 070810 060514 Y	
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK OLG OWN		FND-CNTR-PROJECT-----AMOUNT LIF
				000001	O		5
		COM: OLDS BARITONE				TOTAL	.00
00035352	4220000	MUSICAL INSTRUMENTS		GA940109	N/A	0061 10 1012 G 07 010102 070810 060514 Y	
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK OLG OWN		FND-CNTR-PROJECT-----AMOUNT LIF
				000001	O		5
		COM: C.C. CONN FRENCH HORN				TOTAL	.00
00032781	4110101	DESKTOP COMPUTER		DFW8N41	GX270	0061 10 1014 G 07 010104 052914 Y	
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK OLG OWN		FND-CNTR-PROJECT-----AMOUNT LIF
					O		5
		COM: DELL CPU				TOTAL	.00
00025515	4060100	FILES AND CABINETS		N/A	N/A	0061 11 1114 G 07 010102 070810 052914 Y	
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK OLG OWN		FND-CNTR-PROJECT-----AMOUNT LIF
				000001	O		513.00 10
		COM: 4-DRAWER FILE CABNT				TOTAL	513.00
00105543	4110101	DESKTOP COMPUTER		8FW8N41	GX270	0061 11 1114 G 07 010102 070810 070813 Y	
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK OLG OWN		FND-CNTR-PROJECT-----AMOUNT LIF
		MFG: M000000138 DELL		000001	O		940.00 5
		COM: DELL CPU				TOTAL	940.00
00200982	4200007	STACKED OVEN		NOT VISIBLE	NOT VI	0061 12 1201 G 07 010193 070810 060514 Y	
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK OLG OWN		FND-CNTR-PROJECT-----AMOUNT LIF
				000001	O		1,500.00 7
		COM: GROEN OVEN				TOTAL	1,500.00
00028919	4220000	MUSICAL INSTRUMENTS		702788	4412LT	0061 12 1206 G 07 010102 070810 060514 Y	
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK OLG OWN		FND-CNTR-PROJECT-----AMOUNT LIF
				000001	O		3,457.00 5
		COM: STORY & CLARK PIANO				TOTAL	3,457.00

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00034425	4110102	LAPTOP COMPUTER		4H6191AXSEB	BA124L	0061	2 202 G 07	010105	070810	022614	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN		FND-CNTR-PROJECT-----	AMOUNT	LIF
		MFG: M000000002 APPLE COMPUTER		000001		O				1,066.00	5
		COM: I-BOOK LAPTOP							TOTAL	1,066.00	
00035309	4110102	LAPTOP COMPUTER		CND611126V	HSTNN-	0061	2 202 E 07	010100	070810	060514	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN		FND-CNTR-PROJECT-----	AMOUNT	LIF
		MFG: M000000016 HEWLETT-PACKARD		000001		O				1,800.00	5
		COM: HP PAVILLION LAPTOP							TOTAL	1,800.00	
00035306	4350000	LAWN & GARDEN EQUIPMENT		K-40879	888P	0061	2 203 E 07	010100		052914	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN		FND-CNTR-PROJECT-----	AMOUNT	LIF
				000001		O				501.00	7
		COM: SCANTRON							TOTAL	501.00	
00105427	4050000	AUDIO-VISUAL EQUIPMENT		A31C14395	PVL453	0061	2 212 E 07	010100	070810	060514	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN		FND-CNTR-PROJECT-----	AMOUNT	LIF
		MFG: M000000019 PANASONIC		000001		O				1,549.00	7
		COM: PANASONIC VIDEO RECD							TOTAL	1,549.00	
00030705	4160900	MISCELLANEOUS OFFICE EQUIPMENT		\10499	PDI HC	0061	2 213 G 07	010100	070810	060514	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN		FND-CNTR-PROJECT-----	AMOUNT	LIF
				000001		O					7
		COM: SUPREME COMBINER							TOTAL	.00	
00030706	4100000	COMMUNICATION EQUIPMENT		704810	MIGHTY	0061	2 213 G 07	010100	070810	070813	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN		FND-CNTR-PROJECT-----	AMOUNT	LIF
				000001		O					5
		COM: MODULATOR							TOTAL	.00	
00032512	4100000	COMMUNICATION EQUIPMENT		917	MIGHTY	0061	2 213 G 07	010100	070810	070813	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN		FND-CNTR-PROJECT-----	AMOUNT	LIF
				000001		O					5
		COM: MODULATOR							TOTAL	.00	

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						CNTR DP BLDG FM N DS	ACQRED	INVTY	DISPD G
00033154	4110101	DESKTOP COMPUTER		61LKG61	GX280	0061 2 213 G 07	010106		070813 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL		000001		O			1,435.00 5
		COM: DELL CPU						TOTAL	1,435.00
00035272	4110101	DESKTOP COMPUTER		D34MP61	GX280	0061 2 213 G 07	010106		070813 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL		000001		O			949.00 5
		COM: DELL CPU						TOTAL	949.00
00105481	4110101	DESKTOP COMPUTER		57NCM01	GX150	0061 2 213 G 07	010102	070810	070813 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL		000001		O			1,105.00 5
		COM: DELL CPU						TOTAL	1,105.00
00105488	4110101	DESKTOP COMPUTER		H3NCM01	GX150	0061 2 213 G 07	010102	070810	070813 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL		000001		O			1,105.00 5
		COM: DELL CPU						TOTAL	1,105.00
00035224	4110101	DESKTOP COMPUTER		F86DZB1	GX520	0061 2 301 E 07	111706		070213 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL		168459	000001	O		420-0245	870.18 5
		COM: DELL CPU (SHAY REPAIR RM 70)						TOTAL	870.18
00036392	4110101	DESKTOP COMPUTER		8XB4JD1	GX745	0061 2 301 E 07	090407		052914 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL		171472	000001	O		376-0061	931.80 5
		COM: DELL CPU						TOTAL	931.80
								CUR VALUE	77.66
00032603	4110101	DESKTOP COMPUTER		4S6SN41	C400	0061 2 302 G 07	010104		052914 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
						O			5
		COM: DELL LAPTOP						TOTAL	.00



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						CNTR DP BLDG FM N DS		ACQRED	INVTY	DISPD G
00105538	4130000	CUSTODIAL/MAINTENANCE EQUIPMENT	527457		330403	0061	5	G 07	010102	060514 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN		FND-CNTR-PROJECT-----	AMOUNT LIF
				000001		O				501.00 7
		COM: SERVICE MASTER VAC (CUSTODIAN)							TOTAL	501.00
00033056	4110101	DESKTOP COMPUTER	2QCXP51		GX270	0061	6 46	G 07	010105	052914 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN		FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL			000001		O			949.00 5
		COM: DELL CPU							TOTAL	949.00
00025481	4060100	FILES AND CABINETS	N/A		N/A	0061	6 604	G 07	010102 070810	052914 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN		FND-CNTR-PROJECT-----	AMOUNT LIF
					000001		O			576.00 10
		COM: 4-DRAWER FILE CABNT							TOTAL	576.00
00105292	4110101	DESKTOP COMPUTER	D5NCM01		GX150	0061	6 604	G 07	010102 070810	070813 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN		FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL			000001		O			1,105.00 5
		COM: DELL CPU							TOTAL	1,105.00
00025453	4060100	FILES AND CABINETS	N/A		N/A	0061	6 608	G 07	010100 070810	052914 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN		FND-CNTR-PROJECT-----	AMOUNT LIF
					000001		O			576.00 10
		COM: 4-DRAWER FILE CABNT							TOTAL	576.00
00025454	4060100	FILES AND CABINETS	N/A		N/A	0061	6 608	G 07	010100 070810	052914 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN		FND-CNTR-PROJECT-----	AMOUNT LIF
					000001		O			576.00 10
		COM: 4-DRAWER FILE CABNT							TOTAL	576.00
00032773	4110101	DESKTOP COMPUTER	FCW8N41		GX270	0061	6 611	G 07	010105 070810	070813 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN		FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL			000001		O			949.00 5
		COM: DELL CPU							TOTAL	949.00

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00105286	4110101	DESKTOP COMPUTER		C6NCM01	GX150	0061 6 611 G 07 010102 070810 070813 Y	
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG OWN	FND-CNTR-PROJECT-----AMOUNT LIF
		MFG: M000000138 DELL		000001	O		5
		COM: DELL CPU				TOTAL	.00
00032784	4110101	DESKTOP COMPUTER		5GW8N41	GX270	0061 6 612 G 07 010102 052914 Y	
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG OWN	FND-CNTR-PROJECT-----AMOUNT LIF
		MFG: M000000138 DELL		000001	O		949.00 5
		COM: DELL CPU				TOTAL	949.00
						CUR VALUE	379.60
00035269	4180000	LAMINATING EQUIPMENT		421	252	0061 6 620 F 07 010102 070810 060514 Y	
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG OWN	FND-CNTR-PROJECT-----AMOUNT LIF
				000001	O		1,239.00 7
		COM: LAMINATOR MULTISEAL				TOTAL	1,239.00
00032744	4110101	DESKTOP COMPUTER		3FW8N41	GX270	0061 6 625 G 07 010105 070810 052914 Y	
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG OWN	FND-CNTR-PROJECT-----AMOUNT LIF
		MFG: M000000138 DELL		000001	O		1,091.00 5
		COM: DELL CPU				TOTAL	1,091.00
00033904	4050100	PROJECTORS		601911441	XG-MB5	0061 6 625 E 07 080606 070810 052914 Y	
		VDR: VA13140000 AUDIO VISION, INC.		PO NUM	CHECK	OLG OWN	FND-CNTR-PROJECT-----AMOUNT LIF
		MFG: M000000035 SHARP		167160	000001	O	420-0061 1,155.00 7
		COM: SHARP PROJECTOR				TOTAL	1,155.00
						CUR VALUE	13.76
00105289	4110101	DESKTOP COMPUTER		D3NCM01	GX150	0061 6 625 G 07 010102 070810 070813 Y	
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG OWN	FND-CNTR-PROJECT-----AMOUNT LIF
		MFG: M000000138 DELL		000001	O		1,105.00 5
		COM: DELL CPU				TOTAL	1,105.00
00035920	4110101	DESKTOP COMPUTER		2JPRYC1	GX745	0061 6 628 E 07 052107 070810 070813 Y	
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG OWN	FND-CNTR-PROJECT-----AMOUNT LIF
		MFG: M000000138 DELL		170563	000001	O	420-0061 845.00 5
		COM: DELL CPU				TOTAL	845.00

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00035937	4110101	DESKTOP COMPUTER		HLPRYC1	GX745	0061 6 628 E 07	052107	070810	070813	Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT-----	AMOUNT	LIF
		MFG: M000000138 DELL		170563	000001	O		420-0061	845.00	5
		COM: DELL CPU						TOTAL	845.00	
00032787	4110101	DESKTOP COMPUTER		HFW8N41	GX280	0061 6 637 G 07	010106	070810	060514	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT-----	AMOUNT	LIF
		MFG: M000000138 DELL			000001	O			949.00	5
		COM: DELL CPU						TOTAL	949.00	
00034951	4110101	DESKTOP COMPUTER		CT9CT31	GX270	0061 6 637 G 07	010105		060614	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT-----	AMOUNT	LIF
		MFG: M000000138 DELL			000001	O			949.00	5
		COM: DELL CPU (21ST CCLC)						TOTAL	949.00	
								CUR VALUE	569.40	
00030320	4110101	DESKTOP COMPUTER		27NCM01	GX150	0061 6 639 G 07	010103		070813	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT-----	AMOUNT	LIF
						O				5
		COM: DELL CPU						TOTAL	.00	
00035319	4050100	PROJECTORS		18753983317	1100MP	0061 6 646 E 07	010105	070810	060514	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT-----	AMOUNT	LIF
		MFG: M000000138 DELL			000001	O			962.00	7
		COM: DELL PROJECTOR						TOTAL	962.00	
00032374	4110102	LAPTOP COMPUTER		7T390	PP05L	0061 6 648 E 07	010104	070810	060514	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT-----	AMOUNT	LIF
		MFG: M000000138 DELL			000001	O			1,523.00	5
		COM: DELL LAPTOP LATTD						TOTAL	1,523.00	
00105429	4050100	PROJECTORS		311316088	PG-B10	0061 6 648 E 07	010102		070813	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT-----	AMOUNT	LIF
		MFG: M000000035 SHARP			000001	O			525.00	7
		COM: SHARP PROJECTOR						TOTAL	525.00	



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00031296	4110101	DESKTOP COMPUTER		2YX2C11	GX150	0061 6 650 G 07 010104	052914 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK OLG OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
					O		5
						TOTAL	.00
00035280	4080100	TELEVISIONS		613895	25E- M	0061 6 650 E 07 010102 070810	060514 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK OLG OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000035	SHARP		000001 O		7
		COM: SHARP TV				TOTAL	.00
00035840	4110101	DESKTOP COMPUTER		48XN2C1	GX520	0061 7 702 E 07 110206 070810	070813 Y
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK OLG OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138	DELL	168822	000001 O	420-0061	829.22 5
		COM: DELL CPU				TOTAL	829.22
00200339	4130000	CUSTODIAL/MAINTENANCE EQUIPMENT		1120661	392900	0061 7 702 G 07 010100 070810	070813 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK OLG OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
					000001 O		7
		COM: AUTO FLOOR SCRUBER				TOTAL	6,468.00
00035844	4110101	DESKTOP COMPUTER		D8XN2C1	GX520	0061 7 709 G 07 110206	060514 Y
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK OLG OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138	DELL	168822	000001 O	420-0061	5
		COM: DELL CPU				TOTAL	.00
00030296	4110101	DESKTOP COMPUTER		J9NC301	GX150	0061 7 711 G 07 010102 101910	070813 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK OLG OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138	DELL		000001 O		5
		COM: DELL CPU				TOTAL	1,105.00
00030303	4110101	DESKTOP COMPUTER		F6NCM01	GX150	0061 7 711 G 07 010101	070813 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK OLG OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138	DELL		000001 O		5
		COM: DELL CPU				TOTAL	1,105.00

RPRT- M1B08  
DIST- 20 GADSDEN COUNTY SCHOOL BOARD  
LOCN- 0061 HAVANA MIDDLE SCHOOL

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-FA NUM-	CODE-----	CLASSIFICATION-----	DESCRIPTION	---SERIAL NUMBER---	---MODEL--- NUMBER	---LOCATION--- CNTR DP BLDG FM N DS	C	-----DATES----- ACQRED INVTY	T DISPD G
00030304	4110101	DESKTOP COMPUTER		98NCM01	GX150	0061	7 711 G 07	010102	070813 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL		000001		O			1,105.00 5
		COM: DELL CPU						TOTAL	1,105.00
00030314	4110101	DESKTOP COMPUTER		J8NCM01	GX150	0061	7 711 G 07	010102	070810 070813 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL		000001		O			1,105.00 5
		COM: DELL CPU						TOTAL	1,105.00
00032774	4110101	DESKTOP COMPUTER		9GW8N41	GX 1	0061	7 711 E 07	010100	070810 070813 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL		000001		O			949.00 5
		COM: DELL CPU						TOTAL	949.00
00032782	4110101	DESKTOP COMPUTER		DGWN41	GX270	0061	7 711 G 07	010100	070810 060514 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL		000001		O			1,099.00 5
		COM: DELL CPU						TOTAL	1,099.00
00035251	4050100	PROJECTORS		606934502	XR20X	0061	7 711 E 07	010105	070810 060514 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000035 SHARP		000001		O			550.00 7
		COM: SHARP PROJECTOR						TOTAL	550.00
00031318	4110101	DESKTOP COMPUTER		GYX2C11	GX150	0061	7 713 E 07	010102	070810 070813 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL		000001		O			942.00 5
		COM: DELL CPU						TOTAL	942.00
00035317	4050100	PROJECTORS		10046853973	1100MP	0061	7 715 G 07	010105	101810 060514 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL		000001		O			962.00 7
		COM: DELL PROJ						TOTAL	962.00

RPRT- M1B08  
DIST- 20 GADSDEN COUNTY SCHOOL BOARD  
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-FA NUM-	CODE-----	CLASSIFICATION-----	DESCRIPTION	---SERIAL NUMBER---	--MODEL-- NUMBER	---LOCATION----	C	-----DATES-----	T
						CNTR DP BLDG FM N DS		ACQRED INVTRY	DISPD G
00105264	4200000	LUNCHROOM EQUIPMENT		NOT VISIBLE	NOT VI	0061 7 715 G 07 010105			060514 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK OLG OWN			FND-CNTR-PROJECT-----	AMOUNT LIF
				000001	O				7
		COM: MOVABLE SINK-RANGE						TOTAL	.00
00105848	4110101	DESKTOP COMPUTER		94NCM01	GX150	0061 7 715 G 07 010102			070813 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK OLG OWN			FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL		.	000001 O				5
		COM: DELL CPU						TOTAL	.00
				CNTR 0061	TOTAL			72 ITEMS	56,686.20 COST



RPRT- M1B08  
DIST- 20 GADSDEN COUNTY SCHOOL BOARD  
LOCN- 0071 EAST GADSDEN HIGH SCHOOL

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-FA NUM-	CODE-----	CLASSIFICATION-----	DESCRIPTION	---SERIAL NUMBER---	--MODEL-- NUMBER	---LOCATION--- CNTR DP BLDG FM N DS	C	-----DATES----- ACQRED INVTRY	T DISPD G
00032688	4110102	LAPTOP COMPUTER		HJ1PJ41	D505	0071	2 209 G 07 010104	062413 111813 Y	
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----AMOUNT LIF	
		MFG: M000000138 DELL			000001	O		5	
		COM: DELL LAPTOP						TOTAL .00	
00035997	4110102	LAPTOP COMPUTER		JQ1KYC1	131L	0071	2 209 E 07 052407	062413 081213 Y	
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----AMOUNT LIF	
		MFG: M000000138 DELL		170545	000001	O		420-0071 830.88 5	
		COM: DELL LAPTOP						TOTAL 830.88	
00032255	4110101	DESKTOP COMPUTER		28YKS71	170L	0071	8 828 G 07 010104	072613 Y	
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----AMOUNT LIF	
		MFG: M000000138 DELL			000001	O		5	
		COM: DELL CPU						TOTAL .00	
				CNTR 0071	TOTAL			3 ITEMS 830.88 COST	

RPRT- M1B08  
DIST- 20 GADSDEN COUNTY SCHOOL BOARD  
LOCN- 0091 HAVANA ELEMENTARY

TERMS - FACILITY MANAGEMENT SERIES  
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-FA NUM-	CODE-----	CLASSIFICATION-----	DESCRIPTION	---SERIAL NUMBER---	--MODEL-- NUMBER	---LOCATION--- CNTR DP BLDG FM N DS	C	-----DATES----- ACQRED INVTRY	T DISPD G
00033502	4110101	DESKTOP COMPUTER		FKT9M71	GX280	0091	1 2	G 07 010106	042214 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL		000001		O			1,102.00 5
		COM: DELL CPU						TOTAL	1,102.00
00031605	4110101	DESKTOP COMPUTER		6PCVQ51	GX270	0091	1 3	G 07 010105 022111	042214 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL		000001		O			893.00 5
		COM: DELL CPU						TOTAL	893.00
00106112	4080100	TELEVISIONS		NOT VISIBLE	C25A24	0091	1 4	G 07 010103	042414 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000030 ZENITH		000001		O			7
		COM: ZENITH TV						TOTAL	.00
00031609	4110101	DESKTOP COMPUTER		9QCVQ51	GX270	0091	1 5	G 07 010105	042214 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL		000001		O			893.00 5
		COM: DELL CPU						TOTAL	893.00
00035900	4110101	DESKTOP COMPUTER		4PPRYC1	GX745	0091	3 16	E 07 052107	050714 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL		170563	000001	O		420-0091	845.00 5
		COM: DELL CPU						TOTAL	845.00
00032604	4110102	LAPTOP COMPUTER		4W6SN41		0091	3 18	G 07 010106	050114 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL		000001		O			5
		COM: DELL LAPTOP						TOTAL	.00
00038498	4110101	DESKTOP COMPUTER		5DMKKN1	GX380	0091	3 19	G 07 112010	052714 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
				179070	077592	O		420-0091-4212691	5
		COM: DELL CPU						TOTAL	.00

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 DIST- 20 GADSDEN COUNTY SCHOOL BOARD  
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-FA NUM-	CODE-----	CLASSIFICATION-----	DESCRIPTION ---	SERIAL NUMBER----	MODEL-- NUMBER	LOCATION----	C CNTR DP BLDG FM N DS	ACQRED	INVTY	DATES-----	T DISPD G
00036643	4110300	PRINTERS		H7J509657	MFC-84	0091	4 25 E 07	102407		090413	Y
		VDR: VP00095000 PC NATION		PO NUM	CHECK	OLG	OWN			FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000091 BROTHER'S		172092	000001	O				110-0091	5
		COM: BROTHERS FX SCN								TOTAL	.00
00028449	4110300	PRINTERS			C3982A	0091	4 27 F 07	010100		090413	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN			FND-CNTR-PROJECT-----	AMOUNT LIF
					000001	O					5
		COM: PRINTER								TOTAL	.00
00035904	4110101	DESKTOP COMPUTER		2PPRYC1	GX745	0091	4 27 E 07	052107	060113	050714	Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN			FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL		170563	000001	O				420-0091	845.00 5
		COM: DELL CPU								TOTAL	845.00
00036909	4110101	DESKTOP COMPUTER		GZ1CW61	GX280	0091	6 31H G 07	010106		042214	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN			FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL			000001	O					5
		COM: DELL CPU								TOTAL	.00
00105369	4050102	SMART BOARD		NOT VISIBLE	N/A	0091	6 34 E 07	010105		042414	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN			FND-CNTR-PROJECT-----	AMOUNT LIF
					000001	O					1,700.00 7
		COM: SMART BOARD								TOTAL	1,700.00
00105432	4110102	LAPTOP COMPUTER		4E516A03	PP03L	0091	6 34 G 07	010104		042414	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN			FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL			000001	O				420-0091-4226390	2,378.00 5
		COM: DELL LAPTOP LATT.								TOTAL	2,378.00
00033019	4110300	PRINTERS		6RZ6D41	3100CN	0091	6 34B E 07	010102		042214	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN			FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL			000001	O					5
		COM: DELL LASER PRINTER								TOTAL	.00



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-FA NUM-	CODE-----	CLASSIFICATION-----	DESCRIPTION	---SERIAL NUMBER---	MODEL-- NUMBER	---LOCATION----	C	-----DATES-----	T
						CNTR DP BLDG FM N DS	ACQRED	INVTY	DISPD G
00035176	4050100	PROJECTORS		510913612	XR-20X	0091 6 36	G 07	010106	042414 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000035	SHARP		000001	O			920.00 7
		COM: SHARP PROJECTOR						TOTAL	920.00
00037020	4110102	LAPTOP COMPUTER		D16XD51	D600	0091 6 37	G 07	080104	050214 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
						O			5
		COM: DELL LAPTOP (21ST CCLC) (M. STOKES)						TOTAL	.00
00033232	4050100	PROJECTORS		FWDGUY3279F	EMP-31	0091 6 38	G 07	010105	040414 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000024	EPSON		000001	O			920.00 7
		COM: EPSON PROJECTOR						TOTAL	920.00
00031630	4050100	PROJECTORS		U311316134	PG-B10	0091 6 42	G 07	010105	042414 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000035	SHARP		000001	O			7
		COM: SHARP PROJECTOR						TOTAL	.00
00105728	4110101	DESKTOP COMPUTER			M5521	0091 6 42	G 07	010100	042214 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000002	APPLE COMPUTER		000001	O			918.00 5
		COM: IMAC CPU						TOTAL	918.00
00035159	4050100	PROJECTORS		510913644	XR20X	0091 6 43	G 07	010106	100813 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000035	SHARP		000001	O			920.00 7
		COM: SHARP PROJECTOR						TOTAL	920.00
00031642	4110101	DESKTOP COMPUTER		6930CR3B0266		0091 7 51	G 07	010101	042214 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000002	APPLE COMPUTER		000001	O			5
		COM: EMAC CPU						TOTAL	.00

RPRT- M1B08  
DIST- 20 GADSDEN COUNTY SCHOOL BOARD  
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-FA NUM-	CODE	-----CLASSIFICATION-----	-----DESCRIPTION----	---SERIAL NUMBER---	--MODEL-- NUMBER	---LOCATION--- C CNTR DP BLDG FM N DS	-----DATES----- T ACQRED INVTRY DISPD G
00032035	4110101	DESKTOP COMPUTER			700	0091 7 51 G 07 010101	042214 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK OLG OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000002 APPLE COMPUTER		000001	O		1,088.00 5
		COM: EMAC CPU				TOTAL	1,088.00
00032038	4110101	DESKTOP COMPUTER			700	0091 7 51 G 07 010101	042214 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK OLG OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000002 APPLE COMPUTER		000001	O		1,088.00 5
		COM: EMAC CPU				TOTAL	1,088.00
00038892	4110101	DESKTOP COMPUTER	FR58TR1		GX380	0091 7 51 G 07 102711	052714 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK OLG OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
				181591	O	432-0091-43630S5	5
		COM: DELL CPU GX380				TOTAL	.00
00035909	4110101	DESKTOP COMPUTER	CLFPYC1		GX745	0091 8 3 E 07 052107 060113 050714	Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK OLG OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL		170563	000001 O	420-0091	845.00 5
		COM: DELL CPU				TOTAL	845.00
00106123	4160400	MISC FURNITURE	N/A		OAK	0091 98 1 G 07 010100	042414 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK OLG OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
				000001	O		10
		COM: PLAY PEN				TOTAL	.00
00031764	4110101	DESKTOP COMPUTER	101664		GX240	0091 98 10 G 07 010100	042214 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK OLG OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000002 APPLE COMPUTER		000001	O		918.00 5
		COM: DELL CPU				TOTAL	918.00
00029700	4110101	DESKTOP COMPUTER			M5521	0091 99 11 G 07 010100	042414 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK OLG OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000002 APPLE COMPUTER		000001	O		918.00 5
		COM: IMAC CPU				TOTAL	918.00

RPRT- M1B08  
DIST- 20 GADSDEN COUNTY SCHOOL BOARD  
LOCN- 0091 HAVANA ELEMENTARY

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00023289	4080100	TELEVISIONS				0091 99 18 G 07 010100	042214 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK OLG OWN 000001 O	FND-CNTR-PROJECT-----	AMOUNT LIF 7
		COM: TV				TOTAL	.00
00106119	4110101	DESKTOP COMPUTER				0091 99 18 G 07 010100	042214 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK OLG OWN 000001 O	FND-CNTR-PROJECT-----	AMOUNT LIF 5
		MFG: M000000002	APPLE COMPUTER			TOTAL	.00
		COM: IMAC CPU					
00033651	4080000	CAMERAS		KCFDH52102272		0091 99 19 E 07 010102	042414 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK OLG OWN 000001 O	FND-CNTR-PROJECT-----	AMOUNT LIF 7
		MFG: M000000017	KODAK			TOTAL	.00
		COM: KODAK DIGITAL CAMERA					
				CNTR 0091	TOTAL	31 ITEMS	17,191.00 COST



RPRT- M1B08  
DIST- 20 GADSDEN COUNTY SCHOOL BOARD  
LOCN- 0101 GADSDEN ELEMENTARY MAGNET

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00036948	4100000	COMMUNICATION EQUIPMENT	NOT VISIBLE		3C1060	0101		14	E	07	051308				050114	Y
		VDR: VH06760000 HAYES E-GOVERNMENT RESOURCES		PO NUM 173301	CHECK 066419	OLG O	OWN						FND-CNTR-PROJECT-----	AMOUNT	LIF	
													376-9001	1,296.75	5	
		COM: NBX V3000 ANALOG SYS											TOTAL	1,296.75		
00102188	4100000	COMMUNICATION EQUIPMENT	N/A		N/A	0101		14	G	07	010104				050114	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM 000001	CHECK 000001	OLG O	OWN						FND-CNTR-PROJECT-----	AMOUNT	LIF	
													TOTAL	.00	5	
		COM: SWITCH NORTEL														
00102189	4050000	AUDIO-VISUAL EQUIPMENT	N/A		N/A	0101		14	G	07	010104				050114	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM 000001	CHECK 000001	OLG O	OWN						FND-CNTR-PROJECT-----	AMOUNT	LIF	
													TOTAL	.00	7	
		COM: AMP FIBER LINK														
00037259	4100000	COMMUNICATION EQUIPMENT	F0C1135U0JW		2960	0101		14A	G	07	010103				050114	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM O	CHECK	OLG O	OWN						FND-CNTR-PROJECT-----	AMOUNT	LIF	
													TOTAL	.00	5	
		COM: CATALYST RECEIVER														
00034583	4080100	TELEVISIONS	V01010883		SSC139	0101		15	F	07	010102				043014	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM 000001	CHECK 000001	OLG O	OWN						FND-CNTR-PROJECT-----	AMOUNT	LIF	
													TOTAL	.00	7	
		COM: SYPHONIC TV														
00036479	4110101	DESKTOP COMPUTER	1BS4MD1		GX745	0101		16	E	07	082807				050714	Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM 171601	CHECK 000001	OLG O	OWN						FND-CNTR-PROJECT-----	AMOUNT	LIF	
		MFG: M000000138 DELL											376-0101	861.80	5	
		COM: DELL CPU											TOTAL	861.80		
00034581	4110300	PRINTERS	E233667		4511	0101		20	G	07	010102				050114	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM 000001	CHECK 000001	OLG O	OWN						FND-CNTR-PROJECT-----	AMOUNT	LIF	
													TOTAL	.00	5	
		COM: LEXMARK PRINTER														

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-FA NUM-	CODE-----	CLASSIFICATION-----	DESCRIPTION	---SERIAL NUMBER---	--MODEL-- NUMBER	---LOCATION--- CNTR DP BLDG FM N DS	C ACQRED	-----DATES----- INVTRY	T DISPD	G
00034535	4080100	TELEVISIONS		510913671	XR20X	0101	21	G 07 010108	111813	Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT	LIF
		MFG: M000000035	SHARP	000001	0					7
		COM: SHARP PROJECTOR						TOTAL	.00	
00036404	4110101	DESKTOP COMPUTER		1WB4JD1	GX745	0101	23	G 07 090407	050714	Y
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT	LIF
		MFG: M000000138	DELL	000376	000001	0			931.80	5
		COM: DELL CPU						TOTAL	931.80	
00034571	4110101	DESKTOP COMPUTER		17WGS81	GX520	0101	25	E 07 010106	050114	Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT	LIF
		MFG: M000000138	DELL	000001	0				1,108.00	5
		COM: DELL CPU						TOTAL	1,108.00	
00034550	4080100	TELEVISIONS		606934496	XR20X	0101	27	G 07 081106	050114	Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT	LIF
		MFG: M000000035	SHARP	167244	000001	0		420-0211	1,060.00	7
		COM: SHARP PROJECTOR						TOTAL	1,060.00	
								CUR VALUE	12.62	
00036255	4110101	DESKTOP COMPUTER		5G6M4D1	GX745	0101	28	E 07 072307	050714	Y
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT	LIF
		MFG: M000000138	DELL	170896	000001	0		420-0101	861.80	5
		COM: DELL CPU						TOTAL	861.80	
00036597	4110101	DESKTOP COMPUTER		79K4SD1	GX745	0101	28	E 07 101007	050714	Y
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT	LIF
		MFG: M000000138	DELL	171864	000001	0		376-0101	861.80	5
		COM: DELL CPU						TOTAL	861.80	
00036598	4110101	DESKTOP COMPUTER		DCK4SD1	GX745	0101	28	E 07 101007	050714	Y
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT	LIF
		MFG: M000000138	DELL	171864	000001	0		376-0101	861.80	5
		COM: DELL CPU						TOTAL	861.80	

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-FA NUM-	CODE-----	CLASSIFICATION-----	DESCRIPTION ---	SERIAL NUMBER----	MODEL-- NUMBER	LOCATION---- CNTR DP BLDG FM N DS	DATES----- ACQRED INVTRY	T DISPD G
00036606	4110101	DESKTOP COMPUTER		8CK4SD1	GX745	0101 28 E 07 101007	050714 Y	
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG OWN	FND-CNTR-PROJECT-----AMOUNT LIF	
		MFG: M000000138 DELL		171864	000001	O	376-0101 861.80 5	
		COM: DELL CPU					TOTAL 861.80	
00038224	4110101	DESKTOP COMPUTER		3W52NN1	GX380	0101 5A G 07 120910	051214 Y	
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG OWN	FND-CNTR-PROJECT-----AMOUNT LIF	
				178974		O	110-0101-1104430 5	
		COM: DELL CPU					TOTAL .00	
00031206	4050100	PROJECTORS		7GT14800017	LP340	0101 6 E 07 010103	050114 Y	
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG OWN	FND-CNTR-PROJECT-----AMOUNT LIF	
		MFG: M000000110 INFOCUS			000001	O	7	
		COM: INFOCUS PROJ					TOTAL .00	
00034576	4050100	PROJECTORS		18032737	1880	0101 6 G 07 010199	050114 Y	
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG OWN	FND-CNTR-PROJECT-----AMOUNT LIF	
					000001	O	7	
		COM: 3M PROJECTOR					TOTAL .00	
00034585	4050000	AUDIO-VISUAL EQUIPMENT		21C0044057	MVP35	0101 6 G 07 010103	051414 Y	
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG OWN	FND-CNTR-PROJECT-----AMOUNT LIF	
					000001	O	7	
		COM: COMMUNITY SPEAKERS					TOTAL .00	
00034586	4050000	AUDIO-VISUAL EQUIPMENT		21C0044057	MVP35	0101 6 G 07 010103	051414 Y	
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG OWN	FND-CNTR-PROJECT-----AMOUNT LIF	
					000001	O	7	
		COM: COMMUNITY SPEAKERS					TOTAL .00	
00034587	4050000	AUDIO-VISUAL EQUIPMENT		NOT VISIBLE	CM100	0101 6 G 07 010103	050114 Y	
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG OWN	FND-CNTR-PROJECT-----AMOUNT LIF	
		MFG: M000000076 NUMA			000001	O	7	
		COM: NUMARK MIXER					TOTAL .00	



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						CNTR DP BLDG FM N DS		ACQRED INVTRY	DISPD G
00034588	4050000	AUDIO-VISUAL EQUIPMENT		A012141	XLS202	0101	6	G 07 010103	050114 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----AMOUNT	LIF
				000001	O				7
		COM: CROWN AMPLIFIER						TOTAL	.00
00034961	4050100	PROJECTORS		DWH01Z0493C	EMP800	0101	6	G 07 010104	050114 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----AMOUNT	LIF
		MFG: M000000024 EPSON		000001	O				7
		COM: EPSON PROJECTOR						TOTAL	.00
00101683	4050100	PROJECTORS		18032426		0101	6	F 07 010100	050114 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----AMOUNT	LIF
				000001	O				7
		COM: 3M PROJECTOR						TOTAL	.00
00101772	4080200	VIDEO		G0SC12467	L550D	0101	6	G 07 010102	050114 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----AMOUNT	LIF
					O				7
		COM: PIONEER CAMCORDER						TOTAL	.00
00101773	4100000	COMMUNICATION EQUIPMENT		D1HC12	N/A	0101	6	G 07 010104	050114 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----AMOUNT	LIF
				000001	O				5
		COM: PDI						TOTAL	.00
00101788	4050100	PROJECTORS		SL8360625	PTL595	0101	6	G 07 010102	050114 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----AMOUNT	LIF
		MFG: M000000019 PANASONIC		000001	O				7
		COM: PANASONIC PROJECTOR						TOTAL	.00
00102090	4050000	AUDIO-VISUAL EQUIPMENT		3982987		0101	6	F 07 010103	050114 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----AMOUNT	LIF
		MFG: M000000090 PIONEER		000001	O				7
		COM: PIONEER PLAYER						TOTAL	.00

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00033763	4110101	DESKTOP COMPUTER		57WGS81	GX520	0101		8	G	07	010106				050314	Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT	AMOUNT	LIF	
		MFG: M000000138	DELL	000001	O									949.00	5	
		COM: DELL CPU											TOTAL	949.00		
00036854	4080100	TELEVISIONS		67X02776	PLC-XU	0101		8	E	07	012308				050114	Y
		VDR: VC00220000	CDW GOVERNMENT, INC.	PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT	AMOUNT	LIF	
		MFG: M000000031	SANYO	172560	000001	O							376-0101	1,805.00	7	
		COM: SANYO PROJECTOR											TOTAL	1,805.00		
													CUR VALUE	386.77		
00037098	4110102	LAPTOP COMPUTER		W884900N5LA	A1304	0101		9	G	07	121208				050114	Y
		VDR: VA10350000	APPLE COMPUTER INC	PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT	AMOUNT	LIF	
		MFG: M000000002	APPLE COMPUTER	175052	065970	O							420-0101-4222492	2,386.00	5	
		COM: APPLE LAPTOP											TOTAL	2,386.00		
													CUR VALUE	198.85		
00037983	4110300	PRINTERS		37STTH1	3115CN	0101		9	G	07	090110				050114	Y
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT	AMOUNT	LIF	
				178631	076592	O							110-0101-1108180	861.75	5	
		COM: DELL PRINTER											TOTAL	861.75		
													CUR VALUE	373.43		
00035792	4110102	LAPTOP COMPUTER		7XRZMC1	D820	0101		8	8	E	07	032607	042610	060514	Y	
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT	AMOUNT	LIF	
		MFG: M000000138	DELL	169853	000001	O							110-0101	1,283.62	5	
		COM: DELL LAPTOP (BEA HOPKINS)											TOTAL	1,283.62		
00036064	4110101	DESKTOP COMPUTER		6KZX1D1	GX745	0101		8	8	E	07	061107	042610	060514	Y	
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT	AMOUNT	LIF	
		MFG: M000000138	DELL	170665	000001	O							110-0101	909.80	5	
		COM: DELL CPU											TOTAL	909.80		
00036065	4110101	DESKTOP COMPUTER		8KZX1D1	GX745	0101		8	8	E	07	061107		060514	Y	
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT	AMOUNT	LIF	
		MFG: M000000138	DELL	170665	000001	O							110-0101	909.80	5	
		COM: DELL CPU											TOTAL	909.80		

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						CNTR DP BLDG FM N DS		ACQRED INVTRY	DISPD G
00036097	4110101	DESKTOP COMPUTER		MX7190J5M	6000	0101 8 8	G 07 062507	042610 060514	Y
		VDR: VO01030000 OFFICE DEPOT BSD#27671324		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000016 HEWLETT-PACKARD		170666	000001	O		110-0101	899.99 5
		COM: HP CPU (BEA HOPKINS HOME USE)						TOTAL	899.99
				CNTR 0101	TOTAL			36 ITEMS	18,710.51 COST



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						CNTR DP BLDG FM N DS	ACQRED	INVTRY	DISPD G
00107772	4160900	MISCELLANEUS OFFICE EQUIPMENT			405	0141 1 102 G 07	010103		060514 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
				000001	O				7
		COM: INTIMUS						TOTAL	.00
00035424	4110300	PRINTERS		CNL1K11161	1320	0141 1 114 E 07	010103		060514 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000016	HEWLETT-PACKARD	000001	O				5
		COM: HP LASERJET PRNT						TOTAL	.00
00033848	4110102	LAPTOP COMPUTER		142870	LE1600	0141 1 119 E 07	010104		060514 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
				000001	O				5
		COM: TABLET PC						TOTAL	1,066.00
									1,066.00
00033450	4110101	DESKTOP COMPUTER		GJT9M71	GX280	0141 2 200 G 07	010106	090710	060514 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138	DELL	000001	O				5
		COM: DELL CPU						TOTAL	.00
00033516	4110101	DESKTOP COMPUTER		CHT9M71	GX280	0141 2 204 G 07	010106		060514 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138	DELL	000001	O				5
		COM: DELL CPU						TOTAL	1,102.00
									1,102.00
00033517	4110101	DESKTOP COMPUTER		9NT9M71	GX280	0141 2 204 G 07	010106		060514 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138	DELL	000001	O				5
		COM: DELL CPU						TOTAL	1,102.00
									1,102.00
00107208	4120000	COPIER		FWH-005870	535	0141 2 211 G 07	010103		060514 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000033	XEROX	000001	O				5
		COM: XEROX COPIER						TOTAL	501.00
									501.00

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00033321	4110101	DESKTOP COMPUTER		1CFWH71	GX280	0141	2 213 G 07	010104	060514 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL			000001	O			5
		COM: DELL CPU						TOTAL	.00
00033514	4110101	DESKTOP COMPUTER		8MT9M71	GX280	0141	2 213 G 07	010106	060514 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL			000001	O			1,102.00 5
		COM: DELL CPU						TOTAL	1,102.00
00033523	4110101	DESKTOP COMPUTER		CH4BM71	GX280	0141	2 213 G 07	010106	060514 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL			000001	O			1,102.00 5
		COM: DELL CPU						TOTAL	1,102.00
00030140	4110101	DESKTOP COMPUTER		YM110C0GK LX	M5521	0141	2 218 G 07	010101	060514 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000002 APPLE COMPUTER			000001	O			918.00 5
		COM: IMAC CPU						TOTAL	918.00
00033481	4110101	DESKTOP COMPUTER		4J4BM71	GX280	0141	2 232 G 07	010106 081310 111513	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL			000001	O			5
		COM: DELL CPU						TOTAL	.00
00033444	4110101	DESKTOP COMPUTER		1MT9M71	GX280	0141	2 236 G 07	010106 081310 060514	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL			000001	O			5
		COM: DELL CPU						TOTAL	.00
00033472	4110101	DESKTOP COMPUTER		8QT9M71	GX280	0141	2 236 G 07	010106 090710 060514	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL			000001	O			5
		COM: DELL CPU						TOTAL	.00

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00033448	4110101	DESKTOP COMPUTER		3KT9M71	GX280	0141 2 238 G 07	010106	090710 111513	Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138	DELL		000001	O			5
		COM: DELL CPU						TOTAL	.00
00033480	4110101	DESKTOP COMPUTER		CK4BM71	GX280	0141 2 238 G 07	010106		060514 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138	DELL		000001	O			5
		COM: DELL CPU						TOTAL	.00
00033490	4110101	DESKTOP COMPUTER		BWT9M71	GX280	0141 2 242 G 07	010106	081310 060514	Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138	DELL		000001	O			5
		COM: DELL CPU						TOTAL	.00
00031686	4110101	DESKTOP COMPUTER		1QRN511	GX280	0141 2 245 G 07	010106		060514 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138	DELL		000001	O			5
		COM: DELL CPU						TOTAL	1,102.00
									1,102.00
00102760	4110101	DESKTOP COMPUTER		68R9W01	GX150	0141 3 310 G 07	010102		060514 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138	DELL		000001	O			5
		COM: DELL CPU						TOTAL	.00
00033301	4050100	PROJECTORS		FWDG421041F	EMPS1H	0141 5 7 G 07	010106		060514 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000024	EPSON		000001	O			7
		COM: EPSON PROJECTOR						TOTAL	.00
00033449	4110101	DESKTOP COMPUTER		DMR9M71	GX280	0141 5 7 G 07	010106	090710 060514	Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138	DELL		000001	O			5
		COM: DELL CPU						TOTAL	.00



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-FA NUM-	CODE-----	CLASSIFICATION-----	DESCRIPTION	---SERIAL NUMBER---	--MODEL-- NUMBER	---LOCATION--- CNTR DP BLDG FM N DS	C	-----DATES----- ACQRED INVTRY	T DISPD G
00033451	4110101	DESKTOP COMPUTER		DGT9M71	GX280	0141 5 7	G 07 010106	090710 060514	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL			000001	O			5
		COM: DELL CPU						TOTAL	.00
00033456	4110101	DESKTOP COMPUTER		1HT9M71	GX280	0141 5 7	G 07 010106	090710 060514	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL			000001	O			5
		COM: DELL CPU						TOTAL	.00
00033463	4110101	DESKTOP COMPUTER		5QY9M71	GX280	0141 5 7	G 07 010106	081310 101613	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL			000001	O			5
		COM: DELL CPU						TOTAL	.00
00033466	4110101	DESKTOP COMPUTER		2QT9M71	GX280	0141 5 7	G 07 010106	090710 060514	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL			000001	O			5
		COM: DELL CPU						TOTAL	.00
00033498	4110101	DESKTOP COMPUTER		5QT9M71	GX280	0141 5 7	G 07 010106		101613 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL			000001	O			5
		COM: DELL CPU						TOTAL	1,102.00
									1,102.00
00033501	4110101	DESKTOP COMPUTER		BGT9M71	GX280	0141 5 7	G 07 010106		101613 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL			000001	O			5
		COM: DELL CPU						TOTAL	1,102.00
									1,102.00
00033504	4110101	DESKTOP COMPUTER		8KT9M71	GX280	0141 5 7	G 07 010106		101613 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000002 APPLE COMPUTER			000001	O			5
		COM: DELL CPU						TOTAL	1,102.00
									1,102.00

RPRT- M1B08  
DIST- 20 GADSDEN COUNTY SCHOOL BOARD  
LOCN- 0141 GREENSBORO ELEMENTARY

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-FA NUM-	CODE-----	CLASSIFICATION-----	DESCRIPTION ---	SERIAL NUMBER----	--MODEL-- NUMBER	---LOCATION--- CNTR DP BLDG FM N DS	C	-----DATES----- ACQRED INVTRY	T DISPD G
00033510	4110101	DESKTOP COMPUTER		9ST9M71	GX280	0141	5 7	G 07 010106	101613 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000002	APPLE COMPUTER		000001	O			1,102.00 5
		COM: DELL CPU						TOTAL	1,102.00
00033520	4110101	DESKTOP COMPUTER		BJ4BM71	GX280	0141	5 7	G 07 010106	101613 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138	DELL		000001	O			1,102.00 5
		COM: DELL CPU						TOTAL	1,102.00
00037170	4110101	DESKTOP COMPUTER		26S4341	GX270	0141	5 7	G 07 010104	060514 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138	DELL		000001	O			5
		COM: DELL CPU						TOTAL	.00
00033447	4110101	DESKTOP COMPUTER		HNT9M71	GX280	0141	99 35	G 07 010106 090710	111513 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138	DELL		000001	O			5
		COM: DELL CPU						TOTAL	.00
00107882	4080100	TELEVISIONS		321-34450092	C25A24	0141	99 45	G 07 010103	060514 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000030	ZENITH		000001	O			7
		COM: ZENNITH TV						TOTAL	.00
				CNTR 0141	TOTAL			33 ITEMS	13,505.00 COST

RPRT- M1B08  
 DIST- 20 GADSDEN COUNTY SCHOOL BOARD  
 LOCN- 0151 CHATTAHOOCHEE ELEMENTARY

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 FIXED ASSET VERIFICATION  
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-FA NUM-	CODE-----	CLASSIFICATION-----	DESCRIPTION ---	SERIAL NUMBER----	MODEL-- NUMBER	LOCATION----- CNTR DP BLDG FM N DS	C ACQRED	DATES----- INVTRY	DISPD	T G
00035593	4110102	LAPTOP COMPUTER		9VG1681	D20	0151	1	G 07 010106	050714	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT	LIF
		MFG: M000000138 DELL			000001	O				5
		COM: DELL LAPTOP						TOTAL	.00	
00036559	4110101	DESKTOP COMPUTER		JFTGRD1	GX745	0151	1 1	E 07 100207 060310	050714	Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT	LIF
		MFG: M000000138 DELL		171729	000001	O		376-0151	861.80	5
		COM: DELL CPU						TOTAL	861.80	
00107044	4120000	COPIER		36000429	AR164	0151	1 1B	G 07 010102 100410	072613	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT	LIF
		MFG: M000000035 SHARP			000001	O				5
		COM: SHARP COPIER						TOTAL	.00	
00107472	4110000	COMPUTER EQUIPMENT		Q80317222500	1000	0151	1 11A	G 07 010100 060310	050714	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT	LIF
					000001	O				5
		COM: APC PRO						TOTAL	.00	
00035456	4080100	TELEVISIONS		510913625	XR-20X	0151	1 14	G 07 052006 060310	021314	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT	LIF
		MFG: M000000035 SHARP			000001	O			550.00	7
		COM: SHARP PROJECTOR						TOTAL	550.00	
00035454	4080100	TELEVISIONS		510913638	XR-20X	0151	1 16	G 07 010105 060310	050714	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT	LIF
		MFG: M000000035 SHARP			000001	O			550.00	7
		COM: SHARP PROJECTOR						TOTAL	550.00	
00032756	4110102	LAPTOP COMPUTER		9R226A00	PP03L	0151	1 26	G 07 010104 100410	072613	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT	LIF
		MFG: M000000138 DELL			000001	O			1,700.00	5
		COM: DELL LAPTOP						TOTAL	1,700.00	



RPRT- M1B08  
DIST- 20 GADSDEN COUNTY SCHOOL BOARD  
LOCN- 0151 CHATTAHOOCHEE ELEMENTARY

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-FA NUM-	CODE-----	CLASSIFICATION-----	DESCRIPTION	---SERIAL NUMBER---	--MODEL-- NUMBER	---LOCATION----	C	-----DATES-----	T
						CNTR DP BLDG FM N DS	ACQRED	INVTRY	DISPD G
00033015	4110101	DESKTOP COMPUTER		74MX241	GX270	0151	1 27	G 07 010105 100410	033114 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL			000001	O			949.00 5
		COM: DELL CPU						TOTAL	949.00
00033017	4110101	DESKTOP COMPUTER		G4MX241	GX270	0151	1 27	G 07 010105 100410	033114 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL			000001	O			949.00 5
		COM: DELL CPU						TOTAL	949.00
00033018	4110101	DESKTOP COMPUTER		F4MX241	GX270	0151	1 27	G 07 010105 100410	033114 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL			000001	O			949.00 5
		COM: DELL CPU						TOTAL	949.00
00032748	4110101	DESKTOP COMPUTER		D7KJN41	GX270	0151	1 28	G 07 010105 100410	090513 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL			000001	O			949.00 5
		COM: DELL CPU						TOTAL	949.00
00033089	4110101	DESKTOP COMPUTER		CRCXP51	GX270	0151	1 28	G 07 010105	090513 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL			000001	O			949.00 5
		COM: DELL CPU						TOTAL	949.00
00033130	4110101	DESKTOP COMPUTER		5Z6N661	GX280	0151	1 29	G 07 010106	090513 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL			000001	O			832.00 5
		COM: DELL CPU						TOTAL	832.00
00033131	4110101	DESKTOP COMPUTER		747N661	GX280	0151	1 29	G 07 010106 060310	090513 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL			000001	O			832.00 5
		COM: DELL CPU						TOTAL	832.00

RPRT- M1B08  
DIST- 20 GADSDEN COUNTY SCHOOL BOARD  
LOCN- 0151 CHATTAHOOCHEE ELEMENTARY

TERMS - FACILITY MANAGEMENT SERIES  
FIXED ASSET VERIFICATION  
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TIME- 11:21

-FA NUM-	CODE	CLASSIFICATION	DESCRIPTION	SERIAL NUMBER	MODEL NUMBER	LOCATION	CNTR	DP	BLDG	FM	N	DS	ACQD	INVTY	DATES	DISPD	G
00032838	4110101	DESKTOP COMPUTER		35KJN41	GX270	0151	1	32	G	07	010105	061411	072613	Y			
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN								FND-CNTR-PROJECT	AMOUNT	LIF
		MFG: M000000138	DELL		000001	O										949.00	5
		COM: DELL CPU													TOTAL	949.00	
00028771	4110101	DESKTOP COMPUTER		XB94307LHES	G4	0151	1	33	G	07	010101		072613	Y			
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN								FND-CNTR-PROJECT	AMOUNT	LIF
		MFG: M000000002	APPLE COMPUTER		000001	O										5,778.00	5
		COM: POWER MAC													TOTAL	5,778.00	
00028684	4110103	LAPTOP CART				0151	1	34D	G	07	010100		050714	Y			
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN								FND-CNTR-PROJECT	AMOUNT	LIF
					000001	O											7
		COM: CART													TOTAL	.00	
00200318	4200200	LUNCHROOM FURNITURE		NOT VISIBLE	NOT VI	0151	1	43	G	07	010199	100410	050714	Y			
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN								FND-CNTR-PROJECT	AMOUNT	LIF
					000001	O											7
		COM: SHELLYGLAS TABLE													TOTAL	.00	
00107314	4080100	TELEVISIONS		921-24350095	B25A11	0151	1	7	G	07	010199	060310	050714	Y			
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN								FND-CNTR-PROJECT	AMOUNT	LIF
		MFG: M000000030	ZENITH		000001	O											7
		COM: PANASONIC													TOTAL	.00	
00036438	4110101	DESKTOP COMPUTER		FBT3MD1	GX745	0151	98	01	E	07	082807	041910	050714	Y			
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK	OLG	OWN								FND-CNTR-PROJECT	AMOUNT	LIF
		MFG: M000000138	DELL	171601	000001	O									376-0151	861.80	5
		COM: DELL CPU													TOTAL	861.80	
				CNTR 0151	TOTAL						20 ITEMS					17,659.60	COST

RPRT- M1B08  
DIST- 20 GADSDEN COUNTY SCHOOL BOARD  
LOCN- 0171 GRETN ELEMENTARY

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-FA NUM-	CODE	-----CLASSIFICATION-----	DESCRIPTION	---SERIAL NUMBER---	--MODEL-- NUMBER	---LOCATION----	C	-----DATES-----	T
						CNTR DP BLDG FM N DS	ACQRED	INVTRY	DISPD G
00035119	4110101	DESKTOP COMPUTER		HLR9M71	GX280	0171 1 1	G 07 010106		050714 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL		000001	O			1,200.00	5
		COM: DELL CPU						TOTAL	1,200.00
00033382	4110101	DESKTOP COMPUTER		D4Y7M71	GX280	0171 1 6B	G 07 010106		050714 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL		000001	O			1,200.00	5
		COM: DELL CPU						TOTAL	1,200.00
00035744	4110102	LAPTOP COMPUTER		D510	CVYDX8	0171 1 6B	E 07 010106		050714 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL		000001	O				5
		COM: DELL LAPTOP						TOTAL	.00
00033377	4110101	DESKTOP COMPUTER		CYX7M71	GX280	0171 2 16	G 07 010106		050714 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL		000001	O			1,200.00	5
		COM: DELL CPU						TOTAL	1,200.00
00033380	4110101	DESKTOP COMPUTER		44Y7M71	GX280	0171 2 5	G 07 010106	051512	050714 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL		000001	O			1,200.00	5
		COM: DELL CPU						TOTAL	1,200.00
00036631	4110300	PRINTERS		H7J509639	MFC-84	0171 2 9A	E 07 102407		050714 Y
		VDR: VP00095000 PC NATION		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000091 BROTHER'S		172092	000001	O	110-0171		5
		COM: BROTHERS COP/FX/SCN						TOTAL	.00
00033386	4110101	DESKTOP COMPUTER		B6Y7M71	GX280	0171 3 11	G 07 010106		050714 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL		000001	O			1,200.00	5
		COM: DELL CPU						TOTAL	1,200.00



RPRT- M1B08  
DIST- 20 GADSDEN COUNTY SCHOOL BOARD  
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-FA NUM-	CODE-----	CLASSIFICATION-----	DESCRIPTION ---	SERIAL NUMBER----	MODEL-- NUMBER	LOCATION----- CNTR DP BLDG FM N DS	C ACQRED	DATES----- INVTRY	T DISPD
00033381	4110101	DESKTOP COMPUTER		4YX7M71	GX280	0171 3 6	G 07 010106	050714 Y	
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----AMOUNT LIF	
		MFG: M000000138 DELL		000001	O			1,200.00 5	
		COM: DELL CPU						TOTAL 1,200.00	
00103256	4110300	PRINTERS		TVH06219	PC980	0171 4 2C	G 07 010103	050714 Y	
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----AMOUNT LIF	
		MFG: M000000009 CANON		000001	O			799.00 5	
		COM: CANON PRINTER						TOTAL 799.00	
00031440	4110104	ALPHA CART		N/A	N/A	0171 4 4A	G 07 010105	050714 Y	
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----AMOUNT LIF	
				000001	O			18,000.00 7	
		COM: ALPHA CART						TOTAL 18,000.00	
00033519	4110101	DESKTOP COMPUTER		FST9M71	GX280	0171 4 4A	G 07 010106	050714 Y	
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----AMOUNT LIF	
		MFG: M000000138 DELL		000001	O			1,200.00 5	
		COM: DELL CPU						TOTAL 1,200.00	
00033106	4110101	DESKTOP COMPUTER		82RK861	1800	0171 4 5	G 07 010103	050714 Y	
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----AMOUNT LIF	
		MFG: M000000138 DELL		000001	O			3,249.00 5	
		COM: DELL SERVER						TOTAL 3,249.00	
00033219	4110101	DESKTOP COMPUTER		HZ1CW61	GX520	0171 4 5	E 07 040106	050714 Y	
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----AMOUNT LIF	
		MFG: M000000138 DELL		000001	O			829.00 5	
		COM: DELL CPU						TOTAL 829.00	
00033331	4110104	ALPHA CART		N/A	N/A	0171 4 5	G 07 010105	050714 Y	
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----AMOUNT LIF	
				000001	O			18,000.00 7	
		COM: ALPHA CART						TOTAL 18,000.00	

RPRT- M1B08  
DIST- 20 GADSDEN COUNTY SCHOOL BOARD  
LOCN- 0171 GRETN A ELEMENTARY

TERMS - FACILITY MANAGEMENT SERIES  
FIXED ASSET VERIFICATION  
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-FA NUM-	CODE-----	CLASSIFICATION-----	DESCRIPTION	---SERIAL NUMBER---	--MODEL-- NUMBER	---LOCATION--- CNTR DP BLDG FM N DS	C	-----DATES----- ACQRED INVTY	T DISPD G
00033391	4110101	DESKTOP COMPUTER		J2Y7M71	GX280	0171	4 5	G 07 010106	050714 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK OLG OWN			FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL		000001	O				1,200.00 5
		COM: DELL CPU						TOTAL	1,200.00
00035111	4110101	DESKTOP COMPUTER		GDR9M71	GX280	0171	4 5	G 07 010106	051512 050714 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK OLG OWN			FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL		000001	O				1,200.00 5
		COM: DELL CPU						TOTAL	1,200.00
00020827	4090400	FREEZER		N/V	N/V	0171	5 2	G 07 010188	062810 050714 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK OLG OWN			FND-CNTR-PROJECT-----	AMOUNT LIF
				000001	O				7
		COM: MCCALL FREEZER						TOTAL	.00
00103547	4200017	SINK		N/V	N/V	0171	5 2	G 07 010188	062810 050714 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK OLG OWN			FND-CNTR-PROJECT-----	AMOUNT LIF
				000001	O				7
		COM: SINK 3-BEND						TOTAL	1,200.00
00035090	4110101	DESKTOP COMPUTER		4LR9M71	GX280	0171	98 05	G 07 010106	041910 050714 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK OLG OWN			FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL		000001	O				5
		COM: DELL CPU						TOTAL	1,200.00
00035092	4110101	DESKTOP COMPUTER		JKR9M71	GX280	0171	98 05	G 07 010106	041910 050714 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK OLG OWN			FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL		000001	O				5
		COM: DELL CPU						TOTAL	1,200.00
				CNTR 0171	TOTAL		20 ITEMS		55,277.00 COST

RPRT- M1B08  
DIST- 20 GADSDEN COUNTY SCHOOL BOARD  
LOCN- 0191 ST. JOHN ELEMENTARY SCHOOL

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-FA NUM-	CODE-----	CLASSIFICATION-----	DESCRIPTION	---SERIAL NUMBER---	MODEL-- NUMBER	---LOCATION----	C	-----DATES-----	T
						CNTR DP BLDG FM N DS	ACQRED	INVTY	DISPD G
00031560	4110101	DESKTOP COMPUTER		9RVP11	PRECIS	0191 1 7	G 07	010104	031114 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138	DELL		000001	O			2,000.00 5
		COM: DELL CPU						TOTAL	2,000.00
00035732	4110101	DESKTOP COMPUTER		3NV1M51	GX270	0191 1 9	G 07	010105	031114 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138	DELL		000001	O			949.00 5
		COM: DELL CPU						TOTAL	949.00
00033787	4110101	DESKTOP COMPUTER		8GL5691	GX520	0191 2 16	G 07	010106	051314 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138	DELL		000001	O			829.00 5
		COM: DELL CPU						TOTAL	829.00
00035733	4110101	DESKTOP COMPUTER		9SGSR61	GX280	0191 2 24	G 07	010106	051314 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138	DELL		000001	O			1,200.00 5
		COM: DELL CPU						TOTAL	1,200.00
00031550	4110101	DESKTOP COMPUTER		8R9VP11	PRECIS	0191 2 25	G 07	010104	051314 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138	DELL		000001	O			2,000.00 5
		COM: DELL CPU						TOTAL	2,000.00
00033813	4110101	DESKTOP COMPUTER		4GL5691	GX520	0191 2 27	G 07	010106	051314 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138	DELL		000001	O			829.00 5
		COM: DELL CPU						TOTAL	829.00
00030019	4110101	DESKTOP COMPUTER		63CGM01	GX150	0191 2 28	G 07	010102	031114 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138	DELL		000001	O			1,079.00 5
		COM: DELL CPU						TOTAL	1,079.00



RPRT- M1B08  
DIST- 20 GADSDEN COUNTY SCHOOL BOARD  
LOCN- 0191 ST. JOHN ELEMENTARY SCHOOL

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-FA NUM-	CODE-----	CLASSIFICATION-----	DESCRIPTION ---	SERIAL NUMBER----	MODEL-- NUMBER	LOCATION----	C CNTR DP BLDG FM N DS	ACQRED	INVTY	DATES-----	T DISPD G
00031543	4110101	DESKTOP COMPUTER		HT9VP11	PRECIS	0191	2 30 G 07	010104		031114	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN		FND-CNTR-PROJECT-----	AMOUNT	LIF
		MFG: M000000138 DELL			000001	O				2,000.00	5
		COM: DELL CPU							TOTAL	2,000.00	
00035867	4110101	DESKTOP COMPUTER		5KL3VC1	GX745	0191	4 40 E 07	052207		031114	Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN		FND-CNTR-PROJECT-----	AMOUNT	LIF
		MFG: M000000138 DELL		170326	000001	O			420-0191	941.80	5
		COM: DELL CPU							TOTAL	941.80	
00035731	4110101	DESKTOP COMPUTER		JP1F491	GX520	0191	98 01 G 07	010106		050614	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN		FND-CNTR-PROJECT-----	AMOUNT	LIF
		MFG: M000000138 DELL			000001	O				2,000.00	5
		COM: DELL CPU							TOTAL	2,000.00	
00037031	4110101	DESKTOP COMPUTER		C6WJWG1	GX745	0191	98 01 G 07	080708		060514	Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN		FND-CNTR-PROJECT-----	AMOUNT	LIF
		MFG: M000000138 DELL		174112	062739	O			420-9026-4210900	772.70	5
		COM: DELL CPU							TOTAL	772.70	
									CUR VALUE	12.89	
00035737	4120000	COPIER		CHC622886	DP1510	0191	99 23 G 07	010104		051314	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN		FND-CNTR-PROJECT-----	AMOUNT	LIF
		MFG: M000000133 TOSHIBA			000001	O					5
		COM: TOSHIBA COPIER							TOTAL	.00	
				CNTR 0191	TOTAL			12 ITEMS		14,600.50	COST

RPRT- M1B08  
 DIST- 20 GADSDEN COUNTY SCHOOL BOARD  
 LOCN- 0201 STEWART STREET ELEMENTARY

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-FA NUM-	CODE	CLASSIFICATION	DESCRIPTION	SERIAL NUMBER	MODEL NUMBER	LOCATION	CNTR	DP	BLDG	FM	N	DS	ACQD	INVTY	DISPD	T
00031343	4110104	ALPHA CART		N/A	N/A	0201	1	7	G	07	010106		032514	Y		
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT	AMOUNT	LIF	
						O							TOTAL	.00	7	
		COM: ALPHA CART														
00031629	4080100	TELEVISIONS		311316131	PG-B10	0201	2	42B	G	07	010105		040114	Y		
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT	AMOUNT	LIF	
		MFG: M000000035	SHARP		000001	O							TOTAL	.00	7	
		COM: SHARP PROJECTOR														
00032408	4050000	AUDIO-VISUAL EQUIPMENT		SB580-103545		0201	2	42B	G	07	010105		040114	Y		
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT	AMOUNT	LIF	
					000001	O							TOTAL	.00	7	
		COM: SMART BOARD														
00032444	4050100	PROJECTORS		311316105	PG-10S	0201	2	42B	G	07	010106		050714	Y		
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT	AMOUNT	LIF	
		MFG: M000000035	SHARP		000001	O							TOTAL	714.00	7	
		COM: SHARP PROJECTOR												714.00		
00032955	4050102	SMART BOARD		SB680-113724		0201	2	42B	G	07	010105		040114	Y		
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT	AMOUNT	LIF	
						O							TOTAL	.00	5	
		COM: SMART BOARD														
00030047	4110101	DESKTOP COMPUTER		98H8L01	GX150	0201	3	22	F	07	010102		050714	Y		
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT	AMOUNT	LIF	
		MFG: M000000138	DELL		000001	O							TOTAL	1,022.01	5	
		COM: DELL CPU												1,022.01		
00032873	4110101	DESKTOP COMPUTER		JL92Q41	GX270	0201	4	11	G	07	010105		040114	Y		
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT	AMOUNT	LIF	
		MFG: M000000138	DELL		000001	O							TOTAL	949.01	5	
		COM: DELL CPU												949.01		

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00032875	4110101	DESKTOP COMPUTER		7W8ZQ41	GX270	0201 4 11	G 07	010105	050714 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN		
		MFG: M000000138 DELL			000001	O			
		COM: DELL CPU							
								FND-CNTR-PROJECT-----	AMOUNT LIF
									949.00 5
								TOTAL	949.00
00032862	4110101	DESKTOP COMPUTER		5W8ZQ41	GX270	0201 4 13	G 07	010105	040114 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN		
		MFG: M000000138 DELL			000001	O			
		COM: DELL CPU							
								FND-CNTR-PROJECT-----	AMOUNT LIF
									949.00 5
								TOTAL	949.00
00032871	4110101	DESKTOP COMPUTER		79LZQ41	GX270	0201 4 13	G 07	010105	050714 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN		
		MFG: M000000138 DELL			000001	O			
		COM: DELL CPU							
								FND-CNTR-PROJECT-----	AMOUNT LIF
									949.00 5
								TOTAL	949.00
00032891	4050100	PROJECTORS		FWDG4Y3640F	EMP-S1	0201 4 13	G 07	010105	050714 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN		
		MFG: M000000024 EPSON			000001	O			
		COM: EPSON PROJECTOR							
								FND-CNTR-PROJECT-----	AMOUNT LIF
									7
								TOTAL	.00
00033168	4110101	DESKTOP COMPUTER		DTGSR61	GX280	0201 4 13	G 07	010106	040114 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN		
		MFG: M000000138 DELL			000001	O			
		COM: DELL CPU							
								FND-CNTR-PROJECT-----	AMOUNT LIF
									1,102.00 5
								TOTAL	1,102.00
00032856	4110101	DESKTOP COMPUTER		8M9ZQ41	GX270	0201 4 14	G 07	010105	050714 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN		
		MFG: M000000138 DELL			000001	O			
		COM: DELL CPU (MX RM 65)							
								FND-CNTR-PROJECT-----	AMOUNT LIF
									949.00 5
								TOTAL	949.00
00032864	4110101	DESKTOP COMPUTER		JV8ZQ41	GX270	0201 4 15	G 07	010105	050714 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN		
		MFG: M000000138 DELL			000001	O			
		COM: DELL CPU							
								FND-CNTR-PROJECT-----	AMOUNT LIF
									949.00 5
								TOTAL	949.00



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-FA NUM-	CODE-----	CLASSIFICATION-----	DESCRIPTION ---	SERIAL NUMBER----	MODEL-- NUMBER	LOCATION----	C	-----DATES-----	T
						CNTR DP BLDG FM N DS	ACQRED	INVTY	DISPD G
00033234	4110101	DESKTOP COMPUTER		98RGL01	GX280	0201	4 15	G 07 010106	040114 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL			000001	O			1,022.01 5
		COM: DELL CPU						TOTAL	1,022.01
00030649	4110101	DESKTOP COMPUTER		212CW61	GX150	0201	4 16	G 07 010102	050714 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL			000001	O			1,022.01 5
		COM: DELL CPU						TOTAL	1,022.01
00030664	4110101	DESKTOP COMPUTER		BHCTT01	GX150	0201	4 8	F 07 010102	050714 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL			000001	O			829.00 5
		COM: DELL CPU						TOTAL	829.00
00101312	4110101	DESKTOP COMPUTER		KLAGT2G	NET VI	0201	4 8	G 07 010102	040114 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000002096 IBM			000001	O			1,741.00 5
		COM: IBM CPU						TOTAL	1,741.00
00032868	4110101	DESKTOP COMPUTER		4P9ZQ41	GX270	0201	5 36	G 07 010105	050714 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL			000001	O			949.00 5
		COM: DELL CPU						TOTAL	949.00
00032854	4110101	DESKTOP COMPUTER		ZM9ZQ41	GX270	0201	5 38	G 07 010105	050714 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL			000001	O			949.00 5
		COM: DELL CPU						TOTAL	949.00
00102731	4050102	SMART BOARD		100216753		0201	5 38	G 07 010105	050714 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
					000001	O			1,700.00 7
		COM: SMART VIEW						TOTAL	1,700.00

RPRT- M1B08  
DIST- 20 GADSDEN COUNTY SCHOOL BOARD  
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-FA NUM-	CODE-----	CLASSIFICATION-----	DESCRIPTION	---SERIAL NUMBER---	MODEL-- NUMBER	---LOCATION----	C	-----DATES-----	T
						CNTR DP BLDG FM N DS	ACQRED	INVTY	DISPD G
00032412	4110101	DESKTOP COMPUTER		2BFNH41	GX270	0201 5 41	G 07 010105		050714 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL			000001	O			949.01 5
		COM: DELL CPU						TOTAL	949.01
00101388	4110101	DESKTOP COMPUTER		HSFNH41	GX270	0201 5 41	G 07 010105		050714 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL			000001	O			949.01 5
		COM: DELL CPU						TOTAL	949.01
00033233	4110101	DESKTOP COMPUTER		79RGL61	GX280	0201 7 50	G 07 010106		050714 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL			000001	O			829.01 5
		COM: DELL CPU						TOTAL	829.01
00033237	4110101	DESKTOP COMPUTER		B8RGL61	GX280	0201 7 51	G 07 010106		050714 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL			000001	O			949.01 5
		COM: DELL CPU						TOTAL	949.01
00031614	4110101	DESKTOP COMPUTER		70LRK31	GX270	0201 7 58	G 07 010105		050714 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL			000001	O			949.01 5
		COM: DELL CPU						TOTAL	949.01
00035555	4110101	DESKTOP COMPUTER		XB0481LBJHX		0201 7 58	G 07 010103		050714 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
						O			5
		COM: APPLE CPU						TOTAL	.00
00030477	4100000	COMMUNICATION EQUIPMENT		NOT VISIBLE	NOT VI	0201 98 14	G 07 010102 100109		040714 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
					000001	O			5
		COM: BAY NETWORK						TOTAL	.00

RPRT- M1B08  
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-FA NUM-	CODE-----	CLASSIFICATION-----	DESCRIPTION	---SERIAL NUMBER---	--MODEL-- NUMBER	---LOCATION--- CNTR DP BLDG FM N DS	C	-----DATES----- ACQRED INVTY	T DISPD G
00032869	4110101	DESKTOP COMPUTER		FP9ZQ41	GX270	0201 98 14	G 07 010105	050714 Y	
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----AMOUNT LIF	
		MFG: M000000138 DELL		000001	O			949.00 5	
		COM: DELL CPU						TOTAL 949.00	
00101184	4110101	DESKTOP COMPUTER		4SGOJ41	GX270	0201 98 14	G 07 010105	100109 050714 Y	
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----AMOUNT LIF	
		MFG: M000000138 DELL		000001	O			949.01 5	
		COM: DELL CPU						TOTAL 949.01	
00035857	4110101	DESKTOP COMPUTER		CKL3VC1	GX745	0201 99 26	E 07 050207	062514 Y	
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----AMOUNT LIF	
		MFG: M000000138 DELL		170326	000001	O		949.01 5	
		COM: DELL CPU (MX RM65)						TOTAL .00	
				CNTR 0201	TOTAL			31 ITEMS 23,267.10 COST	



RPRT- M1B08  
DIST- 20 GADSDEN COUNTY SCHOOL BOARD  
LOCN- 0211 JAMES A SHANKS MIDDLE SCHOOL

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-FA NUM-	CODE-----	CLASSIFICATION-----	DESCRIPTION ---	SERIAL NUMBER----	MODEL-- NUMBER	LOCATION----	C	-----DATES-----	T
						CNTR DP BLDG FM N DS		ACQRED INVTRY	DISPD G
00033645	4050100	PROJECTORS		GM9G562902F	EMP-S3	0211	1 27	G 07 010105	050814 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000024 EPSON			000001	O			920.00 7
		COM: EPSON PROJECTOR						TOTAL	920.00
00034201	4110103	LAPTOP CART				0211	1 27	G 07 010106	050914 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
					000001	O			10
		COM: LAPTOP CART #11						TOTAL	.00
00034284	4110102	LAPTOP COMPUTER		4H6190UASEB	BA124L	0211	1 27	E 07 010105	050814 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000002 APPLE COMPUTER			000001	O			5
		COM: I-BOOK LAPTOP						TOTAL	1,066.00
00107860	4110101	DESKTOP COMPUTER		HDRMP21	GX280	0211	1 27	G 07 010106	050814 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL			000001	O			5
		COM: DELL CPU						TOTAL	1,200.00
00021666	4080100	TELEVISIONS		204421282	27R411	0211	1 29	G 07 010105	110113 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000046 RCA			000001	O			7
		COM: RCA TV						TOTAL	.00
00033589	4110101	DESKTOP COMPUTER		FND4571	GX280	0211	15 1	G 07 010106	110113 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL			000001	O			5
		COM: DELL CPU						TOTAL	1,200.00
00033622	4110101	DESKTOP COMPUTER		DXP4S71	GX280	0211	15 1	G 07 010106	050714 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL			000001	O			5
		COM: DELL CPU						TOTAL	1,200.00

RPRT- M1B08  
DIST- 20 GADSDEN COUNTY SCHOOL BOARD  
LOCN- 0211 JAMES A SHANKS MIDDLE SCHOOL

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-FA NUM-	CODE-----	CLASSIFICATION-----	DESCRIPTION ---	SERIAL NUMBER----	MODEL-- NUMBER	LOCATION---- CNTR DP BLDG FM N DS	C ACQRED INVTY	DATES----- DISPD	T G
00021656	4080100	TELEVISIONS		204626954	27R411	0211 15 7	G 07 010105	050814	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000046 RCA			000001	O			7
		COM: RCA TV						TOTAL	.00
00033325	4110101	DESKTOP COMPUTER		6CFWH71	GX280	0211 16 105	G 07 010106	110113	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL			000001	O			5
		COM: DELL CPU						TOTAL	1,200.00
									1,200.00
00035761	4110101	DESKTOP COMPUTER		BZ768B1	GX520	0211 16 105	G 07 081106	050814	Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL		167248	000001	O		420-0211	842.17
		COM: DELL CPU						TOTAL	842.17
00033574	4110101	DESKTOP COMPUTER		2PD4S71	GX280	0211 2 2	G 07 010106	060614	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL			000001	O			5
		COM: DELL CPU						TOTAL	1,200.00
									1,200.00
00039501	4050102	SMART BOARD		SB680-M2-C88441	SB680	0211 2 31	G 07 070912	012214	Y
		VDR: VA13150000 AVI-SPL		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		COM: SMART BOARD		182662	088716	O		420-0211-4221220	1,399.00
								TOTAL	1,399.00
								CUR VALUE	1,072.56
00021677	4080100	TELEVISIONS		204421279	F2701G	0211 2 4	G 07 010106	012214	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000046 RCA			000001	O			7
		COM: RCA TV						TOTAL	.00
00032954	4050102	SMART BOARD		NOT VISIBLE	N/A	0211 2 4	G 07 010105	012214	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		COM: SMART BOARD			000001	O			7
								TOTAL	1,700.00
									1,700.00

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						CNTR DP BLDG FM N DS		ACQRED INVTY	DISPD G
00037739	4050100	PROJECTORS		9Z00133EC	NP215	0211	2 5	G 07 120109	031114 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT-----	AMOUNT LIF
									7
		COM: NEC PROJECTOR						TOTAL	.00
00035799	4080100	TELEVISIONS		F346CA06W	27R411	0211	2 6	G 07 010104	031114 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000046 RCA			000001	O			7
		COM: RCA TV						TOTAL	.00
00037256	4130000	CUSTODIAL/MAINTENANCE EQUIPMENT		HG0439	2000	0211	3	G 07 081009	050814 Y
		VDR: VO03230000 OSCEOLA SUPPLY, INC.		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT-----	AMOUNT LIF
				176653	069685	O		110-0211-1109990	765.00 7
		COM: FLOOR SCRUBBER						TOTAL	765.00
								CUR VALUE	455.35
00037257	4130000	CUSTODIAL/MAINTENANCE EQUIPMENT		HG0438	2000	0211	3	G 07 081009	050814 Y
		VDR: VO03230000 OSCEOLA SUPPLY, INC.		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT-----	AMOUNT LIF
				176653	069685	O		110-0211-1109990	765.00 7
		COM: FLOOR SCRUBBER						TOTAL	765.00
								CUR VALUE	455.35
00034308	4110102	LAPTOP COMPUTER		4H6191E5SEB	BA124L	0211	3 1	E 07 010105	061311 022614 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000002 APPLE COMPUTER			000001	O			1,066.00 5
		COM: I-BOOK LAPTOP						TOTAL	1,066.00
00034320	4110102	LAPTOP COMPUTER		4H6191DYSEB	BA124L	0211	3 1	E 07 010105	050412 022614 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000002 APPLE COMPUTER			000001	O			1,066.00 5
		COM: I-BOOK LAPTOP						TOTAL	1,066.00
00033608	4110101	DESKTOP COMPUTER		DWP4S71	GX280	0211	3 14	G 07 010106	050814 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL			000001	O			1,200.00 5
		COM: DELL CPU						TOTAL	1,200.00



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00034146	4110102	LAPTOP COMPUTER		4H6191RQSEB	BA124L	0211	3 14	E 07 010105	050814 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000002 APPLE COMPUTER		000001		O			1,066.00 5
		COM: I-BOOK LAPTOP						TOTAL	1,066.00
00034149	4110102	LAPTOP COMPUTER		4H6191UNSEB	BA124L	0211	3 14	E 07 010105	050814 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000002 APPLE COMPUTER		000001		O			1,066.00 5
		COM: I-BOOK LAPTOP						TOTAL	1,066.00
00034164	4110102	LAPTOP COMPUTER		4H61923DSEB	BA124L	0211	3 14	E 07 010105	022614 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000002 APPLE COMPUTER		000001		O			1,066.00 5
		COM: I-BOOK LAPTOP						TOTAL	1,066.00
00032363	4110101	DESKTOP COMPUTER		8BQP631	GX260	0211	3 21	G 07 010104	050814 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL		000001		O			829.00 5
		COM: DELL CPU						TOTAL	829.00
00032963	4110101	DESKTOP COMPUTER		GLLSZ41	GX270	0211	3 21	G 07 010105	050814 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL		000001		O			949.00 5
		COM: DELL CPU						TOTAL	949.00
00021680	4080100	TELEVISIONS		204421267	FR2701	0211	3 25	G 07 010104	050814 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000046 RCA		000001		O			.00 7
		COM: RCA TV						TOTAL	.00
00021688	4080100	TELEVISIONS		NOT VISIBLE	27R411	0211	3 25	G 07 010104	050814 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000046 RCA		000001		O			.00 7
		COM: RCA TV						TOTAL	.00

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						CNTR DP BLDG FM N DS		ACQRED INVTY	DISPD G
00031597	4110101	DESKTOP COMPUTER		7JGQN11	GX240	0211	3 25	G 07 010103 061311	050814 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL		000001		O			832.00 5
		COM: DELL CPU						TOTAL	832.00
00034348	4110103	LAPTOP CART		N/A	N/A	0211	3 25	G 07 010105	050914 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
				000001		O			18,000.00 10
		COM: LAPTOP CART #18						TOTAL	18,000.00
								CUR VALUE	2,700.00
00033578	4110101	DESKTOP COMPUTER		4RP4S71	GX280	0211	3 28	G 07 010106	050814 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL		000001		O			1,200.00 5
		COM: DELL CPU						TOTAL	1,200.00
00033308	4050100	PROJECTORS		FWDG4Y1646F	EMP-S1	0211	3 31	G 07 010106	060614 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000024 EPSON		000001		O			920.00 7
		COM: EPSON PROJECTOR						TOTAL	920.00
00038252	4110101	DESKTOP COMPUTER		BTDJKN1	GX380	0211	3 31	G 07 112010	050814 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
				179070	077592	O		420-0211-432260S	5
		COM: DELL CPU 387330USE)						TOTAL	.00
00035766	4080100	TELEVISIONS		321-34450070	C25A24	0211	3 36	G 07 010104	050814 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000030 ZENITH		000001		O			7
		COM: ZENITH TV						TOTAL	.00
00033543	4110101	DESKTOP COMPUTER		CXC4S71	GX280	0211	3 42	G 07 010106	110113 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL		000001		O			1,200.00 5
		COM: DELL CPU						TOTAL	1,200.00

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-FA NUM-	CODE-----	CLASSIFICATION-----	DESCRIPTION	---SERIAL NUMBER---	--MODEL-- NUMBER	---LOCATION----	C	-----DATES-----	T
						CNTR DP BLDG FM N DS	ACQRED	INVTY	DISPD G
00035788	4110101	DESKTOP COMPUTER		7SNB921	GX260	0211 3 47	G 07	010104	050814 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL		000001	O				829.00 5
		COM: DELL CPU						TOTAL	829.00
00032323	4110101	DESKTOP COMPUTER		3CQP631	GX280	0211 3 50	G 07	010106	050814 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL		000001	O				1,200.00 5
		COM: DELL CPU						TOTAL	1,200.00
00035819	4110101	DESKTOP COMPUTER		G5FWH71	GX280	0211 3A 6	G 07	010106	110113 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL		000001	O				1,200.00 5
		COM: DELL CPU						TOTAL	1,200.00
00031465	4110101	DESKTOP COMPUTER		8HGQN11	GX240	0211 5 14	G 07	010103	050814 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL		000001	O				832.00 5
		COM: DELL CPU						TOTAL	832.00
00032332	4110101	DESKTOP COMPUTER		5YN9631	GX260	0211 7 8	G 07	010105	050814 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL		000001	O				829.00 5
		COM: DELL CPU						TOTAL	829.00
				CNTR 0211	TOTAL			40 ITEMS	48,807.17 COST



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00037072	4050000	AUDIO-VISUAL EQUIPMENT		355448	IC-F11	0231		E 07 080108	051914 Y
		VDR: VT01530000 ROBERT M. O'BRIEN		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
				174055	000001	O		420-0231	7
		COM: ICOM VHF RECEIVER - FASION						TOTAL	.00
00034948	4330000	TYPEWRITERS		11MX06	1000	0231	1 1	G 07 010100	051914 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000002096 IBM			000001	O		-21ST CE	7
		COM: IBM TYPEWRITER (21ST CCLC)						TOTAL	.00
00035639	4090300	REFRIGERATOR		BA01916399	8DRHW0	0231	1 13	G 07 010198	051914 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
						O			7
		COM: FRIGIDAIRE REFRIG						TOTAL	.00
00200471	4200008	STOVE		N/V	N/V	0231	1 13	G 07 010100	051914 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
						O			15
		COM: AMANA STOVE						TOTAL	.00
00032151	4110101	DESKTOP COMPUTER		G21B031	GX260	0231	1 14	G 07 010104	051914 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL			000001	O			829.00 5
		COM: DELL CPU						TOTAL	829.00
00035634	4110300	PRINTERS		Q1951200311	CL2000	0231	1 17	G 07 010105	051914 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
					000001	O			575.00 5
		COM: RICOH PRINTER						TOTAL	575.00
00036699	4110101	DESKTOP COMPUTER		5DJ1VF1	GX745	0231	1 17	E 07 112707	111813 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL		172376	000001	O		376-0231	861.80 5
		COM: DELL CPU						TOTAL	861.80

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00100534	4050100	PROJECTORS		76690720231	PJ860	0231	1	17E	G 07 010100	051914	Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN		FND-CNTR-PROJECT-----	AMOUNT	LIF
					000001	O				2,889.00	7
		COM: VIEWSONIC PROJECTOR							TOTAL	2,889.00	
00101742	4080100	TELEVISIONS		02135011405	25A24Z	0231	1	17E	G 07 010100	051914	Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN		FND-CNTR-PROJECT-----	AMOUNT	LIF
						O					7
		COM: ZENITH TV							TOTAL	.00	
00035635	4220000	MUSICAL INSTRUMENTS		3138789	YSL354	0231	1	17G	G 07 010199	051914	Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN		FND-CNTR-PROJECT-----	AMOUNT	LIF
		MFG: M000003082	YAMAHA		000001	O				2,100.00	5
		COM: YAMAHA TROMBNE							TOTAL	2,100.00	
00035636	4220000	MUSICAL INSTRUMENTS		B1140	501014	0231	1	17G	G 07 010199	052014	Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN		FND-CNTR-PROJECT-----	AMOUNT	LIF
		MFG: M000000064	KING		000001	O				1,500.00	5
		COM: KING TROMBONE							TOTAL	1,500.00	
00035638	4220000	MUSICAL INSTRUMENTS		13490	NOT VI	0231	1	17G	G 07 010199	052014	Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN		FND-CNTR-PROJECT-----	AMOUNT	LIF
					000001	O				1,299.00	5
		COM: VITO BASS SAX							TOTAL	1,299.00	
00200412	4220000	MUSICAL INSTRUMENTS	NOT VISIBLE		NOT VI	0231	1	17G	G 07 010104	052014	Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN		FND-CNTR-PROJECT-----	AMOUNT	LIF
					000001	O				750.00	5
		COM: ROGERS 6-PC DRUM SET							TOTAL	750.00	
00025862	4330000	TYPEWRITERS		11-XL633	3500	0231	1	2	G 07 010199	051914	Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN		FND-CNTR-PROJECT-----	AMOUNT	LIF
		MFG: M000002096	IBM		000001	O				815.00	7
		COM: IBM WHEELWRITER							TOTAL	815.00	

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00032068	4110101	DESKTOP COMPUTER		501B031	GX260	0231	1 22	G 07 010104	052014 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL		000001		O			829.00 5
		COM: DELL CPU						TOTAL	829.00
00033925	4110101	DESKTOP COMPUTER		B31X091	GX520	0231	1 27	E 07 051006	052014 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL		000001		O			849.00 5
		COM: DELL CPU						TOTAL	849.00
00036905	4110102	LAPTOP COMPUTER		38TQ0G1	D830	0231	1 28	E 07 041408	111813 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL		173521	000001	O		420-0231	694.80 5
		COM: DELL LAPTOP						TOTAL	694.80
00032351	4110101	DESKTOP COMPUTER		221VQ91	GX280	0231	1 30	G 07 010106	052014 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL		000001		O			1,200.00 5
		COM: DELL CPU						TOTAL	1,200.00
00033932	4110101	DESKTOP COMPUTER		3KHT091	GX520	0231	1 30	E 07 051006	052014 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL		000001		O			849.00 5
		COM: DELL CPU						TOTAL	849.00
00036778	4110101	DESKTOP COMPUTER		FKJVF1	GX745	0231	1 36	G 07 112807 101509 010614	Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL		172375	000001	O		376-0231	861.80 5
		COM: DELL CPU						TOTAL	861.80
00031515	4110300	PRINTERS		JPGGBB82122	2200D	0231	1 44	G 07 010103	051914 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000016 HEWLETT-PACKARD		000001		O			829.00 5
		COM: HP LASERJET PRNT						TOTAL	829.00



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-FA NUM-	CODE-----	CLASSIFICATION-----	DESCRIPTION	---SERIAL NUMBER---	--MODEL-- NUMBER	---	LOCATION----	C	-----	DATES-----	T				
						CNTR	DP	BLDG	FM	N	DS	ACQRED	INVTRY	DISPD	G
00105856	4110300	PRINTERS		USBRC02774	2200	0231	1	44	G	07	010102			051914	Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN					FND-CNTR-PROJECT-----	AMOUNT	LIF	
						O								5	
		COM: HP PRINTER										TOTAL	.00		
00035660	4110101	DESKTOP COMPUTER		32JZ481	GX280	0231	1	7A	G	07	010106	102209	052014	Y	
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN					FND-CNTR-PROJECT-----	AMOUNT	LIF	
		MFG: M000000138	DELL		000001	O							832.00	5	
		COM: DELL CPU										TOTAL	832.00		
				CNTR 0231	TOTAL							23 ITEMS		18,563.40	COST

RPRT- M1B08  
 DIST- 20 GADSDEN COUNTY SCHOOL BOARD  
 LOCN- 0241 FLORIDA STATE HOSPITAL

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-FA NUM-	CODE-----	CLASSIFICATION-----	DESCRIPTION	---SERIAL NUMBER---	---MODEL--- NUMBER	---LOCATION--- CNTR DP BLDG FM N DS	ACQRED	INVTY	DISPD	T
00034726	4110101	DESKTOP COMPUTER		8L6W251	GX280	0241	101	G 07 010105	041714	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT	LIF
		MFG: M000000138 DELL			000001	O			1,506.00	5
		COM: DELL CPU						TOTAL	1,506.00	
00107123	4110101	DESKTOP COMPUTER		61XK421	GX260	0241	101A	G 07 010102	040414	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT	LIF
		MFG: M000000138 DELL			000001	O			897.00	5
		COM: DELL CPU						TOTAL	897.00	
								CUR VALUE	358.80	
00107140	4110101	DESKTOP COMPUTER		N358028283	PENT 5	0241	101A	F 07 110195	040414	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT	LIF
					000001	O			2,070.00	5
		COM: PACKARD BELL CPU						TOTAL	2,070.00	
00107143	4180000	LAMINATING EQUIPMENT		Q25464	EZ2711	0241	101A	G 07 010104	040414	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT	LIF
					000001	O			1,180.00	7
		COM: LAMINATOR EASY II						TOTAL	1,180.00	
00034725	4110102	LAPTOP COMPUTER		8L6W251	D505	0241	123	G 07 010104	041714	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT	LIF
		MFG: M000000138 DELL			000001	O			2,300.00	5
		COM: DELL LAPTOP						TOTAL	2,300.00	
				CNTR 0241	TOTAL		5	ITEMS	7,953.00	COST

RPRT- M1B08  
DIST- 20 GADSDEN COUNTY SCHOOL BOARD  
LOCN- 0245 GADSDEN TECHNICAL INSTITUTE

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-FA NUM-	CODE-----	CLASSIFICATION-----	DESCRIPTION	---SERIAL NUMBER---	MODEL-- NUMBER	---LOCATION----	C	-----DATES-----	T
						CNTR DP BLDG FM N DS	ACQRED	INVTY	DISPD G
00200044	4290200	MISC SHOP/VOC EQUIPMENT		G128593	CP300	0245	12 WELD G 07	010104 031611	060214 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000137 MILLER		000001		O		1,800.00	7
		COM: MILLER WEILDING						TOTAL	1,800.00
00035063	4330000	TYPEWRITERS		22300534	830	0245	14 1 G 07	010103 092109	060214 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
				000001		O			7
		COM: NAKAJIMA TYPEWRITER						TOTAL	.00
00037127	4110101	DESKTOP COMPUTER		5DKCJG1	GX760	0245	14 18 G 07	021809 021809	062514 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL		175421	000001	O		420-0245	854.06 5
		COM: DELL CPU (MX RM65)						TOTAL	854.06
								CUR VALUE	99.66
00036361	4110101	DESKTOP COMPUTER		F142HD1	GX745	0245	14 22 G 07	082807 091310	030614 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL		170970	000001	O		420-0245	861.80 5
		COM: DELL CPU						TOTAL	861.80
00036050	4110102	LAPTOP COMPUTER		JG600D1	PP0X	0245	14 4 G 07	060507 092109	060214 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL		170532	000001	O		420-0245	1,232.70 5
		COM: DELL LAPTOP						TOTAL	1,232.70
00100255	4110101	DESKTOP COMPUTER		7D1WM11	GX400	0245	14 5 G 07	010105 092109	060214 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
						O			5
								TOTAL	.00
00036360	4110101	DESKTOP COMPUTER		D042HD1	GX745	0245	9 G 07	082807 091310	030614 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL		170970	000001	O		420-0245	861.80 5
		COM: DELL CPU (ON HOLD)						TOTAL	861.80



RPRT- M1B08  
 DIST- 20 GADSDEN COUNTY SCHOOL BOARD  
 LOCN- 0245 GADSDEN TECHNICAL INSTITUTE

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-FA NUM-	CODE-----	CLASSIFICATION-----	DESCRIPTION	---SERIAL NUMBER----	--MODEL-- NUMBER	---LOCATION----	C	-----DATES-----	T
						CNTR DP BLDG FM N DS		ACQRED INVTRY	DISPD G
00037123	4110101	DESKTOP COMPUTER		5DJJJG1	GX760	0245	9	E 07 021809	070213 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL		175421	000001	O		420-0245	854.06 5
		COM: DELL CPU (ON HOLD B9 RM 3A)						TOTAL	854.06
								CUR VALUE	270.47
00036362	4110101	DESKTOP COMPUTER		G042HD1	GX745	0245	9 2	E 07 082807	012214 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL		170970	000001	O		420-0245	861.80 5
		COM: DELL CPU						TOTAL	861.80
00036515	4110101	DESKTOP COMPUTER		FJPQLD1	GX745	0245	9 2	E 07 082807	012214 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL		171617	000001	O		420-0245	861.80 5
		COM: DELL CPU						TOTAL	861.80
00100398	4130000	CUSTODIAL/MAINTENANCE EQUIPMENT		923901774	NOT VI	0245	9 4A	G 07 010102 062311	060214 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
					000001	O			7
		COM: SERVMST FLR SCRUBBER						TOTAL	.00
00037330	4110101	DESKTOP COMPUTER		98B8VK1	GX760	0245	99 59	G 07 090809 102009	060214 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
				176706	071079	O		420-0245-4216101	773.41 5
		COM: DELL CPU						TOTAL	773.41
								CUR VALUE	180.48
00101110	4080100	TELEVISIONS		52142440518	SR2568	0245	99 59	G 07 010106	060214 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000030 ZENITH			000001	O			7
		COM: ZENITH TV 25						TOTAL	.00
				CNTR 0245	TOTAL			13 ITEMS	8,961.43 COST

RPRT- M1B08  
DIST- 20 GADSDEN COUNTY SCHOOL BOARD  
LOCN- 9001 GADSDEN COUNTY PUBLIC SCHOOLS

TERMS - FACILITY MANAGEMENT SERIES  
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-FA NUM-	CODE-----	CLASSIFICATION-----	DESCRIPTION	---SERIAL NUMBER---	---MODEL--- NUMBER	---LOCATION--- CNTR DP BLDG FM N DS	C	-----DATES----- ACQRED INVTRY	T DISPD G
00037036	4110101	DESKTOP COMPUTER		B3GFLC1	GX520	9001	3	G 07 010106	041614 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
						O			5
		COM: DELL CPU (21ST CCLC) (PERSNL BLDG)						TOTAL	.00
00037743	4110300	PRINTERS		CNHC78G3VY	2600	9001	3	G 07 010106	041614 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
						O			5
		COM: HP PRINTER (21ST CCLC) (PERSONL BLDG)						TOTAL	.00
00038153	4110101	DESKTOP COMPUTER		70BH4M1	Z	9001	MX	G 07 110910	030314 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
				179408	078705	O		110-9001-1109990	2,026.22 5
		COM: DELL LAPTOP (CHARLIE FROST)						TOTAL	2,026.22
								CUR VALUE	945.56
00035403	4110102	LAPTOP COMPUTER		8VN86C1	D520	9001	MX 2	G 07 010105 070609	041614 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL				O			5
		COM: DELL LAPTOP						TOTAL	.00
00105101	4120000	COPIER		MKL001919	F12	9001	MX 23	G 07 010102	041614 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000033 XEROX				O			5
		COM: XEROX COPIER						TOTAL	.00
00034282	4110102	LAPTOP COMPUTER		4H6191FUSEB	IBOOK	9001	MX 24A	G 07 060106	041614 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000002 APPLE COMPUTER				O			5
		COM: MAC LAPTOP (DIST SUPPLY)						TOTAL	.00
00037935	4110102	LAPTOP COMPUTER		6KVPQM1	E6410	9001	MX 3	G 07 080210	041614 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
				178600	076247	O		110-9001-1104220	1,068.75 5
		COM: DELL LAPTOP (SHAIA BECKWITH)						TOTAL	1,068.75
								CUR VALUE	445.31

RPRT- M1B08  
DIST- 20 GADSDEN COUNTY SCHOOL BOARD  
LOCN- 9001 GADSDEN COUNTY PUBLIC SCHOOLS

TERMS - FACILITY MANAGEMENT SERIES  
FIXED ASSET VERIFICATION  
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-FA NUM-	CODE-----	CLASSIFICATION-----	DESCRIPTION	---SERIAL NUMBER----	--MODEL-- NUMBER	---LOCATION----	C	-----DATES-----	T
						CNTR DP BLDG FM N DS	ACQRED	INVTY	DISPD G
00038014	4110102	LAPTOP COMPUTER		W80214M0F5W	A1342	9001	MX 3	G 07 091710	091913 Y
		VDR: VA10350000 APPLE COMPUTER INC		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
				178656	079590	O		110-9001-1104220	949.00 5
		COM: MAC BOOK LAPTOP (S. BECKWITH)						TOTAL	949.00
								CUR VALUE	411.24
00035875	4110101	DESKTOP COMPUTER		JP15SC1	GX745	9001	MX 38	E 07 050807	032514 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL			000001	O			1,237.00 5
		COM: DELL CPU						TOTAL	1,237.00
00025761	4110300	PRINTERS		USFB307028	4-PLUS	9001	MX 39	G 07 010103	080813 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL			000001	O			1,363.00 5
		COM: HP PRINTER						TOTAL	1,363.00
00100120	4110101	DESKTOP COMPUTER		W25N41	GX270	9001	MX 39	G 07 010105	101713 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL			000001	O			949.00 5
		COM: DELL CPU						TOTAL	949.00
00037204	4160200	DESKS		N/A	3066RP	9001	MX 42	G 07 051209	051514 Y
		VDR: VE09760000 EXECUTIVE OFFICE FURNITURE		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
				175751	068160	O		420-9001-4226390	764.95 10
								TOTAL	764.95
								CUR VALUE	446.21
00037843	4110101	DESKTOP COMPUTER		GWD3HM1	GX780	9001	MX 42	G 07 051210	051414 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
				177965	747405	O		420-9001-4226700	.00 5
		COM: DELL CPU (M. BRONSON HM USE)						TOTAL	.00
00035208	4110102	LAPTOP COMPUTER		LV-ANK04	1S1844	9001	MX 42A	E 07 101006	060514 Y
		VDR: VC00220000 CDW GOVERNMENT, INC.		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
				168392	000001	O		420-9001	755.00 5
		COM: LENOVO LAPTOP (SUSAN BENTLEY)						TOTAL	755.00



RPRT- M1B08  
DIST- 20 GADSDEN COUNTY SCHOOL BOARD  
LOCN- 9001 GADSDEN COUNTY PUBLIC SCHOOLS

TERMS - FACILITY MANAGEMENT SERIES  
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-FA NUM-	CODE-----	CLASSIFICATION-----	DESCRIPTION	---SERIAL NUMBER---	--MODEL-- NUMBER	---LOCATION----	C	-----DATES-----	T
						CNTR DP BLDG FM N DS		ACQRED INVTRY	DISPD G
00035210	4110102	LAPTOP COMPUTER		LV-ANH65	1S1844	9001	MX 42A	E 07 101006	060514 Y
		VDR: VC00220000 CDW GOVERNMENT, INC.		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000002096 IBM		168392	000001	O		420-9001	755.00 5
		COM: IBM LAPTOP						TOTAL	755.00
00036881	4110102	LAPTOP COMPUTER		69LBQF1	830	9001	MX 42A	E 07 022808	060514 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL		173166	000001	O		420-9001	1,303.14 5
		COM: DELL LAPTOP						TOTAL	1,303.14
00037585	4110101	DESKTOP COMPUTER		FJVPL1	GX780	9001	MX 43	G 07 121409	041614 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
				177478		O		110-9001-1109990	1,126.51 5
		COM: DELL CPU						TOTAL	1,126.51
								CUR VALUE	319.19
00037180	4110101	DESKTOP COMPUTER		J51N3K1	GX760	9001	MX 48	G 07 052709	051214 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
				176044	068506	O		420-9001-4226390	776.56 5
		COM: CPU						TOTAL	776.56
								CUR VALUE	129.45
00029886	4110102	LAPTOP COMPUTER		194JD01	3800	9001	MX 51	G 07 010199	051514 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL			000001	O			1,250.00 5
		COM: DELL - (PERKINS)						TOTAL	1,250.00
00035206	4110102	LAPTOP COMPUTER		LV-ANH90	1S1844	9001	MX 51	E 07 101106	051514 Y
		VDR: VC00220000 CDW GOVERNMENT, INC.		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000002096 IBM		168392	000001	O		420-9001	755.00 5
		COM: IBM LAPTOP -(HAMILTON)						TOTAL	755.00
00035207	4110102	LAPTOP COMPUTER		LV-ANG92	1S1844	9001	MX 51	E 07 101106	051514 Y
		VDR: VC00220000 CDW GOVERNMENT, INC.		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000002096 IBM		168392	000001	O		420-9001	755.00 5
		COM: IBM LAPTOP (CARTER)						TOTAL	755.00

RPRT- M1B08  
 DIST- 20 GADSDEN COUNTY SCHOOL BOARD  
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TERMS - FACILITY MANAGEMENT SERIES  
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-FA NUM-	CODE-----	CLASSIFICATION-----	DESCRIPTION	---SERIAL NUMBER---	---MODEL--- NUMBER	---LOCATION--- CNTR DP BLDG FM N DS	C	-----DATES----- ACQRED INVTRY	T DISPD G
00034798	4110300	PRINTERS		R5300198	C7	9001	MX 58	G 07 010199	082213 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
				000001		O			729.00 5
		COM: PERSONA	BADGE MAKER					TOTAL	729.00
00036542	4110102	LAPTOP COMPUTER		L3-F026 89229U	8922	9001	MX 58	E 07 092707	050714 Y
		VDR: VC11200000	COGENT SYSTEMS, INC	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
				170213	000001	O		110-9001	11,750.00 5
		COM: LENOVO	LAPTOP (NOT GCSD PROPERTY)					TOTAL	11,750.00
00036848	4110300	PRINTERS		3W78DD1	1320C	9001	MX 59	E 07 012308	082313 Y
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138	DELL	172867	000001	O		420-9001	0.00 5
		COM: DELL	PRINTER					TOTAL	0.00
00036061	4110101	DESKTOP COMPUTER		5TJD1D1	GX745	9001	MX 60	E 07 061207	050714 Y
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138	DELL	000001		O			941.00 5
		COM: DELL	CPU (ON HOLD BRUCE JAMES)					TOTAL	941.00
00034815	4110101	DESKTOP COMPUTER		FH9JG81	GX620	9001	MX 65	E 07 010106	111813 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138	DELL	000001		O			1,108.00 5
		COM: DELL	CPU (S. GAUSS REPAIR RM 65)					TOTAL	1,108.00
00034821	4110101	DESKTOP COMPUTER		81K5C91	GX620	9001	MX 65	E 07 010106	062514 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138	DELL	000001		O			1,108.00 5
		COM: DELL	CPU (MX RM65)					TOTAL	1,108.00
00036722	4110101	DESKTOP COMPUTER		CCJV1F1	GX745	9001	MX 65	E 07 112707	111813 Y
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138	DELL	172376	000001	O		376-0231	861.80 5
		COM: DELL	CPU (S.GAUSS REPAIR RM 65)					TOTAL	861.80

RPRT- M1B08  
 DIST- 20 GADSDEN COUNTY SCHOOL BOARD  
 LOCN- 9001 GADSDEN COUNTY PUBLIC SCHOOLS

TERMS - FACILITY MANAGEMENT SERIES  
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-FA NUM-	CODE-----	CLASSIFICATION-----	DESCRIPTION ---	SERIAL NUMBER----	MODEL-- NUMBER	LOCATION----- CNTR DP BLDG FM N DS	DATES----- ACQRED INVTY	T DISPD G
00039583	4070000	SCANNER		325715	6230	9001 MX 65 G 07	080712	061814 Y
		VDR: VM01575000	MADISON COUNTY SCHOOL DISTRICT	PO NUM 182736	CHECK OLG OWN O		FND-CNTR-PROJECT-----	AMOUNT LIF 5
		COM: FUJITSU SCANNER					420-9001-4221222	
							TOTAL	.00
00034867	4110000	COMPUTER EQUIPMENT	NOT VISIBLE		XL	9001 MX 68 G 07	010103 031212	100113 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK OLG OWN 000001 O		FND-CNTR-PROJECT-----	AMOUNT LIF 5
		COM: SMARTCELL BTY BCKUP					TOTAL	3,500.00
								3,500.00
00034868	4110000	COMPUTER EQUIPMENT	NOT VISIBLE		XL	9001 MX 68 G 07	010103 031212	100113 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK OLG OWN 000001 O		FND-CNTR-PROJECT-----	AMOUNT LIF 5
		COM: SMARTCELL BTY BCKUP					TOTAL	3,500.00
								3,500.00
00034829	4110101	DESKTOP COMPUTER		HH9JG81	GX620	9001 MX 70 E 07	010106	081213 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK OLG OWN 000001 O		FND-CNTR-PROJECT-----	AMOUNT LIF 5
		MFG: M000000138	DELL				TOTAL	1,108.00
		COM: DELL CPU (SHAY KENT REPAIR)						1,108.00
00035395	4110102	LAPTOP COMPUTER		JTN86C1	D520	9001 MX 70 G 07	051507	070213 Y
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK OLG OWN 000001 O		FND-CNTR-PROJECT-----	AMOUNT LIF 5
		MFG: M000000138	DELL				TOTAL	.00
		COM: DELL LAPTOP (SHAY KENT REPAIR)						
00034794	4110101	DESKTOP COMPUTER		6SDBC91	GX620	9001 MX 72 G 07	010106	062514 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK OLG OWN 000001 O		FND-CNTR-PROJECT-----	AMOUNT LIF 5
		MFG: M000000138	DELL				TOTAL	1,108.00
		COM: DELL CPU (MX RM 65)						1,108.00
00028697	4110300	PRINTERS		SUSCB101874	6MP	9001 MX 73 G 07	091898 083109	071613 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK OLG OWN 000001 O		FND-CNTR-PROJECT-----	AMOUNT LIF 5
		MFG: M000000016	HEWLETT-PACKARD				TOTAL	835.00
		COM: HP LASERJET						835.00



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-FA NUM-	CODE-----	CLASSIFICATION-----	DESCRIPTION	---SERIAL NUMBER---	MODEL-- NUMBER	---LOCATION----	C	-----DATES-----	T
						CNTR DP BLDG FM N DS		ACQRED INVTRY	DISPD G
00030654	4110101	DESKTOP COMPUTER		8WJQK01	GX150	9001	MX 73	G 07 051801 083109	070213 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL			000001	O			1,460.00 5
		COM: DELL CPU						TOTAL	1,460.00
00036381	4110102	LAPTOP COMPUTER		7HFB7D1	D830	9001	MX 73	E 07 082907	061814 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL		170971	000001	O		420-9001	1,399.05 5
		COM: DELL LATTITUDE -						TOTAL	1,399.05
00021704	4110101	DESKTOP COMPUTER			100C	9001	MX 77	G 07 010100	052914 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
					000001	O			1,759.00 5
		COM: CHAPARRAL CPU						TOTAL	1,759.00
00030550	4050000	AUDIO-VISUAL EQUIPMENT		136A0190	SR VS2	9001	MX 77	G 07 010100	052914 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
					000001	O			.00 7
		COM: JVC DVD/VHS RECORDER						TOTAL	.00
00031062	4080200	VIDEO		0433121250000115	100C	9001	MX 77	G 07 010100	052914 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
					000001	O			562.00 7
		COM: GENERAL INSTRUMENT RECEIVER						TOTAL	562.00
								CUR VALUE	401.42
00033028	4110102	LAPTOP COMPUTER		69FY861	D-505	9001	MX 77	E 07 010104	052914 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL			000001	O			.00 5
		COM: DELL LAPTOP (DIST SUPPLY)						TOTAL	.00
00034521	4110103	LAPTOP CART		N/A	RESERV	9001	MX 77	E 07 062507	052914 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
					000001	O			10,800.00 7
		COM: ALPHA CART @12						TOTAL	10,800.00
								CUR VALUE	1,414.32

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-FA NUM-	CODE-----	CLASSIFICATION-----	DESCRIPTION	---SERIAL NUMBER---	--MODEL-- NUMBER	---LOCATION----	C	-----DATES-----	T
						CNTR DP BLDG FM N DS	ACQRED	INVTY	DISPD G
00034837	4300000	TELEVISIONS/MONITORS		OT613346633614		9001	MX 77	E 07 010100	052914 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK OLG OWN			FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL			000001 O				5
		COM: DELL MONITOR 20"						TOTAL	.00
00034838	4110300	PRINTERS		1EHZ071		9001	MX 77	E 07 010100	052914 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK OLG OWN			FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL			000001 O				5
		COM: DELL PRINTER						TOTAL	.00
00034904	4160400	MISC FURNITURE		N/A	N/A	9001	MX 77	G 07 010100	052914 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK OLG OWN			FND-CNTR-PROJECT-----	AMOUNT LIF
					O				10
		COM: CPU DESK						TOTAL	.00
00100123	4110101	DESKTOP COMPUTER		MJ7011	GX240	9001	MX 77	F 07 010104	052914 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK OLG OWN			FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL			000001 O				5
		COM: DELL CPU						TOTAL	1,598.00
									1,598.00
00034834	4110102	LAPTOP COMPUTER		8719486435C01459	510	9001	MX 77B	E 07 010105	120313 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK OLG OWN			FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL			000001 O				5
		COM: DELL LAT. LAPTOP						TOTAL	2,400.00
									2,400.00
00022998	4080100	TELEVISIONS		KB7231678	CT-103	9001	MX 78	G 07 010100	052914 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK OLG OWN			FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000019 PANASONIC			000001 O				7
		COM: PANASONIC TV						TOTAL	.00
00023962	4050000	AUDIO-VISUAL EQUIPMENT		LOTKA0281	DVC10P	9001	MX 78	G 07 010100	052914 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK OLG OWN			FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000019 PANASONIC			000001 O				7
		COM: PANASONIC VIDEO						TOTAL	1,594.00
									1,594.00

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-FA NUM-	CODE-----	CLASSIFICATION-----	DESCRIPTION ---	SERIAL NUMBER----	MODEL-- NUMBER	LOCATION----	C	-----DATES-----	T
						CNTR DP BLDG FM N DS		ACQRED INVTY	DISPD G
00030547	4050000	AUDIO-VISUAL EQUIPMENT		136A0188	SR-VS2	9001	MX 78	G 07 010100	052914 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
				000001		O			7
		COM: JVC DVD/VHS RECRDR						TOTAL	.00
00030549	4050000	AUDIO-VISUAL EQUIPMENT		126A0309	SR VS2	9001	MX 78	G 07 010100	052914 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
				000001		O			7
		COM: JVC DVD/VHS RECORDER						TOTAL	.00
00035001	4050000	AUDIO-VISUAL EQUIPMENT		D1SA10677	DV101D	9001	MX 78	G 07 010100	061814 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000019 PANASONIC		000001		O			7
		COM: PANASONIC VIDEO						TOTAL	1,594.00
									1,594.00
00100022	4050000	AUDIO-VISUAL EQUIPMENT		QXV007774	SR231	9001	MX 78	F 07 010100	052914 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
				000001		O			7
		COM: DOD EQUALIZER						TOTAL	.00
00100023	4050000	AUDIO-VISUAL EQUIPMENT	NOT VISIBLE		NOT VI	9001	MX 78	G 07 010100	052914 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
				000001		O			7
		COM: PROC-AMP						TOTAL	707.00
									707.00
00100024	4050000	AUDIO-VISUAL EQUIPMENT	NOT VISIBLE		NOT VI	9001	MX 78	G 07 010100	052914 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
				000001		O			7
		COM: PROC-AMP						TOTAL	707.00
									707.00
00036539	4050100	PROJECTORS		706918605	XR-30X	9001	MX 79`	E 07 071507	061814 Y
		VDR: VA13140000 AUDIO VISION, INC.		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000035 SHARP		170160	000001	O			7
		COM: SHARP PROJECTOR						TOTAL	775.00
								CUR VALUE	110.74



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-FA NUM-	CODE-----	CLASSIFICATION-----	DESCRIPTION	---SERIAL NUMBER---	MODEL-- NUMBER	---LOCATION--- CNTR DP BLDG FM N DS	C ACQRED	-----DATES----- INVTRY	T DISPD	G
00036142	4110101	DESKTOP COMPUTER		2ZHK2C1	GX620	9001 MX 8	E 07	041207	060414	Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT	LIF
		MFG: M000000138 DELL		168848	000001	O		110-9001	1,246.00	5
		COM: DELL CPU						TOTAL	1,246.00	
00034812	4110101	DESKTOP COMPUTER		OJ8JG81	GX620	9001 MX 80	E 07	010106	062514	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT	LIF
		MFG: M000000138 DELL			000001	O			1,108.00	5
		COM: DELL CPU (MX RM65)						TOTAL	1,108.00	
00034823	4110101	DESKTOP COMPUTER		NOT VISIBLE	GX620	9001 MX 80	E 07	010106	062514	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT	LIF
		MFG: M000000138 DELL			000001	O			1,108.00	5
		COM: DELL CPU (MX RM65)						TOTAL	1,108.00	
00034836	4160900	MISCELLANEUS OFFICE EQUIPMENT		RJ000097P	C2000	9001 MX 80	G 07	010102	052914	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT	LIF
		MFG: M000000125 GBC			000001	O			1,108.00	7
		COM: GBC BINDER						TOTAL	1,108.00	
00036163	4110102	LAPTOP COMPUTER		5FXX5D1	D830	9001 MX 80	E 07	071107	052914	Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT	LIF
		MFG: M000000138 DELL		170945	000001	O		420-9001	1,298.00	5
		COM: DELL LATITUDE LAPTOP (BEAMON)						TOTAL	1,298.00	
00037105	4110101	DESKTOP COMPUTER		H7Y8VC1	PRE390	9001 MX 80	E 07	110108	061814	Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT	LIF
		MFG: M000000138 DELL		170341	066268	O		377-9001-0999	2,600.44	5
		COM: DELL CPU (PAT BEAMON) HM USE						TOTAL	2,600.44	
								CUR VALUE	173.39	
00037383	4110101	DESKTOP COMPUTER		84QSDK1	GX760	9001 MX 80	G 07	100909	070213	Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT	LIF
				177040	071368	O		378-9003-0999		5
		COM: DELL CPU (SHAY KENT)						TOTAL	.00	

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-FA NUM-	CODE-----	CLASSIFICATION-----	DESCRIPTION ---	SERIAL NUMBER----	MODEL-- NUMBER	LOCATION----	C	DP	BLDG	FM	N	DS	ACQRED	INVTY	DATES-----	T
00100652	4160200	DESKS		N/A	N/A	9001	MX	80	G	07	010100				121313	Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT-----	AMOUNT	LIF	
				000001		O								857.00	5	
		COM: CPU DESK											TOTAL	857.00		
00100653	4160200	DESKS		N/A	N/A	9001	MX	80	G	07	010100				121313	Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT-----	AMOUNT	LIF	
				000001		O								819.00	5	
		COM: CPU DESK											TOTAL	819.00		
00100654	4160200	DESKS		N/A	N/A	9001	MX	80	G	07	010100				121313	Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT-----	AMOUNT	LIF	
				000001		O								819.00	5	
		COM: CPU DESK											TOTAL	819.00		
00100655	4160200	DESKS		N/A	N/A	9001	MX	80	G	07	010100				121313	Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT-----	AMOUNT	LIF	
				000001		O								819.00	5	
		COM: CPU DESK											TOTAL	819.00		
00100656	4160200	DESKS		N/A	N/A	9001	MX	80	G	07	010100				121313	Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT-----	AMOUNT	LIF	
				000001		O								819.00	5	
		COM: CPU DESK											TOTAL	819.00		
00035848	4110101	DESKTOP COMPUTER		CBY8VC1	PRECIS	9001	MX	82	E	07	042407				061814	Y
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT-----	AMOUNT	LIF	
		MFG: M000000138	DELL	170341	000001	O							420-9001	2,635.00	5	
		COM: DELL CPU SHANTIKA WIGGINS (HM USE)											TOTAL	2,635.00		
00035849	4110101	DESKTOP COMPUTER		FBY8VC1	PRECIS	9001	MX	82	E	07	042407				061814	Y
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT-----	AMOUNT	LIF	
		MFG: M000000138	DELL	170341	000001	O							420-9001	2,635.00	5	
		COM: DELL CPU											TOTAL	2,635.00		

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-FA NUM-	CODE-----	CLASSIFICATION-----	DESCRIPTION	---SERIAL NUMBER---	--MODEL-- NUMBER	---LOCATION--- CNTR DP BLDG FM N DS	C	-----DATES----- ACQRED INVTRY	T DISPD G
00035850	4110101	DESKTOP COMPUTER		JBY8VC1	PRECIS	9001	MX 82	E 07 042407	061814 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL		170341	000001	O		420-9001	2,635.00 5
		COM: DELL CPU (KENNY THOMAS HOME USE)						TOTAL	2,635.00
00032902	4110102	LAPTOP COMPUTER		5QDY861	D-505	9001	MX 84	E 07 010104	052914 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL			000001	O			5
		COM: DELL LAPTOP (DIST SUPPLY)						TOTAL	.00
00032903	4110102	LAPTOP COMPUTER		BSDY861	D-505	9001	MX 84	E 07 010104	052914 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL			000001	O			5
		COM: DELL LAPTOP (DIST SUPPLY)						TOTAL	.00
00032905	4110102	LAPTOP COMPUTER		9VDY861	D-505	9001	MX 84	E 07 010104	052914 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL			000001	O			5
		COM: DELL LAPTOP (DIST SUPPLY)						TOTAL	.00
00032909	4110102	LAPTOP COMPUTER		90FY861	D-505	9001	MX 84	E 07 010104	052914 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL			000001	O			5
		COM: DELL LAPTOP (DIST SUPPLY)						TOTAL	.00
00032910	4110102	LAPTOP COMPUTER		C1FY861	D-505	9001	MX 84	E 07 010104	052914 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL			000001	O			5
		COM: DELL LAPTOP (DIST SUPPLY)						TOTAL	.00
00033021	4110102	LAPTOP COMPUTER		82FY861	D-505	9001	MX 84	E 07 010104	052914 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL			000001	O			5
		COM: DELL LAPTOP (DIST SUPPLY)						TOTAL	.00



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-FA NUM-	CODE	CLASSIFICATION	DESCRIPTION	SERIAL NUMBER	MODEL NUMBER	LOCATION	CNTR	DP	BLDG	FM	N	DS	ACQRED	INVTRY	DATES	DISPD	T
00033022	4110102	LAPTOP COMPUTER		D3FY861	D-505	9001	MX	84	E	07	010104				052914	Y	
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN								FND-CNTR-PROJECT	AMOUNT	LIF
		MFG: M000000138 DELL			000001	O											5
		COM: DELL LAPTOP (DIST SUPPLY)													TOTAL	.00	
00033023	4110102	LAPTOP COMPUTER		F4FY861	D-505	9001	MX	84	E	07	010104				052914	Y	
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN								FND-CNTR-PROJECT	AMOUNT	LIF
		MFG: M000000138 DELL			000001	O											5
		COM: DELL LAPTOP (DIST SUPPLY)													TOTAL	.00	
00033029	4110102	LAPTOP COMPUTER		4BFY861	D-505	9001	MX	84	E	07	010104				052914	Y	
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN								FND-CNTR-PROJECT	AMOUNT	LIF
		MFG: M000000138 DELL			000001	O											5
		COM: DELL LAPTOP (DIST SUPPLY)													TOTAL	.00	
00034123	4110102	LAPTOP COMPUTER		4H61924GSEB	BA124L	9001	MX	84	G	07	010105	070810			052914	Y	
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN								FND-CNTR-PROJECT	AMOUNT	LIF
		MFG: M000000002 APPLE COMPUTER			000001	O										1,066.00	5
		COM: I-BOOK LAPTOP													TOTAL	1,066.00	
00034178	4110102	LAPTOP COMPUTER		4H6191Y5SEB	IBOOK	9001	MX	84	G	07	060106				062514	Y	
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN								FND-CNTR-PROJECT	AMOUNT	LIF
		MFG: M000000002 APPLE COMPUTER			000001	O											5
		COM: MAC LAPTOP (DIST SUPPLY)													TOTAL	.00	
00034190	4110102	LAPTOP COMPUTER		4H6191GDSEB	IBOOK	9001	MX	84	G	07	060106				062514	Y	
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN								FND-CNTR-PROJECT	AMOUNT	LIF
		MFG: M000000002 APPLE COMPUTER			000001	O											5
		COM: MAC LAPTOP (DIST SUPPLY)													TOTAL	.00	
00034371	4110102	LAPTOP COMPUTER		4H6191RZSEB	IBOOK	9001	MX	84	G	07	060106				052914	Y	
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN								FND-CNTR-PROJECT	AMOUNT	LIF
		MFG: M000000002 APPLE COMPUTER			000001	O											5
		COM: MAC LAPTOP (DIST SUPPLY)													TOTAL	.00	

RPRT- M1B08  
DIST- 20 GADSDEN COUNTY SCHOOL BOARD  
LOCN- 9001 GADSDEN COUNTY PUBLIC SCHOOLS

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-FA NUM-	CODE-----	CLASSIFICATION-----	DESCRIPTION	---SERIAL NUMBER---	--MODEL-- NUMBER	---LOCATION----	C	-----DATES-----	T
						CNTR DP BLDG FM N DS	ACQRED	INVTRY	DISPD G
00034375	4110102	LAPTOP COMPUTER		4H6191PJSEB	IBOOK	9001	MX 84	G 07 060106	052914 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000002	APPLE COMPUTER		000001	O			5
		COM: MAC LAPTOP	(DIST SUPPLY)					TOTAL	.00
00034379	4110102	LAPTOP COMPUTER		4H6191CSSEB	IBOOK	9001	MX 84	G 07 060106	062514 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000002	APPLE COMPUTER		000001	O			5
		COM: MAC LAPTOP	(DIST SUPPLY)					TOTAL	.00
00034380	4110102	LAPTOP COMPUTER		4H6191J5SEB	IBOOK	9001	MX 84	G 07 060106	052914 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000002	APPLE COMPUTER		000001	O			5
		COM: MAC LAPTOP	(DIST SUPPLY)					TOTAL	.00
00034382	4110102	LAPTOP COMPUTER		4H6191GMSEB	IBOOK	9001	MX 84	G 07 060106	052914 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000002	APPLE COMPUTER		000001	O			5
		COM: MAC LAPTOP	(DIST SUPPLY)					TOTAL	.00
00034383	4110102	LAPTOP COMPUTER		4H61918QSEB	IBOOK	9001	MX 84	G 07 060106	052914 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000002	APPLE COMPUTER		000001	O			5
		COM: MAC LAPTOP	(DIST SUPPLY)					TOTAL	.00
00034384	4110102	LAPTOP COMPUTER		4H6191Q9SEB	IBOOK	9001	MX 84	G 07 060106	052914 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000002	APPLE COMPUTER		000001	O			5
		COM: MAC LAPTOP	(DIST SUPPLY)					TOTAL	.00
00034386	4110102	LAPTOP COMPUTER		4H6191HRSEB	IBOOK	9001	MX 84	G 07 060106	052914 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000002	APPLE COMPUTER		000001	O			5
		COM: MAC LAPTOP	(DIST SUPPLY)					TOTAL	.00

RPRT- M1B08  
DIST- 20 GADSDEN COUNTY SCHOOL BOARD  
LOCN- 9001 GADSDEN COUNTY PUBLIC SCHOOLS

TERMS - FACILITY MANAGEMENT SERIES  
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-FA NUM-	CODE-----	CLASSIFICATION-----	DESCRIPTION	---SERIAL NUMBER---	--MODEL-- NUMBER	---LOCATION--- C CNTR DP BLDG FM N DS	-----DATES----- ACQRED INVTRY	T DISPD G
00034387	4110102	LAPTOP COMPUTER		4H6211PVSE7	IBOOK	9001 MX 84 G 07 060106	062514 Y	
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG OWN	FND-CNTR-PROJECT-----AMOUNT LIF	
		MFG: M000000002 APPLE COMPUTER		000001	O		5	
		COM: MAC LAPTOP (DIST SUPPLY)				TOTAL	.00	
00034399	4110102	LAPTOP COMPUTER		4H6191JFSEB	IBOOK	9001 MX 84 G 07 060106	052914 Y	
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG OWN	FND-CNTR-PROJECT-----AMOUNT LIF	
		MFG: M000000002 APPLE COMPUTER		000001	O		5	
		COM: MAC LAPTOP (DIST SUPPLY)				TOTAL	.00	
00036233	4050000	AUDIO-VISUAL EQUIPMENT		335527040	300AE	9001 MX 84 E 07 071807	052914 Y	
		VDR: VF07550000 FLORIDA MICRO, LLC.		PO NUM	CHECK	OLG OWN	FND-CNTR-PROJECT-----AMOUNT LIF	
				170959	000001	O	420-9001 619.33 7	
		COM: DOCUMENT READER				TOTAL	619.33	
						CUR VALUE	88.45	
00036824	4160400	MISC FURNITURE		N/A	N/A	9001 MX 84 E 07 010102	061814 Y	
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG OWN	FND-CNTR-PROJECT-----AMOUNT LIF	
				000001	O		10	
		COM: LAPTOP CART #?				TOTAL	.00	
00037937	4110102	LAPTOP COMPUTER		41H45N1	E5510	9001 99 38 G 07 080310	050714 Y	
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG OWN	FND-CNTR-PROJECT-----AMOUNT LIF	
				178597	076247	O	420-9001-4221212 896.28 5	
		COM: DELL LAPTOP (A. PORTER)				TOTAL	896.28	
						CUR VALUE	373.44	
00034638	4120000	COPIER		1610025	C2424	9001 99 38A G 07 010106 042110 042414 Y		
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG OWN	FND-CNTR-PROJECT-----AMOUNT LIF	
				000001	O		3,799.00 5	
		COM: WORK CENTER COPIER				TOTAL	3,799.00	
00034641	4110101	DESKTOP COMPUTER		7FZXF81	GX620	9001 99 38A G 07 041506 042110 042414 Y		
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG OWN	FND-CNTR-PROJECT-----AMOUNT LIF	
		MFG: M000000138 DELL		000001	O		1,573.00 5	
		COM: DELL CPU				TOTAL	1,573.00	



RPRT- M1B08  
DIST- 20 GADSDEN COUNTY SCHOOL BOARD  
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-FA NUM-	CODE-----	CLASSIFICATION-----	DESCRIPTION	---SERIAL NUMBER---	---MODEL--- NUMBER	---LOCATION--- CNTR DP BLDG FM N DS	C	-----DATES----- ACQRED INVTRY	T DISPD G
00035998	4080000	CAMERAS		30311321	P5000	9001	99 38A	G 07 052907 112409 042414	Y
		VDR: VC00220000 CDW GOVERNMENT, INC.		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000008 NIKON		000001	O				7
		COM: NIKON CAMERA						TOTAL	.00
00035999	4110102	LAPTOP COMPUTER		U	0768AF	9001	99 38A	G 07 052907 042110 050714	Y
		VDR: VC00220000 CDW GOVERNMENT, INC.		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
				170580	000001	O		420-9001	999.00 5
		COM: LENOVO LAPTOP						TOTAL	999.00
00036000	4110102	LAPTOP COMPUTER		U	0768AF	9001	99 38A	G 07 052907 042110 050714	Y
		VDR: VC00220000 CDW GOVERNMENT, INC.		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
				170580	000001	O		420-9001	999.00 5
		COM: LENOVO LAPTOP						TOTAL	999.00
00100605	4110300	PRINTERS		SG26T13030	1200C	9001	99 38A	G 07 010104 042110 042414	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000016 HEWLETT-PACKARD		000001	O				857.00 5
		COM: HP DESKJET PRINTER						TOTAL	857.00
00036001	4110102	LAPTOP COMPUTER		U	0768AF	9001	99 38C	G 07 052907 042110 050714	Y
		VDR: VC00220000 CDW GOVERNMENT, INC.		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
				170580	000001	O		420-9001	999.00 5
		COM: LENOVO LAPTOP						TOTAL	999.00
00036619	4110102	LAPTOP COMPUTER		L3-LE961	0768AF	9001	99 38D	G 07 101607 042110 050714	Y
		VDR: VC00220000 CDW GOVERNMENT, INC.		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
				170580	000001	O		420-9001	999.00 5
		COM: LENOVO LAPTOP						TOTAL	999.00
00027259	4050107	AUDIOMETER		12B1834	119	9001	99 62	F 07 010199	051514 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
				000001	O				895.00 7
		COM: BELTONE AUDIOMETER (MILLER)						TOTAL	895.00

RPRT- M1B08  
DIST- 20 GADSDEN COUNTY SCHOOL BOARD  
LOCN- 9001 GADSDEN COUNTY PUBLIC SCHOOLS

TERMS - FACILITY MANAGEMENT SERIES  
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-FA NUM-	CODE-----	CLASSIFICATION-----	DESCRIPTION	---SERIAL NUMBER----	--MODEL-- NUMBER	---LOCATION----	C	-----DATES-----	T
						CNTR DP BLDG FM N DS	ACQRED	INVTRY	DISPD G
00032760	4050107	AUDIOMETER		12B1823	119	9001 99 62	F 07 010199		051514 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK OLG OWN		FND-CNTR-PROJECT-----	AMOUNT	LIF
				000001	O				7
		COM: BELTONE AUDIO					TOTAL	.00	
				CNTR 9001	TOTAL	106 ITEMS		101,946.03	COST

RPRT- M1B08  
 DIST- 20 GADSDEN COUNTY SCHOOL BOARD  
 LOCN- 9003 TRANS.DEPT-SCHOOL BD GADSDEN

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-FA NUM-	CODE-----	CLASSIFICATION-----	DESCRIPTION	---SERIAL NUMBER---	---MODEL--- NUMBER	---LOCATION--- CNTR DP BLDG FM N DS	C ACQRED	-----DATES----- INVTRY	T DISPD	G
00034832	4110101	DESKTOP COMPUTER		6J9JG81	GX620	9003		E 07 010106	101013	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT	LIF
		MFG: M000000138 DELL			000001	O			1,108.00	5
		COM: DELL CPU						TOTAL	1,108.00	
00034740	4110101	DESKTOP COMPUTER		B123H81	GX620	9003		ROBI G 07 010107	101013	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT	LIF
		MFG: M000000138 DELL			000001	O			.00	5
		COM: DELL CPU						TOTAL	.00	
00035220	4110101	DESKTOP COMPUTER		G86DZB1	GX520	9003		18 G 07 111706	101013	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT	LIF
		MFG: M000000138 DELL		168459	000001	O		420-9003	870.18	5
		COM: DELL CPU						TOTAL	870.18	
00037385	4110101	DESKTOP COMPUTER		84QRDK1	GX760	9003		20 G 07 100909	091013	Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT	LIF
				177040	071368	O		378-9003-0999		5
		COM: DELL CPU						TOTAL	.00	
00037019	4110102	LAPTOP COMPUTER		8MYBFG1	D830	9003		25 E 07 061008	091013	Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT	LIF
		MFG: M000000138 DELL		173496	000001	O		110-9003	1,016.40	5
		COM: DELL LAPTOP						TOTAL	1,016.40	
00034734	4110101	DESKTOP COMPUTER		2FM1D51	GX270	9003		4 G 07 010105	091013	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT	LIF
		MFG: M000000138 DELL			000001	O			949.00	5
		COM: DELL CPU						TOTAL	949.00	
00101606	4110101	DESKTOP COMPUTER		6HLM31	GX270	9003		4 G 07 010105 062211	091013	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT	LIF
		MFG: M000000138 DELL			000001	O			949.00	5
		COM: DELL CPU						TOTAL	949.00	
				CNTR 9003	TOTAL			7 ITEMS	4,892.58	COST



RPRT- M1B08  
 DIST- 20 GADSDEN COUNTY SCHOOL BOARD  
 LOCN- 9004 SCHOOL FOOD SVC-GADSDEN CO

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-FA NUM-	CODE	CLASSIFICATION	DESCRIPTION	SERIAL NUMBER	MODEL NUMBER	LOCATION	CNTR	DP	BLDG	FM	N	DS	ACQD	INVTY	DATES	DISPD	T
00015352	4290200	MISC SHOP/VOC EQUIPMENT		E23367	NOT VI	9004							F 07	010190		050914	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				000001		O											7
		COM: BLUE GIANT PALLET JCK											TOTAL		.00		
00023503	4290200	MISC SHOP/VOC EQUIPMENT		9068755288	27X48	9004							F 07	010190		050914	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				000001		O											7
		COM: MULITION PALLET JACK											TOTAL		.00		
00100152	4290200	MISC SHOP/VOC EQUIPMENT		CL15108	NPP40	9004							G 07	010189		050914	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				000001		O									2,500.00		7
		COM: HVY DTY PALLET LIFT											TOTAL		2,500.00		
00036121	4110101	DESKTOP COMPUTER		CYZ14D1	GX745	9004		1C					G 07	062607		101713	Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
		MFG: M000000138 DELL		000001		O									941.80		5
		COM: DELL CPU											TOTAL		941.80		
00036166	4110101	DESKTOP COMPUTER		5YVG3D1	GX745	9004		2					G 07	071607		101713	Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
		MFG: M000000138 DELL		019388	000001	O							410-9004-0750		941.80		5
		COM: DELL CPU											TOTAL		941.80		
00034684	4160400	MISC FURNITURE		N/A	N/A	9004		3					G 07	010199		050914	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				000001		O											10
		COM: PRINTER CART											TOTAL		.00		
				CNTR 9004	TOTAL			6 ITEMS							4,383.60		COST

RPRT- M1B08  
 DIST- 20 GADSDEN COUNTY SCHOOL BOARD  
 LOCN- 9020 MAINTENANCE DEPARTMENT

TERMS - FACILITY MANAGEMENT SERIES  
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						CNTR DP BLDG FM N DS	ACQRED	INVTRY	DISPD G
00102121	4110101	DESKTOP COMPUTER		9874630022		9020	1B	F 07 010198	041514 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK OLG OWN			FND-CNTR-PROJECT-----	AMOUNT LIF
				000001	O				5
		COM: INTELL CPU						TOTAL	.00
00034964	4090300	REFRIGERATOR		ET2012727	ET1MHK	9020	1E	E 07 082106	041514 Y
		VDR: VS18600000 STEWART TV & APPLIANCES		PO NUM	CHECK OLG OWN			FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000100 WHIRLPOOL		167897	000001 O			110-9020-641	582.00 7
		COM: WHIRLPOOL REFRIG						TOTAL	582.00
								CUR VALUE	6.95
00032502	4110101	DESKTOP COMPUTER		HBCQH41	GX1	9020	3	F 07 010101	041514 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK OLG OWN			FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL			000001 O				5
		COM: DELL CPU						TOTAL	.00
00017846	4130000	CUSTODIAL/MAINTENANCE EQUIPMENT		7472	15-016	9020	5	F 07 010189	041514 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK OLG OWN			FND-CNTR-PROJECT-----	AMOUNT LIF
					000001 O				1,098.00 7
		COM: FLOOR EDGING MCH						TOTAL	1,098.00
00028797	4200200	LUNCHROOM FURNITURE		C	157370	9020	6A	G 07 010189	041514 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK OLG OWN			FND-CNTR-PROJECT-----	AMOUNT LIF
					000001 O				848.00 7
		COM: PRESSURE WASHER						TOTAL	848.00
				CNTR 9020	TOTAL		5 ITEMS		2,528.00 COST

RPRT- M1B08  
DIST- 20 GADSDEN COUNTY SCHOOL BOARD  
LOCN- 9026 HEAD START/PK SB GADSDEN CO

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-FA NUM-	CODE-----	CLASSIFICATION-----	DESCRIPTION	---SERIAL NUMBER----	--MODEL-- NUMBER	---LOCATION--- CNTR DP BLDG FM N DS	C	-----DATES----- ACQRED INVTRY	T DISPD G
00036925	4110101	DESKTOP COMPUTER		JK237G1	GX755	9026	18 E 07 050608		060914 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL		173711	000001	O		420-9026	881.30 5
		COM: DELL CPU						TOTAL	881.30
00038135	4110102	LAPTOP COMPUTER		1SCHPM1	E6500	9026	7B G 07 101110		060614 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT-----	AMOUNT LIF
				178688	077961	O		420-9026-4210951	1,175.81 5
		COM: DELL LAPTOP (L. TURRAL)						TOTAL	1,175.81
								CUR VALUE	529.12
				CNTR 9026	TOTAL		2 ITEMS		2,057.11 COST



RPRT- M1B08  
DIST- 20 GADSDEN COUNTY SCHOOL BOARD  
LOCN- 9027 ESOL-SCHL BD OF GADSDEN CO

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-FA NUM-	CODE-----	CLASSIFICATION-----	DESCRIPTION	---SERIAL NUMBER---	--MODEL-- NUMBER	---LOCATION--- CNTR DP BLDG FM N DS	C	-----DATES----- ACQRED INVTRY	T DISPD G
00100455	4110101	DESKTOP COMPUTER		33848696	M405	9027	RO TC	G 07 010103	050814 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000116 GATEWAY 2000			000001	O			1,859.00 5
		COM: GATEWAY CPU						TOTAL	1,859.00
00100570	4110101	DESKTOP COMPUTER		33848701	M405	9027	RO TC	G 07 010103	050814 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000116 GATEWAY 2000			000001	O			1,859.00 5
		COM: GATEWAY CPU						TOTAL	1,859.00
00100571	4110101	DESKTOP COMPUTER		33848698	M405	9027	RO TC	G 07 010103	050814 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000116 GATEWAY 2000			000001	O			1,859.00 5
		COM: GATEWAY CPU						TOTAL	1,859.00
00100572	4110101	DESKTOP COMPUTER		33848700	M405	9027	RO TC	G 07 010103	050814 Y
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RPRT- M1B08  
DIST- 20 GADSDEN COUNTY SCHOOL BOARD  
LOCN- 9102 HOPE ACADEMY

TERMS - FACILITY MANAGEMENT SERIES  
FIXED ASSET VERIFICATION  
REQ-01 SEQ-C

PROCESSED- 07/24/14 PAGE- 86  
TIME- 11:21

-FA NUM-	CODE	CLASSIFICATION	DESCRIPTION	SERIAL NUMBER	MODEL NUMBER	LOCATION	CNTR	DP	BLDG	FM	N	DS	ACQRED	INVTY	DATES	DISPD	T
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		COM: IBM CPU														TOTAL	1,741.00
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RPRT- M1B08  
DIST- 20 GADSDEN COUNTY SCHOOL BOARD

TERMS - FACILITY MANAGEMENT SERIES  
FIXED ASSET VERIFICATION  
REQ-01 SEQ-C

PROCESSED- 07/24/14 PAGE- 87  
TIME- 11:21

-FA NUM-	CODE-----	CLASSIFICATION-----	DESCRIPTION	---SERIAL NUMBER---	--MODEL-- NUMBER	---LOCATION--- C CNTR DP BLDG FM N DS	-----DATES----- T ACQRED INVTRY DISPD G
				REQ 01	TOTAL	542 ITEMS	488,489.91 COST



## **SUMMARY SHEET**

### **RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 10a

**DATE OF SCHOOL BOARD MEETING:** September 23, 2014

**TITLE OF AGENDA ITEM:** Gadsden County Controlled Open Enrollment Plan

**DIVISION:** Parent Services

**PURPOSE AND SUMMARY OF ITEM:**

Gadsden County Parent Services is seeking Board approval for the Gadsden County Controlled Open Enrollment Plan. Gadsden County Schools has open enrollment options for parents to choose a school outside their normally zoned neighborhood school. Information about school choice and special programs is provided annually to the community through parent communication links, listservs, school mail-outs and back pack disseminations, individual program promotional materials, open houses at school sites, school visits, and through the District's Parent Resource Center.

Open enrollment options include school choice for grandfathering, sibling support, construction, over/under capacity schools, school safety, and other parent hardships. In all cases, applications for school choice are available at all public schools, the Parent Resource Center, on the district website, or by mail or fax as requested. The form provides instructions, information, and contact information for questions and support.

**AMOUNT:** N/A

**PREPARED BY:** Sherrie Taylor

**POSITION:** Coordinator for Parent Services

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# Gadsden County Controlled Open Enrollment Plan 2014-2015

## Contact Information

**First Name:** Sherrie

**Last Name:** Taylor

**Position Title:** School Choice & Parent Resource Coordinator

**Work Phone:** 850-627-9651 x 1295

**Fax Number:** 850-627-7594

**E-mail:** [taylors@gcpsmail.com](mailto:taylors@gcpsmail.com)

**Enrollment Plan Link:** [www.gcps.k12.fl.us](http://www.gcps.k12.fl.us)

## Open Enrollment Policies

### 1. Application Process

Gadsden County Schools has open enrollment options for parents to choose a school outside their normally zoned neighborhood school. Information about school choice and special programs is provided annually to the community through parent communication links, listservs, school mail-outs and back pack disseminations, individual program promotional materials, open houses at school sites, school visits, and through the district Parent Resource Center.

Open enrollment options include school choice for grandfathering, sibling support, and construction, over/under capacity schools, school safety, and other parent hardships. In all cases, applications for school choice are available at all public schools, the Parent Resource Center, on the district website, or by mail or fax, as requested. The form provides instructions, information, and contact information for questions and support.

Applications are processed by the Parent Resource Center. Applications for magnet and special programs are evaluated at the individual school level in accordance with each program's admissions criteria. Applications for other choice options are evaluated by the Parent Resource Center and the Superintendent or Deputy Superintendent, taking into consideration any hardships that may need to be accommodated. The Parent Resource Center then updates the student information system. A notification letter responding to a school choice application is sent to parents as soon as possible, including an appeal process in the case of a denial for reassignment based on hardship. Parents with an approved school choice request are directed to the new school to proceed with student enrollment.

### 2. Process for Declaring School Preference

Gadsden County School Choice options are available on our website [www.gcps.k12.fl.us](http://www.gcps.k12.fl.us). Applications can be downloaded from the web or picked up at any Gadsden County School, at the district office, or at the Parent Resource Center.

Additional applications may be required by special programs. Admission is based on program requirements, district-wide capacity, class size, principal agreement at the sending and receiving school, and may also be based on date the completed application is received.



Gadsden County choice programs include S.T.E.M. Academies (East Gadsden High School), Information Technology Academies (East Gadsden High, West Gadsden High, Carter Parramore Academy, and James A. Shanks Middle), Culinary Academies (East Gadsden and West Gadsden High School), Law Enforcement Academies (East Gadsden High), Health Academies (East Gadsden High), Biotechnology Programs (George W. Munroe Elementary, Havana Middle School, and East Gadsden High School), Gadsden Magnet Elementary Arts and Sciences School, Carter-Parramore Alternative School, HOPE Academy for second chance students, Gadsden Central Academy ESE Center, The Galloway Academy Charter School, Foreign Language Immersion Program, Crossroad Charter School, dual enrollment (East Gadsden High, West Gadsden High and Carter Parramore Academy), Advanced Placement (East Gadsden High and West Gadsden High), Highest Performing Schools (Stewart Street Elementary, Gretna, GEMS, Crossroad, Greensboro Elementary), Gadsden Technical Institute (secondary and postsecondary career education programs), and the newest preK8 magnet school opening in 2014 that includes Havana Elementary and Havana Middle Schools. Other Options include Gadsden Virtual and Home Education.

Parents also have the opportunity to declare school preference throughout the year for other reasons, including sibling support, grandfathering, schools under capacity, choice based on construction, for district employees, hardships, and other special assignments. Per District School Policy 5120, Assignment within District, a student may be permitted to attend a school other than the school serving the parents' residential area by completing a Request for Out-of-Zone Assignment Form and submitting the form for the approval or disapproval of the Principal.

### **3. Process that Encourages Placement of Siblings within the Same School**

Students who have siblings enrolled at a school other than their home zone school may apply for reassignment to that same school based on sibling support. GCPS understands the importance of keeping brothers and sisters together and encourages parental involvement.

Per District School Board Policy 5120, Assignment within District, the parent of siblings who are assigned to the same grade level and school may request that the school place the siblings in the same classroom or in separate classrooms. This request must be made no later than five (5) days before the first day of school each school year or five (5) days after the first day of attendance of the students if the students are enrolled in school after the school year commences. The school is not required to meet the request if there is factual evidence indicating a specific placement is better for the student than that requested by the parent.

The sibling must be attending the school the same year as the requested reassignment. Students assigned for sibling support may remain at the assigned school until they change grade levels. On the school choice form parents identify "sibling support" and provide the name of the sibling who is at the school that the parent wants to be reassigned. The parent must obtain signatures from the home zone school and the requested choice school, unless otherwise approved by the Superintendent or Deputy Superintendent. There is no deadline to submit this form.

### **4. No Child Left Behind Act Options**

Per District School Board Policy 5113, School of Choice Options Provided by the No Child Left Behind Act, the School Board acknowledges that the Federal No Child Left Behind Act of 2001 ("NCLBA") provides that the parents of students enrolled in a Title I school that has been listed for "School Improvement" for two (2) or more years, have the right to transfer their children to another school in the District, provided there is a school



that provides instruction at the student's grade level(s) and such school has not been identified as being in the process of school improvement, corrective action, or restructuring. If there is not another school in the district offering instruction at the student's grade level(s) that has not been identified as needing improvement, the Superintendent shall contact the neighboring counties and request that they permit students to transfer to a school in one (1) of those counties. The Superintendent shall also offer Supplemental Educational Services (SES) if a transfer within the district is not possible. With Florida's waiver of this policy under the Elementary and Secondary Education Act, the requirements of the No Child Left Behind Act option have been waived and school choice for students in all Title I schools remain the same as for all students in the district.

Additionally, students attending a "persistently dangerous" school, as defined by State law, have the right to transfer to another "safe" school in the district. If there is not another "safe" school in the district providing instruction at the student's grade level(s), the Superintendent shall contact neighboring counties and request that they permit students to transfer to a school in one (1) of those counties.

Furthermore, a student who is a victim of a "violent crime" on school property also has the right to transfer to another school. If there is not another school in the district providing instruction at the student's grade level, the Superintendent shall contact neighboring counties and request that they permit that student to transfer to a school in one (1) of those counties providing instruction at the student's grade level.

The Superintendent shall develop, and revise as necessary, administrative procedures necessary to implement this policy. Furthermore, the Board authorizes such transfers in accordance with the administrative procedures. Children who transfer in accordance with this policy are permitted to remain at the school of transfer until completing the highest grade at the school.

#### **5. Lottery Procedure to Determine Student Assignment**

Gadsden County Schools does not have a lottery procedure to determine student assignment. Applications for choice schools and special programs are evaluated at the individual school level in accordance with each program's admissions criteria. Students are admitted to the program according to the available capacity in each program.

In the case of too many requests for available slots in a special program or choice school, the district reserves the right to hold a lottery to determine admissions. The lottery would take into account District School Board Policy 5120, Assignment within District, in order to prevent the loss of more than 5% enrollment at any one school.

#### **6. Appeals Process for Hardship Cases**

Students may be allowed to attend a school other than their home zone school based on documented economic or medical hardship, or other documented reason as approved by the Superintendent or Deputy Superintendent. A reassignment form must be completed, signed by both school administrators and submitted to the Parent Resource Center for review.

A hardship is defined as documented economic or medical factors that are beyond the student's and parent's/guardian's control that have a negative impact on the student's educational process, safety, mental health or physical well-being. Upon receipt of a hardship reassignment request, the

Superintendent or his/her designee shall afford the parent/guardian or student an opportunity to be heard and to present such evidence as may be appropriate.

Thereafter, the Superintendent shall make his/her recommendations to the Board for such action as the Board may deem appropriate. The Superintendent shall furnish the parent/guardian or student a copy of his/her recommendation to the Board.

If the parent/guardian or student wishes to appeal the recommendation of the Superintendent, they must submit a detailed statement specifying the basis for the disagreement to the Superintendent within ten (10) working days of receipt of the recommendation. If the Superintendent denies the reassignment appeal, the parent/guardian may appeal the decision to the Board at the next Board meeting. The parent/guardian must register for an appeal through the Board secretary prior to the meeting. The Superintendent shall permit the student to remain at the current school until a decision is made by the Board.

#### **7. Procedures to Maintain Socioeconomic, Demographic, and Racial Balance**

Gadsden County Schools provides equal opportunity for school choice to all students in the district regardless of race, ethnicity or socio-economic status. In order to ensure that participation in school choice supports socioeconomic, demographic and racial balance, GCPS annually evaluates participation by race and free and reduced lunch eligibility and makes changes accordingly.

Per District School Board Policy 5120, Assignment within the District, any student whose legal residence is outside the boundaries of the county may not be enrolled in any district school without the recommendation of the Superintendent and the approval of the Board, except under the provisions of Florida Statutes.

No student shall be permitted to cross district lines for the purpose of attending school in the school district or outside the school district, except under a written agreement as provided in Florida Statutes. Any such agreement between the Board and any other Florida school district shall be duly recorded in the official Board minutes. Such transfers shall be on a non-discriminatory basis and shall not result in reducing desegregation in either school district or in reinforcing the dual school system.

- A. The assigned school for an out-of-district student shall be designated on the basis of space available. Such assignment shall not occur after the February FTE (full-time equivalency) count, except under the provisions of the contract with another district school system or upon recommendation of the Superintendent and approval of the Board.
- B. The Board shall specify conditions for admitting students from other Florida school districts.

Any student(s), who has been attending a school that has been designated with a grade of "D" or "F" failing to make adequate progress for two (2) school years in a four (4) year period, may choose to attend a higher performing school in the district or an adjoining district consistent with Florida Statutes and State Board of Education rule.



Pursuant to District School Board Policy 5111.01, Homeless Students, any child in Gadsden County whose primary nighttime residence is in a supervised publicly or privately operated shelter for temporary accommodations, or in a public or private place not designated for, or ordinarily used for, continuing human habitation, shall be entitled to enrollment in the district at their school of choice.

#### **8. Availability of Transportation**

With the exception of homeless students, it is the responsibility of the parent/guardian to provide transportation if they chose and are approved to attend a school other than their home zone. Transportation can be arranged by contacting Gadsden County's Transportation Department to coordinate this. Transportation is available to approved school choice students on any existing route serving a school and to selected choice programs.

#### **9. Process for Promoting Strong Parental Involvement, Including the Designation of a Parent Liaison**

Encouraging and promoting strong parental involvement is a priority of every school and department throughout Gadsden County. Throughout the district, there are parent liaisons, community liaisons, graduation coaches, guidance counselors and others in positions to strengthen parental involvement. The district does not have specific parental involvement requirements however, individual programs at the schools may require parent participation. In an attempt to encourage parent involvement and in accordance with district policy, any school choice or reassignment can be revoked for a violation of student attendance or discipline issues.

#### **10. Strategy for Establishing an Information Clearinghouse**

Gadsden County has a full-time, year-round Parent Resource Center that serves as a clearinghouse for information on school choice opportunities for students. In addition, each school disseminates information and promotes their programs. Information is provided to parents and to the community through parent communication links, listservs, school mail-outs and back pack disseminations, individual program promotional materials, open houses at school sites, school visits, and through the district Parent Resource Center.



**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 10b

**DATE OF SCHOOL BOARD MEETING:** September 23, 2014

**TITLE OF AGENDA ITEM:** 2014/15 District Parental Involvement Plan

**DIVISION:** Gadsden County Parent Services

**PURPOSE AND SUMMARY OF ITEM:**

Seeking Board approval for the 2014/15 District Parental Involvement Plan

**AMOUNT:** N/A

**PREPARED BY:** Sherrie Taylor

**POSITION:** Coordinator – Communities in Schools

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**INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER**

**1 Number of ORIGINAL SIGNATURES NEEDED by preparer.**

**SUPERINTENDENT'S SIGNATURE: YES**

**CHAIRMAN'S SIGNATURE: NO**

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

## GADSDEN Title I, Part A Parental Involvement Plan

I, Reginald C. James , do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

### Assurances

- The LEA will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I, Part A programs consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children;
- Consistent with Section 1118, the LEA will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of Section 1118(b) of the ESEA, and each includes, as a component, a school-parent compact consistent with Section 1118(d) of the ESEA;
- The LEA will incorporate this LEA-wide parental involvement policy into its LEA Plan developed under Section 1112 of the ESEA;
- In carrying out the Title I, Part A, parental involvement requirements to the extent practicable, the LEA and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand [Section 1118(f)];
- If the LEA Plan for Title I, Part A, developed under Section 1112 of the ESEA is not satisfactory to the parents of participating children, the LEA will submit any parent comments with the plan when the LEA submits the plan to FDOE;
- The LEA will involve the parents of children served in Title I, Part A schools in decisions about how the one percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools, after equitable provisions have been provided to participating private schools;
- The LEA will be governed by the statutory definition of "parental involvement" defined in Section 9101 (32), and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition; and



Date Signed

### Signature of Superintendent or Designee

(Note: If this certification is signed by a designee, then the letter authorizing this person to sign in place of Date Signed the Superintendent must be included with this request.)

### Mission Statement



Changes made



No changes made

### Parental Involvement Mission Statement (Optional)

**Response:** The Gadsden County School Board mission is to support positive family and parent involvement believing that it is essential for student achievement. We encourage parents and community stakeholders to be involved in the educational planning and operations at all community schools.



· To further strengthen this partnership, the Gadsden School District has adopted a School Board approved Family and Parent Involvement Policy as its commitment. Its guiding principles are to involve parents in the decision making process and training programs that will help parents support their individual child at home. Ref. School Policy 2111. Revised 2012

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## Involvement of Parents

☒ Changes made ☐ No changes made

Describe the actions the LEA will take to involve parents in the following required policies/plans:

- LEA-wide parental involvement policy (PIP)[Section 1118(a)(2)];
- LEA plan [Sections 1112 (c)(H), 1112(d)(1)]; and
- How the funds reserved for parental involvement will be spent [Section 1118(a)(2)].

**Response:** In support of strengthening student academic achievement, each Local Educational Agency (LEA) that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the LEA's expectations for parental involvement and describes how the LEA will implement a number of specific parental involvement activities, and is incorporated into the LEA's plan submitted to the Florida Department of Education (FDOE) as required in Section 1112(b)(P) of ESEA

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## Technical Assistance

☒ Changes made ☐ No changes made

Describe the actions the LEA will take to provide coordination, technical assistance, and other support necessary to assist Title I, Part A schools in planning and implementing effective parental involvement activities which build the capacity of parents to improve the academic achievement of their child and overall school performance [Section 1118(a)(2)(B and C) and 1118(e)(1-14)]. Include a description of the process the LEA will use to review the school-level PIP to ensure compliance with all requirements of Section 1118 [34 CFR 200.30(e)]. Include information on how the LEA will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

**Response:** The School Board of Gadsden County will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student achievement and school performance:

Title I, Part A supports the operation of parent involvement programs through parent liaisons, materials and supplies for parent trainings and other parent involvement activities at the schools and district level.

The Gadsden County School District has a Parent Services Department, which employs an experienced and highly qualified staff consisting of a Parent Services Coordinator, two VISTA Volunteers, two Homeless Specialist, and twelve Parent Liaisons (one Title I per



campus). This department assists all Title I schools with distributing district information, academic resources, coordinating communication venues, and technical assistance to parents regarding policies and procedures. Educational support materials are displayed at the Gadsden Family Information Resource Center, and disbursed from the Parent Resource Center and Mobile Unit.

The District's Family Information Resource Center is equipped with computers featuring Florida's Standards Information. This will enable parents to practice instructional techniques, receive quality trainings, and become familiar with instructional methods and strategies being used in the classroom. Also, the District's, student warehouse, web site offers a Parent Portal where students' attendance and academic progress data may be viewed in real-time, ensuring that parents do not have to wait until the 9-week reporting period.

The Gadsden County School Board makes a continuous effort to keep parents and families informed of their choices for quality education for all students. This effort includes the district web site, Skylert messaging system, parent trainings, and informational sessions as well as sending newsletters, flyers, surveys and information home for parent input.

Parent liaisons are informed of the implementation of the FCIM to assist parents in understanding the focus calendar's purpose and to ensure alignment between instruction, remediation and enrichment activities.

The Parent Services Coordinator provides training meetings during progress reports periods or as needed. In addition, the Parent Services Coordinator will provide opportunities for Parent Liaisons and school staff to enhance their abilities to present Parental Involvement information at faculty meetings and to integrate parental involvement into in-service training for school-based personnel. Parent Liaisons are also trained on successful methods to get parents involved in their child's education and schools. Liaisons are made aware of the importance of documenting workshops, trainings and school-wide events involving parents.

Parent Liaison meetings will also serve as the main forum for sharing information on district initiatives and strategies to provide technical assistance to their schools.

Include a description of the process the LEA will use to review the school-level PIP to ensure compliance with all requirements of Section 1118 [34 CFR 200.30(e)].

The Parent Services Coordinator will review each school-level PIP by December and ongoing during meetings with each school's Principal and Parent Liaison to ensure compliance and the activities planned provide meaningful opportunities for parents to become more involved in their child's education. The Parent Services Coordinator shall ensure that the one percent of parent involvement money is linked to strategies in the PIP.

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## Coordination and Integration

☒ Changes made    ☐ No changes made

Describe how the LEA will coordinate and integrate parental involvement strategies from Part A of Title I with other federal programs (including but not limited to Head Start, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters (HIPPY), Voluntary Pre-Kindergarten, Title I, Part C, Title I, Part D of Title I, Title III, and Title IV, Part A) [Sections 1118 (a)(2)(D) and 1118(e)(4)].



count	Program	Coordination
1	VPK & Pre K Head Start	The Title I office, Head Start and VPK offices will work together to coordinate transition programs for students entering the regular public school program. Activities include coordinated meetings with parents, VPK teachers, and the Pre-Kindergarten teachers to discuss the specific learning needs of students, and during joint parent meetings to discuss transitioning. Pre-k parents are invited to all school meetings.
2	Individuals with Disabilities Education Act (IDEA)	Supplemental instructional support provided by Title I is discussed with parents during the development of the students IEP. ESE parents are invited, encouraged and included in all parent meetings at the school and district level.
3	Title II	Professional development modules will be provided to schools to support staff training as it relates to parental involvement. The parent liaisons are trained by the district's parent coordinator and staff on methods to effectively use the modules. The Parent Services staff will provide support and monitor the implementation to ensure that training is provided as required. Different Levels of Parental Involvement (DLOPI) will be one of the training methods implemented by Parent Services.
4	ESOL, Migrant & Homeless Education programs	Although some meetings are specific to these programs, every effort is provided to include translation support at meetings for the involvement of Hispanic parents and transportation for Homeless students' parents. Translations are provided on all written correspondence and as a practicable for verbal translations and translations in languages other than Spanish.

## Annual Evaluation

Changes made No changes made

Describe the actions the LEA will take to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the academic quality of the Title I, Part A schools [Section 1118(a)(2)(E)].

**Response:** The Advisory Committee, consists of representatives (School Advisory Council chairpersons, ESOL, ESE, Pre K and Parent Meeting Officers) selected from each school to provide suggestions throughout the year and during the annual end of the school year meeting for all federal programs. The District Parent Advisory Council (DPAC) convenes at least quarterly to discuss school improvement activities of the district's PIP. These discussions facilitate suggestions, questions, and concerns by each school parent group of representatives and then are shared at their individual school level by the school's parent liaison and parents. The district collects information for future review and insertion in the upcoming year's PIP.

During these quarterly meetings the DPAC will analyze and review the District PIP. By utilizing the Title I Parent Involvement Evaluation Toolkit, the DPAC and LEA staff will develop a plan for evaluating the PIP, this includes modifying surveys from the toolkit to meet the needs of Title I schools in Gadsden County. The survey will be revised, making it more parent-friendly and adding a date for return. The survey will be sent home to parents with their students.

In the spring the DPAC and LEA staff will review the PIP, evaluate its effectiveness, and analyze the surveys that have been returned. The results will be used to develop strategies to help increase effective parent involvement. Survey comments and results are sent to the principals for review. The DPAC and LEA staff will work together to resolve any issues indicated on the surveys.

A parent survey and other suggestions from District Advisory meetings are shared with all federal program coordinators for use in the development of federal grant applications and parent involvement policies/plans. Each school will continue to revise their plan throughout the year, and in some instances this will continue after the completion of the

federal grant and parent policy/plan.

Conversations with parents and other stakeholders are fostered to engage the entire community and businesses. Parents, faculty members, new hires and community stakeholders receive training on parent involvement. During monthly SAC meetings, suggestions are given to the committee and the principal will share with the school faculty.

## Building Capacity

Changes made No changes made

If the LEA plans to implement LEA-wide activities, describe the actions the LEA will take to build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Sections 1118(a)(2)(C), 1118(e)(1-14)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	GED Preparation	GED Preparation	Parents will be offered the opportunity to participate in GED prep classes offered at the Technical Center. When parents further their education, they serve as role models for good study habits and dedication to academic success in school. The parent's academic goals will impact the student's attitude toward academic success.	Throughout the year	Attendance rosters
2	Family Literacy	Lead Reading Teachers, Coaches, District Reading Specialists & Parent Liaisons	Provide sessions to help parents improve reading skills. The parent's appreciation of reading will impact the student's desire to read and comprehend.	October - May	Agendas, sign-in sheets and examples of materials presented
3	Family Literacy	Migrant Education Program staff & Parent Services	Parent Meetings for ELL and speakers of other languages will be provided for parents by the Migrant Education Program and district staff	August - June	Agendas, sign-in sheets and examples of materials presented.
4	Parent Trainings and Parent Involvement Conferences	Principals and Parent Services Coordinator	Provide information to parents on academic and leadership skills to assist other parents with their children.	August – July	Agendas, sign-in sheets, materials from trainings and conferences
5	College Readiness	High School Counselors and Parent Liaisons	Parents will gain an understanding of college entrance requirements, scholarship information, availability of financial aid, etc. to better prepare students for college readiness	August – June	Sign-in sheets, agendas, handouts & presentation materials
6	Reading & Math	Teachers, parent liaisons, math & reading	a. One-on-one meetings and content specific sessions will be provided for parents. b.	August – March	Agendas, sign-in sheets and examples of



		coaches	Information will include grade level proficiency, strategies parents can use at home, and assessment methods.		materials presented.
7	Assessments	Assessment coordinator, teachers, counselors	The student academic impact will be enhanced by parents participating in: Individual school parent 9 week expos; Teacher/parent meetings to discuss the student's assessment results, expectations, and goals for the school year; District assessment parent meetings.	August – May	Conference logs and district meeting agendas & sign-in sheets.
8	New Florida Standards	PRC staff, principals, teachers & parent liaisons	Provide to parents grade specific brochures and other academic materials via meetings & the district website @ <a href="http://www.gcps.k12.fl.us">www.gcps.k12.fl.us</a> .	August - June	Copies of the Focus Calendars disseminated and other academic materials.
9	Faith-based workshops & trainings	Parent Services staff	Faith-based partners offer resources needed to promote academic success for the schools and children. Faith-based partners also provide mentoring, tutoring, resources materials, and monetary contributions.	October – March	Agendas, sign-in sheets, presentation materials.
10	Parental involvement requirements District-wide parent advisory meetings	Parent Services staff	Provide information to parents on school policy, budget, curriculum, school vision, educational resource materials to ensure academic success for their child.	Kick-off in the Fall & continue until Florida Standards Assessment testing (FSA)	News articles, schedules, pictures, copies of materials distributed and meeting minutes or notes.
11	State's academic content standards and state student academic achievement Florida Standard (Reading, Writing, Math, Science) Parent trainings and workshops for parents; Reading Campaign	Reading Coaches, PRC staff, Media Coordinator	Provide parents with Florida Standards study info, academic resource materials, and books to help their child at home.	August - March 2014-2015	Sign-in sheets, pictures, copies of resource handouts.
12	DLOPI Training	PRC staff	Parents will understand the different level of Parental Involvement	October - March 2014-15	Sign-in sheets, agenda, pictures, resource materials

### Staff Training

☒ Changes made
 ☐ No changes made

Describe the professional development activities the LEA will provide, with the assistance of the schools and parents, to educate staff on the value and utility of contributions of parents; how to reach out to,

communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Parent Trainings and PTA Conferences	Parent Services Coordinator	Parents will be provided information of their impact on student achievement and the best practices available to assist their child. More parent involvement results in greater academic achievement of students. Knowledge of parent involvement best practices for increased parent participation.	August-June	Agendas, conference materials.
2	Cultural Sensitivity Awareness	Migrant & ESOL staff	By providing information to schools on what cultures are within the district's population and being available to assist schools during parent meetings, all students' needs will be adequately addressed and met.	August-June	Samples of materials disseminated, sign-in sheets or logs.
3	Value and Communication Trainings	Principals & Parent Liaisons	Increased and improved family involvement in education by implementing best practices, important to establishing positive relationships between parents and teachers to enhance student performance. Communication will be enhanced by encouraging regularly schedule parent/teacher meetings and employing technology (email, texts, automated communication networks, social media) to better facilitate how positive communication and information exchanges increase student achievement.	August-June	Agendas, sign-in sheets and examples of materials presented.
4	Parent Involvement Strategies	Parent Services Coordinator & K-12 Directors	Knowledge of parent involvement best practices for increased parent participation. Strategies will be given and implemented on the best practices to increase parent participation resulting in higher student achievement.	Monthly District Leadership Team meetings	Agendas, examples of materials presented, and sign-in sheet
5	School Involvement Plan (SIP) & School Advisory Committee (SAC)	Principals & District Parent Services staff	Knowledge of the process, duties & responsibilities of their duties while serving on SAC & developing the SIP. It will create an environment that is conducive to student learning and achievement through the identification and resolution of school issues negatively impacting the student achievement.	August & May of each school year	Agendas, sign-in sheets and examples of materials presented.
6	Different Levels Of Parent Involvement (DLOPI)	District Parent Services Coordinator	Knowledge of program to identify strategies to enhance parental participation. Since parents are their child's first teacher the DLOPI strategies train the parents on the importance of being a level 5 (highly involved) to impact their child's education.	August-June	Agendas, sign-in sheets and examples of materials presented.



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15					
16					

## Communication and Accessibility

☐ Changes made ☐ No changes made

Describe how the LEA will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the LEA plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

**Response:** The District will summarize its Parental Involvement Plan into a brochure that will be printed in English and Spanish and provided to all schools to distribute to parents, via backpack, website and parent resource rooms. The brochure will outline the major components of the policy (hard copies will be provided upon request). In addition, hard copies will be available in the school office and the parent resource room at each Title I school. The complete PIP will be posted on the district's website and linked from each Title I school's website.

As practicable, the School Board of Gadsden County with the assistance of its school principals, ESE, ESOL, & Migrant education program supervisors and coordinators will provide to parents information in their native languages (English and Spanish) and/or in an understandable language according to the culture. Information will be shared via written communication and orally through translators. Translators will be available at parent meetings (if needed) and in school offices to provide translation services to ensure that parents are able to fully participate in the education of their child and at parent meetings. The district will ensure every possible avenue to provide the availability of an individual to provide translation services in Spanish at each Title I school if needed. If other languages are needed, schools will send the material to the Title I office where local companies and/or district experts will provide the translations. Parents will be provided Spanish translations and information via the Skylert communication system, newsletters, fliers, phone calls, materials and trainings to help parents work with their children to improve their academic achievement. The English Language Survey results from the communication system and parent liaisons will be used to determine the number and specific needs for translations into a language other than English. The district ESOL and Migrant Coordinators and school personnel will run the Language Survey report at least monthly to determine any changes based on fluctuations in student populations.

Other communication opportunities, to share with parents the information in the PIP, Open House, School Advisory Council meetings, Parent Meetings, literacy training, and usage of technology meetings. Gadsden County School District will foster increased parental involvement by:

A. Hosting district-wide Parent Progress Periods each 9-week grading period, which will offer parents the opportunity to pick up their child's report card, schedule meetings with teachers and gather information critical to their child's success and include these parents especially with all other parents during conferences as a part of the Individual Education Plan (IEP), Academic Improvement Plan (AIP) and Student Learning Plan (SLP).



B. Encouraging classroom volunteers from all programs (i.e. Migrant, Pre K, ESE, & SAC) as parent participants in the school's activities. Survey these parents to find ways they would like to assist by volunteering and or mentoring.

C. Schools will be responsible for providing monthly focus calendars that inform parents of up-to-date information on skills being taught in the schools and specific to their child's needs.

D. Providing the necessary accommodations for parents who are identified with disabilities to ensure that all parents can participate in parental involvement activities. The ESE department and/or Florida Diagnostic and Learning Resource System (FDLRS) will assist. In addition, involve parents in the annual ESE Parent Day activities coordinated with FDLRS and also the Migrant and Hispanic parents in the annual cultural celebration.

## Discretionary Activities

☒ Changes made ☐ No changes made

The LEA parental involvement policy may include additional discretionary activities that the LEA, in consultation with the parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement [Section 1118(e)]. Check here if the LEA does not plan to implement the discretionary parental involvement activities. Check all activities the LEA plans to implement:

count	Activity	Description of Implementation Strategy	Person Responsible	Anticipated Impact on Student Achievement	Timeline
1	Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training [Section 1118(e)(6)];	An ongoing staff development program that includes researched based training modules.	Principals and Parent Services Staff	Involving parents' input in the SIP for training.	August-September
2	Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)];	Involve parents and improve their ability to participate in school and district literacy trainings.	Public Libraries, Parent Services Coordinator, and Parent Liaison	Provide parents information to assist their children with literacy materials.	August-June
3	Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions	Provide daycare services, food for parent nights.	Principals & Parent Liaisons	Provide information to parents.	Monthly Parent Meetings

	[Section 1118(e)(8)];				
4	Training parents to enhance the involvement of other parents [Section 1118(e)(9)];	Parents will receive info by attending the annual Title I meeting, parent expos, leadership conference & district trainings.	Parent Services; Principals	Giving parents the necessary tools to actively recruit others parents.	August-July
5	Maximizing parental involvement and participation in their children's education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)];	Arrange school meetings at a variety of times, or conduct home or neighborhood visits via the mobile unit.	RV mobile unit staff, Parent Liaison	To ensure all parents the opportunity to be actively involved in their child's education.	On-going
6	Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)];	Provide DLOPI trainings on the usage for increased and improve parent participation.	Parent Services Coordinator & Parent Liaisons	Provide strategies to assist parents and teachers to increase parent participation.	August-June
7	Establishing a LEA-wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs [Section 1118(e)(12)]; and	Enhance the District's Parent Advisory Committee to include community-based organizations and businesses, including faith-based organizations.	Parent Services Staff	Provide knowledge and involve parents in the educational decisions and choices for students.	Quarterly meetings
8	Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].	Building ties between home school and the community.	Parent Services Staff, Principals & Parent Liaisons	To involve all parts of the community in the education process.	Monthly & Quarterly meetings

### Upload Evidence of Input from Parents

Upload evidence of parent input in the development of the plan.  
Uploaded Document



## Evaluation of the previous year's Parental Involvement Plan

### Building Capacity Summary

☒ Changes made ☐ No changes made

Provide a summary of the activities provided during the previous school year designed to build the capacity of parents to help their children [Section 1118(e)(1-2)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Back to School Events	4	1825	Engaging the entire faith based, community and businesses to support with the school supplies, hygiene kits, and funding to support students and parents with materials and school supplies.
2	Faith-based workshops and trainings	5	75	To assist faith-based partners with information on the Florida Standards.
3	Title I Parent Trainings	12	1390	Provide information to parents and academic and leadership skills to assist other parents with their students.
4	Reading and Math	13	1682	a) Face-to-face meetings and content specific sessions will be provided for parents; b) Information will include grade level proficiency, strategies parents can use at home, and assessment methods.
5	Family Literacy	2	96	Provide sessions to help parent improve the students reading skills.
6	Family Literacy	2	96	Parent Meetings for ELL and speakers of other languages will be provided for parents by the Migrant Education Program and the District Office Staff.
7	Parent Meetings, Workshops, and Trainings	8	187	Provide information to parents on academic and leadership skills to assist other parents with their children.
8		-1	-1	
9		-1	-1	
10		-1	-1	
11		-1	-1	
12		-1	-1	
13		-1	-1	
14		-1	-1	
15		-1	-1	
16		-1	-1	
17		-1	-1	
18		-1	-1	
19		-1	-1	
20		-1	-1	

### Staff Training Summary

☒ Changes made ☐ No changes made



Provide a summary of the professional development activities provided during the previous school year by the LEA to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118(e)(3)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Different Levels Of Parent Involvement (DLOPI)	7	105	Knowledge of program to identify strategies to enhance parental participation.
2	Value and Communication Trainings/Parent Liaison	2	41	Improve the ability of the staff to effectively provide parents with examples of best practices on the value of parenting and how to positively communicate with their children.
3	Parent Involvement Strategies	15	503	To provide knowledge of parent involvement best practices for increased parent participation.
4		-1	-1	
5		-1	-1	
6		-1	-1	
7		-1	-1	
8		-1	-1	
9		-1	-1	
10		-1	-1	

### Private School Summary

☒ Changes made ☐ No changes made

Provide a summary of the parental involvement activities provided during the previous school year for private schools implementing a Title I, Part A program [Section 1120(a)(1)].

count	Content and Type of Activity	Number of Participants	Schools Participating	Anticipated Impact on Student Achievement
1	DLOPI Awareness for Parents	567	10	Provide one-on-one training to the Parent Liaison with a variety of activities of the model to train and involve parents at the school level.
2	Parent resources and assistance meeting	423	12	Provide a variety of parent resources and assistance for the parent liaison to share with parents.
3	Parent Involvement resources	602	13	Provide a variety of parent resources and assistance for the parent liaison to share with parents to assist their children.
4	School visits and telephone with parent resources	28	13	Assisted principals with resources for increased parent participation.

### Barriers

☒ Changes made ☐ No changes made

Describe the barriers which hindered participation by parents in parental involvement activities during the previous school year. Include the steps the LEA will take during the current school year to overcome the barriers and design more effective parental involvement policies (with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(2)(E)].

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Translations for more documents for our Hispanic population to include translators for meetings and translating machines.	Secure translators, technology, and interpreters.
2	Lack of school level workshops for ESE.	Include workshops for ESE parents and teachers in the SIP.
3	Increase Parental Technology	Increase training

### Best Practices (Optional)

☐ Changes made
 ☐ No changes made

Describe the parental involvement activity/strategy implemented during the previous school year the LEA considers the most effective. This information may be shared with other LEAs as a best practice. (Optional)

count	Content/Purpose	Description of the Activity
1	Increasing Parent Participation	Trained and shared the components of the DLOPI program with new hires and school staff to assist students and parents.
2	Effective Communication	Usage of the Parent Link communication system for parents.
3	Community Outreach	Vista Volunteers increasing outreach by promoting volunteerism, disseminating resource materials and conducting one-on-one training events.
4	Mobile Unit	Distribution of books and resource materials to encourage, enhance and promote reading.
5		
6		
7		
8		
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10		
11		
12		

*R. Smith*

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10c

DATE OF SCHOOL BOARD MEETING: September 23, 2014

TITLE OF AGENDA ITEM: 2014-2015 District Assessment Schedule

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM:

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Caroline McKinnon *cm*

POSITION: District Assessment Coordinator

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:



# September 2014

**REVISED September 9, 2014**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1 LABOR DAY	2	3	4	5	6
7	8	9 Grades K-12: District Baseline Reading	10	11	12	13 ACT
14	15 Grades 1-8 ACALETICS, Algebra 1, Algebra 2, Geometry Fall NGSSS Assessments Begin: U.S. History, Biology, Algebra 1 Retake, Civics, and Geometry Retake	16	17	18	19 END SCANNING AT SCHOOL SITES	20
21	22 Fall NGSSS Assessments: U.S. History, Biology, Algebra 1 Retake, Civics, and Geometry Retake	23	24	25	26	27
28	29	30				

## DISTRICT ASSESSMENTS

Grades K-12:  
Reading

Grades 1-8:  
ACALETICS

Algebra 1  
Algebra 2  
Geometry

## FALL NGSSS EOC Assessments:

U.S. History  
Biology  
Algebra 1 Retake  
Geometry Retake  
Civics

ACT

# October 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11 SAT
	FCAT Math Retake & FCAT 2.0 Reading Retake					
12	13	14	15	16	17	18
	FCAT Math Retake & FCAT Reading Retake		PSAT	FCAT Math Retake & FCAT Reading Retake		
19	20	21	22	23	24	25 ACT
	Teacher Planning Day					
26	27	28	29	30	31	

• FCAT  
MATH  
&  
FCAT 2.0  
READING  
RETAKE

• PSAT  
• SAT  
• ACT

# November 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3 <b>PERT Begins</b>  ACALETICS 25 Questions	4	5	6	7	8  SAT
9	10	11  <b>Veteran's Day</b>	12	13	14	15
16	17	18 Biology Chemistry Midyear Grades 9-12	19 Biology Chemistry Midyear Grades 9-12	20 American History Midyear Grades 9-12	21	22
23	24	25 <b>PERT Ends</b>	<b>Thanksgiving Break</b>			29
30						

## PERT

- Postsecondary Education Readiness Test  
Nov. 3rd-25th

- Midyear District Assessments (Grades 9-12)  
Biology  
Chemistry  
American History

ACALETICS  
(25 Questions)



# December 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2 Winter NGSSS Assessments Begin: Civics, Algebra 1 Retake, and Geometry Retake K-12 District Midyear: Reading	3 K-12 District Midyear: Reading	4 U.S. History, Biology, Midyear Algebra 1, Algebra 2, Geometry, Grades 1-8 ACALETICS	5	6 SAT
7	8 Winter NGSSS Assessments: U.S. History, Biology, Civics, Algebra 1 Retake, and Geometry Retake	9 District Midyear Science: Grades 5 & 8	10 District Midyear Science: Grades 5&8	11 District Mid-year: Civics	12 District Mid-year: Civics	13 ACT
14	15	16	17 Early Release	18 Early Release	19 Early Release	20
21	22	23	24	25	26	27
WINTER BREAK						
28	29	30	31			
WINTER BREAK						

Winter End of Course Assessments:  
**Algebra 1 Retake**  
**Biology 1**  
**Civics**  
**Geometry Retake**  
**U.S. History**

**December 1st-19th**  
**FSA English**  
**Language Arts-**  
**Writing Component**  
**Field Test**  
**(selected schools**  
**only: Grades 4-11)**

**District Midyear**  
**Assessments**

# January 2015

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 Winter Break Continued	2	3
4	5	6 Students Return	7	8	9	10
11	12	13 ACALETICS 25 Questions	14	15	16	17
18	19 Martin Luther King, Jr. Holiday	20	21	22	23	24
25	26	27	28	29	30	31

ACALETICS

Midterm  
(25 Questions)

# February 2015

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 PERT Begins	3	4	5	6	7 ACT
8	9	10 K-12 District EOY Reading	11 K-12 District EOY Reading	12 Grades 1-8 ACALETICS (50 questions) Algebra 1, Algebra 2, & Geometry	13 Grades 1-8 ACALETICS (50 questions) Algebra 1, Algebra 2, & Geometry	14
15	16	17 EOY Civics American History	18 EOY Civics American History	19 EOY Grades 5&8 Science	20 EOY Grades 5&8 Science	21
22	23	24 NAEP @ East Gadsden High Grade 12	25 NAEP @ Havana Middle Grade 8	26	27 PERT Ends	28

• PERT

• ACT

• District  
EOY  
Assessments

NAEP  
for  
Havana  
Middle &  
East  
Gadsden  
High



# March 2015

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 CELLA Begins	3 FSA ELA Writing Com- ponent: Grades 4, 5, 6 & 7	4 FSA ELA Writing Com- ponent: Grades 4,5,6 & 7	5 FSA ELA Writing Com- ponent: Grades 4, 5, 6 & 7	6 Make-up Day	7
8	9	10 FSA ELA Writing Com- ponent: Grades 8, 9, 10 & 11	11 FSA ELA Writing Com- ponent: Grades 8, 9, 10 & 11	12 FSA ELA Writing Component: Grades 8, 9, 10 & 11	13 Make-up Day	14 SAT
15	16	17	18	19	20	21
SPRING BREAK						
22	23 Teacher Planning	24 FCAT 2.0 Reading Retake	25 FCAT 2.0 Reading Retake	26 FCAT 2.0 Reading Retake	27 FCAT 2.0 Reading Retake	28
NGSSS Algebra 1 Retake EOC						
29	30 FCAT 2.0 Reading Retake FSA ELA Grades 3-4	31 FCAT 2.0 Reading Retake FSA ELA Grades 3-4				
NGSSS Algebra 1 Retake EOC						

## • Statewide Assessments

### • SAT

• FSA ELA  
Writing Component:  
Grades 4-7  
March 3rd-6th

• FSA ELA Writing  
Component: Grades  
8-11  
March 10th-13th

• FCAT Math Re-  
take & FCAT 2.0  
Reading Retake:  
March 24th-April  
3rd

• NGSSS Algebra 1  
Retake EOC:  
March 24th-April  
10th

CELLA  
March 2-April 3

# April 2015

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 FSA ELA Grades 3-4	2 FSA ELA Grades 3-4	3 FSA ELA Grades 3-4 Make-Up Day	4
			Algebra 1 Retake			
5	6 FSA ELA Grades 3-4 Make-Up Day  FCAT Math & FCAT 2.0 Reading Retake	7 FSA Math: Grades 3-4  FCAT Math & FCAT 2.0 Reading Retake	8 FSA Math: Grades 3-4  FCAT Math & FCAT 2.0 Reading Retake	9 FSA Math Grades 3-4 Make-Up Day  FCAT Math & FCAT 2.0 Reading Retake	10 FSA Math Grades 3-4 Make-Up Day  FCAT Math & FCAT 2.0 Reading Retake	11
		Algebra 1 Retake				
12	13 FSA ELA Grades 5 Grades 6-8 Grades 9-11	14 FSA ELA Grades 5 Grades 6-8 Grades 9-11	15 FSA ELA Grades 5 Grades 6-8 Grades 9-11	16 FSA ELA Grades 5 Grades 6-8 Grades 9-11	17 FSA ELA Grade 5 Make-Ups Grades 6-8 Make-Ups	18 ACT
19	20 FSA ELA Grades 5 Make-Ups FSA ELA Grades 6-8 Make-Ups	21 FSA ELA Grades 9-11 Make-Ups Grade s 5 & 8 Science	22 FSA ELA Grades 9-11 Make-Ups Grades 5 & 8 Science	23 FSA ELA Grades 9-11 Make-Ups Grades 5 & 8 Science Make-Ups	24 FSA ELA Grades 9-11 Make-Ups Grade s 5 & 8 Science Make-Ups	25
		NGSSS Biology 1, Civics, U.S. History EOCs				
		FSA Algebra 1, Geometry, Algebra 2 EOCs				
26	27 FSA Math: Grade 5 Grades 6-8	28 FSA Math: Grade 5 Grades 6-8	29 FSA Math: Grade 5 Grades 6-8	30 FSA Math: Grades 5 Grades 6-8		
		NGSSS Biology 1, Civics, U.S. History EOCs				
		FSA Algebra 1, Geometry, Algebra 2 EOCs				

• FSA ELA:  
Grades 3-4  
April 1st-6th

• FSA Math:  
Grades 3-4  
April 7th-10th

• FSA ELA:  
Grades 5  
Grades 6-8  
Grades 9-11  
April 13th-20th

• FSA ELA  
Make-Ups:  
Grades 9-11  
April 21st-April 24th

• NGSSS Science:  
Grades 5 & 8  
April 21st-24th

• FSA Math:  
Grade 5  
Grade 6-8  
April 27th-May 8th

• FSA Algebra 1,  
Geometry, Algebra 2  
EOCs:  
April 20th-May 15th

# May 2015

Sun	Mon	Tue	Wed	Thu	Fri	Sat	
					1	2	• Florida Standards Assessments
3	4 FSA Math: Grade 5 Grades 6-8	5 FSA Math: Grade 5 Grades 6-8	6 FSA Math: Grade 5 Grades 6-8 Make-Ups	7 FSA Math: Grade 5 Grades 6-8 Make-Ups	8 FSA Math: Grade 5 Grades 6-8 Make-Ups	9	• NGSSS EOCs
		—NGSSS Biology 1, Civics, U.S. History EOCs— FSA Algebra 1, Geometry, Algebra 2 EOCs					• FSA EOCs
10	11	12	13	14	15	16	
		—NGSSS Biology 1, Civics, U.S. History EOCs— —FSA Algebra 1, Geometry, Algebra 2 EOCs—					• TIMSS: Carter-Parramore Academy
17	18	19	20	21	22	23	
		—NGSSS Biology 1, Civics, U.S. History EOCs— TIMSS: Carter-Parramore Academy					
24	25	26	27	28	29	30	
31							



## SUMMARY SHEET

## RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

**AGENDA ITEM NO.** 10d

**DATE OF SCHOOL BOARD MEETING:** September 23, 2014

**TITLE OF AGENDA ITEM:** District Digital Classroom Plan

**DIVISION:** Academic Services and Technology Department

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

**PURPOSE AND SUMMARY OF ITEM:**

Board approval for requested to receive the Florida Education Finance Program (FEFP) allocation of \$250, 000 and an additional \$75,000 to implement professional development and activities embedded in the new District Digital Classroom. The intent of the plan is to provide a perspective on what Gadsden District considers being vital and critically important in relation to the implementation of digital learning, the improvement of student performance, and how this progress will be measured as required by s.1011.62(12)(b), F.S.

**FUND SOURCE:**

**AMOUNT:** \$0

**PREPARED BY:** Sheantika B. Wiggins

**POSITION:** Technology Director

## INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

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

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

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

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

# GADSDEN COUNTY SCHOOL DISTRICT DIGITAL CLASSROOM PLAN



*"Building A  
Brighter Future"*



# 2014 — 2019

## **Reginald C. James, Superintendent**

**Rosalyn W. Smith, Deputy Superintendent**

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## GADSDEN COUNTY SCHOOL DISTRICT DIGITAL CLASSROOM PLAN

The intent of the District Digital Classroom Plan (DCP) is to provide a perspective on what the district considers being vital and critically important in relation digital learning implementation, the improvement of student performance outcomes, and how this progress will be measured. The plan shall meet the unique needs of students, schools and personnel in the district as required by s.1011.62(12)(b), F.S.

### Part I. DIGITAL CLASSROOMS PLAN – OVERVIEW

The District's overview component of the plan should document the district's overall focus and direction with respect to how the incorporation and integration of technology into the educational program will improve student performance outcomes.

The **general introduction/background/District technology policies** component of the plan should include, but not be limited to:

The Gadsden County Public Schools' (GCPS) Technology Department is transitioning to a new paradigm that describes a shift in focus from standardization and compliance to innovation and experimentation; one based on outputs, in which value is placed on growth as measured against student learning goals. The plan promotes personalized learning experiences in which instruction is paced to learning needs (individualized), tailored to learning preferences (differentiated), and tailored to the specific interests of different learners. Learning objectives focus on creating environments and activities that support engagement and motivation as determined solely from the learner's perspective. Each teacher is continually guided by student-specific learning data that is progress monitored and used to inform instructional decision making at the student level.

We have initiated a system redesign in which connected learning replaces learning in isolation for both teachers and students. By leveraging the ubiquitous nature of blended learning, flipped classrooms, and project-based learning spaces, we will promote an environment where learning is the constant and time and space are the variables. By promoting learning as borderless (time, place, resources, opportunity) schools and structures are defined only by student learning and productivity- by where the learning takes place. The ultimate goal is for all learners to have 24/7 access to learning (resources, opportunities, experiences) matched to each learner's need.

By focusing on the learner – our plan redefines the role of the teacher as a facilitator of student-directed inquiry and learning. This represents a shift from teachers as “solo practitioners” to educators as well-connected lead learners. While there is a need for certified, professional teachers, learning is not bounded by teacher certification. The plan defines how virtual learning environments will engage experts from the field and supports a means for their voices to be delivered into the learning process. The same will be true for engaging and incorporating voices of students and educators across the globe. The activities within learning environments (both traditional and virtual) are moving from a transmission or passive learning model to a transaction or active model of learning – one that supports global awareness and connectedness at both the adult and student levels across the organization.

Gadsden District is committed to providing the best growth and learning opportunities possible for all students. We recognize that incorporating technology into the learning environment and work place is critical to continued growth for students and staff. The vision for our District's Digital Classroom Plan (DCP) is to create the basis for combining multiple digital tools and resources to enhance the learning environment for students and for creating a more efficient and productive environment for our school/district level staff in support of students and teachers.

GCPS' DCP has been designed to support the premise that technology needs to be an appropriate and comprehensive resource that supports and extends the curriculum. The plan is intended to be a working document for ongoing dialogue and serves two main purposes: 1) a strategic guide to support of our vision and commitment to use digital leaning as an integral component of the educational process and 2) documentation to E-Rate compliance. Our intent is to move to a system that supports all staff and students, in a structured manner, which includes equity of access to digital tools and resources so that every student will have high-quality instructions, meaningful learning experiences, and prepared to succeed in college and careers. As such, the plan will be revised and reviewed on a continuing basis.

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## **1.1 District Mission and Vision Statements**

### **District's Mission**

*To build a brighter future as we prepare students for success in life.*

### **Technology Mission**

*To create a safe and supportive learning environment where learners are inspired to develop 21<sup>st</sup> Century skills through the utilization of technology to improve achievement and success in a global society.*

### **District's Vision**

*To prepare all students for success in a rapidly changing, diverse, global society through a variety of educational opportunities. The district is committed to providing safe and supportive learning environments that ensure continuous progress towards high student achievement. Through the collaboration of a caring school community and the allocation of resources, aligned with our mission and goals, we will maximize the opportunities for all students to succeed in life.*

### **Technology Vision**

*To provide a technology-rich environment to improve the quality of education through the use of digital tools and resources, encouraging lifelong learning for all learners.*

Gadsden District's technology advisory committee has identified short-term and long-term goals for integrating technology into all aspects of the educational system in conjunction with the core strategies of the strategic plan. The goals will serve as a guide for the technology planning process and implementation of the plan, as well as, support school/district level project-based learning and other projects during the next 3 to 5 years.

In pursuit of our technology vision and mission, our plan will strive to provide:

1. professional development to promote uniformity of technology standards
2. measurable indicators to monitor and evaluate technology goals and objectives
3. equitable distribution and access to digital tools and resources
4. guidelines to support Digital Citizenship and age appropriate digital learning
5. communication between stakeholders and school/district
6. automation of school/district paperwork and processes
7. infrastructure procurement of hardware/software and upgrade/maintenance
8. robust, reliable and secure infrastructure to protect student/staff data
9. digital devices meeting standards to accommodate student count and assessment schedule
10. directions for other technology initiatives in the future



GCPS believes that . . .

- All students can learn
- Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
- The commitment to continuous improvement to achieve the goal of enabling all students to realize their potential in a rapidly changing, diverse, global society is expected of all stakeholders of the school system.
- Assessments of student learning provide students with a variety of opportunities to demonstrate the achievement of the expectation for their learning.
- Education is the key to opportunity and social mobility.
- A safe and supportive learning environment promotes student achievement.
- Students need to not only develop a deep understanding of essential knowledge and skills, but also need to develop the capacity to apply their learning, and to reason, solve problems, and produce quality work.
- The chief priority of any school system should focus on learning across the system. (Student learning, professional learning, and organizational learning).
- The development of a caring school community should be a priority for our school system.
- The allocation of our resources, in alignment with our mission and goals, helps to maximize the opportunity for students to learn and experience success in school.

Gadsden District's DCP includes overarching goals, implementation, and monitoring phases to ensure each project's success. By phasing in projects strategically over a 3 to 5 year timeframe, we can learn from each other by optimizing our resources, emerging best-practices, build on our successes, spread out up-front costs, and address key challenges that arise. Thoughtful and innovative use of technology is a key tool for our district as we stay focused on providing the very best instruction to every student.

## 1.2 District Profile

Provide relevant social, economic, geographic and demographic factors influencing the district's implementation of technology.

Gadsden County School District is located in the panhandle of Florida, 18 miles west of Tallahassee, (the state capital), comprised of six communities entwined in a rural, agricultural setting: Chattahoochee, Greensboro, Gretna, Havana, Midway, and Quincy.

Gadsden County has 15 public schools, 2 charter schools, 1 alternative program, 1 education unit at Florida State Hospital, several program units for special needs, and 2 private schools.

The district serves grades preK-12 and has approximately 6,000 students; 80% of students are black; 18% Hispanic; 2% multiracial/white/other. Almost 90% of the students are economically disadvantaged. About 15% are ESOL/ELL/Migrant and almost 25% of the students have IEPs as ESE students.

Gadsden County is the state's only county with a predominantly African-American majority population. The median income for a family in Gadsden County is \$35,593. Approximately 30% of the population is below the poverty level and unemployment rate is 11%. Over 90% of students qualify for Free and Reduced Lunch (FRL) and 89% of the students are directly certified under the Community Eligibility All students in Gadsden County are provided with free breakfast and lunch, as a result, 99% of the public schools are classified as Title I schools.

The Graduation rates continues to rise, it is below the state averages at 61.4%. The district received a state accountability letter grade of "D", nonetheless, evidence shows a consistently increase in student academic proficiency levels and learning gains in reading, science, and math for all student subgroups, especially for the lowest 25% (quartile).

As a small, rural school district, as opposed to our neighboring city district, we continue to face several obstacles such as declining student enrollment, limited course offering, limited highly qualified employees, limited local job opportunities available for students and community, and most of all ... lack of adequate resources to meet required mandates. Despite such challenges, we will continue to find alternative ways to prepare our learners to be successful, competent and competitive.

### 1.3 District Team Profile

Provide the following contact information for each member of the district team participating in the DCP planning process. The individuals that participated should include but not be limited to:

- the digital learning components should be completed with collaboration between district instructional, curriculum and information technology staff as required in s.1011.62(12)(b), F.S.
- development of partnerships with community, business and industry; and
- integration of technology in all areas of the curriculum, ESOL and special needs including students with disabilities.

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Media Specialist	Mildred Clemons-Youmans	clemonsm@gcpsmail.com



#### 1.4 District Planning Process

Summarize the process used to write this plan including but not limited to:

- how parents, school staff and others were involved;
- development of partnerships with community, business and industry; and
- integration of technology in all areas of the curriculum, ESOL and special needs including students with disabilities.

The process used to write this plan commenced from data gathered continuously over the past years regarding district-wide needs to prepare and support 21<sup>st</sup> Century learning. Through collaboration and discussions with key school and district leaders, evaluations of the applications in use, and district-wide needs of all stakeholders, a clear direction emerged leading to the development of this plan and the needs were identified and then refined as associated costs, timing, student performance, professional development, infrastructure support, digital tools and resources, and online assessments were determined. All of these components lay the foundation and present to some degree of challenges. In addition, we received guidance through the assistant of PAEC in collaboration with NEFEC and Heartland Consortiums.

The following principles guide the development of this plan and it will:

1. Outline a unified vision and established guidelines for using technology in teaching and learning to help prepare all students to be productive and competitive participants in our 21st century global society.
2. Assess the current state of technology across Gadsden District's schools and provide a strategic framework and vision for technology use that can adapt to the rapid changes in technology that will occur over the term of the plan.
3. Establish a baseline of realistic expectations for the use of technology in our schools and district, plus identify or provide funding streams adequate to meet those expectations.
4. Provide a flexible model for technology planning that incorporates best-practice technology plan elements, such as goals, needs analysis, evaluation, and accountability that schools and district can effectively utilize.
5. Coordinate the efforts of various education stakeholders, connect common interests, and leverage existing resources and assessments to accomplish and evaluate plan goals.

Consideration was given to the professional development needs of teachers to support student project using digital learning, increase opportunities to access digital learning tools and resources to support academic growth and redirection toward the district's initiative, A New Way of Work: *'Cultivating a Culture of Excellence through Use of Project-Based Learning'*.

Finally, the DCP draft was disseminated to various stakeholders to ascertain feedback and to ensure that the document reflects the commitment from all departments impacted by the plan. The plan encompasses the next 3 to 4 years, July1, 2014 – June 30, 2019. It is the result of many hours of discussion and teamwork and it will function as a primary tool to guide the district's acquisition, sustainability, and integration of technology to support the district's curricular goals.

The following stakeholders contributed indirectly towards creating the district's goals, objectives, and strategies used to develop the DCP and identifies the group's level of support in the planning process:

**District Leadership Team (DLT) - Directors, Coordinators, Governing Board**

Provide site-based updates on implementation and needs; monitor teacher performance and student learning; make adjustments based on teacher and student performance; ensure the use of adopted materials, research-based best practices and instructional programs; provide input on how technology can better support the teaching of standards-aligned academic objectives.

**Instructional Leadership Team (ILT) and Education Management Team (EMT)**

Promote, direct, and facilitate the district's development of broad and inclusive goals and objectives for curriculum, resources, and operations that include technology. Curriculum personnel define and unpack clear and specific standards-aligned academic objectives by grade and subject; support research-based best practices and instructional programs; develop student assessment and data monitoring systems, monitor school performance, and make adjustments based on school performance.

**Education Transformation Office (ETO), Site-Based Coaches, and Teachers**

Provide input on efforts and outcomes using research-based technology programs and practices to support the district curricular goals and academic content standards and improve teaching and learning.

**District Technology Staff**

Provides overall coordination of the technology implementation, student information systems, data files, network and computer support, and the implementation of the goals and objectives set forth in the plan.

**District Financial Staff**

Provides coordination of technology funds and budget issues.

**SAC/PTA Parents and Students**

Provides shared-decisions on each school improvement plan. Their input help to provide additional direction for district/school level efforts to integrate technology and 21st century skills in the standards-aligned curriculum. Parents and students advocate for equity in access to technology and the opportunity to master core subjects and 21st century skills which support in-school and after-school programs.

**FDLRS**

Provides assistive technology and expert knowledge to assist teachers to provide additional resources, strategies and support for students to be successful in the classroom.

**Higher Education**

Offer expert knowledge of college readiness preparation

**Consortia – Panhandle Area Education Consortia (PAEC)**

Provides expert knowledge for ongoing updates and input regarding the objectives, funding, budgets, and curricular guidelines for all instructional technology support by means of services, trainings, and PD opportunities made available through leading edge technology.

A representative of the School Board is assigned to Technology to ensure that the Board is aware of curricular issues and to support the educational technology goals that provide guidance in addressing the district's technology needs. Our board approved technology plan in past years have provided a clear focus to enhance the district's curricular program and improve technology skills needed to effectively implement the use of technology in the classroom, computer labs, and/or library media centers.

GCPS continues to solicit, expand, and sustain our partnerships with various stakeholders to enhance the integration of educational technology into the curriculum. Our district recognizes that schools alone do not have the resources or expertise to keep pace with rapidly changing technology. We believe that these partnerships will help us serve the growing needs of an increasingly technical and global education system and society.

GCPS is committed to reaching all learners, regardless of their abilities. Students with disabilities require accommodations and modifications, and our staff is devoted to utilizing flexible ways to present information such as digital books (using iPads), text-to-speech applications, and specialized software, as recommended by the Exceptional Student Education Department, ESE program and behaviorist specialist, along with recommendations from FDLRS and other supporting agencies. They also provide students with various ways to express themselves in order to increase active engagement in different settings and situations.

In addition, assistive technology devices help individuals with many types of disabilities, from cognitive problems to physical impairment. These tools assist students with disabilities to partake, communicate, and learn more effectively, both in and out of the classroom. The use of technology to enhance learning is an effective approach for many children. Additionally, students with LD often experience greater success when they are allowed to use their abilities (strengths) to work around their disabilities (challenges). AT tools combine the best of both of these practices.

GCPS has access to employ a variety of assistive technology devices to augment, supplement and complement the educational process for students with special needs. Child Study Teams identify assistive technology needs on a case-by-case basis, and teachers have access to a laptop or desktop computer in the classroom, which in many cases is connected to a SMART Board. All computers have the ability to activate the "Accessibility Options" built in to the Microsoft and Mac operating system.

Likewise, The ESOL program of Gadsden County Public Schools has numerous opportunities to assist English language learners (ELL) in their journey in acquiring English and achieving academic success. The goals of the program are to provide educational programs that are the same in scope and sequence as non-ELL students. These programs will provide resources for the ELL student to enhance their educational experience. Teachers, parents, and administrators are given opportunities to learn new ways to increase the success of these students in the learning process. The District's mission "Building a Brighter Future" has become a driving force for the ESOL Program. Though the integration of technology, ESOL and ELL students have access to Spanish translations, educational websites, supplemental tool and resources to assist with their digital learning and educational needs.



### 1.5 Multi-Tiered System of Supports (MTSS)

Summarize the process used to write this plan including but not limited to:

- data-based problem-solving process used for the goals and need analysis established in the plan;
- the systems in place to monitor progress of the implementation plans; and
- the plan to support the implementation and capacity.

The Gadsden County School District developed a comprehensive approach for partnerships between the schools, parents, and the communities. The comprehensive approach fosters positive attitudes about the school, parents and community members because it respects the varying capacities of the school population as a whole. Parents are encouraged to share information through surveys, workshops and parent meetings on ways to reach out, create and the strengthen partnerships and assist with the development of the District and Parent Improvement Plan.

In addition, each department of the District's leadership is afforded an opportunity to contribute to the plan. Peer Reviews were organized to ascertain school site improvement needs, strengths, and suggestions for district-wide improvement strategies. Assessment data, both at the school site level and district-wide, are reviewed to determine the District's overall academic focus. A representative of the School Board is aligned to Curriculum and Instruction to ensure that the Board is aware of curricula issues and to offer advisement from the perspective of our District's Governing Board.

Gadsden District has established a district-based leadership team (DBLT) to guide the successful implementation of a Multi-Tiered System of Supports (MTSS). The primary function of the DBLT is to ensure that funding, professional development, infrastructure (e.g., data supports), and implementation supports (e.g., coaching, technical assistance) are available to reinforce implementation at school sites.

Using performance data and monitoring learning through the MTSS, administrators can make important instructional decisions to meet the needs of students from different backgrounds, learning styles, and levels of attainment.

The DBLT periodically reviews district policies and programs to ensure they are sufficiently addressing the instructional and behavioral needs of all students at every level of need. It also assists school based teams in making data-based decisions that will promote intense and focused instruction and intervention, as well as, working with the staff development office to provide professional development to ensure fidelity of implementation of the MTSS and the Florida Standards.

The district's plan utilizes a specific, data-driven problem-solving process to identify and analyze academic and behavioral difficulties; and to plan for all students' progress, using scientific, evidence-based instruction and intervention.

This is accomplished through the following:

- Providing a multi-tiered model of instruction and intervention
- Utilizing a collaborative problem solving approach
- Implementing a research-based Core Curriculum (aligned with Florida's Standards)
- Monitoring student progress to inform instruction
- Using data to make instructional decisions
- Using assessments for three purposes: universal screening, diagnostics, and progress monitoring
- Engaging parents and community partnerships

Our central component of our plan is student achievement. Therefore, in order to provide the best possible instruction to students, we need to have ways to assess them using both formative and summative tools. The ability to access data effectively and efficiently drives instruction and provides the ability to more accurately target the individual needs of students, which then translates into adapting our instruction in order to best meet the students' need.

Currently, Performance Matters (PM) as one of its data sources to allow teachers and administrators to have the ability to access multiple data measures, create reports, and build check-points to track student progress and identify struggling students, monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, and writing. The PM system allows schools to review and assess state and local tests taken by students in grades K-12. Strand comparison reports, school proficiency growth, and students' performance by standard are just a few of the data that PM is capable of producing.

The effectiveness of core intervention is assessed by analyzing student performance on measures such as the FAIR, as well as, through weekly classroom assessments. As a rule of thumb, at least 70% of the students should be achieving at or above grade level expectations.

In addition, Skyward is the student management system used by Gadsden County. Skyward allows school level personnel to update and track a student's behavior, attendance, and academic performance, to name a few. Within our MTSS framework, student data is entered into Skyward where the class average for each student is computed automatically. Consequently, classroom performance can be easily analyzed. Retention information, FCAT scores, FAIR data, and district benchmark assessments are all analyzed to determine which students need additional support. The progress of struggling students is monitored and trend lines indicate whether or not student performance is improving, regressing or plateauing.

The gap between the students' performance and that of their peers is also analyzed to determine the level of support that students require. Teachers receive support through a Multi-tiered System of Supports because they are a very integral part of the Student Study Team meetings that are held to determine which supports and resources are necessary in order to meet the needs of individual students.

## Part II. DIGITAL CLASSROOMS PLAN – STRATEGY

### STEP 1 – Need Analysis:

Districts should identify current district needs based on student performance outcomes and other key measurable data elements for digital learning.

#### 1. Student Performance Outcomes

- Improve reading skills in all content areas
- Increase the number of students proficiency on the new FAIR-FS
- Increase the number of students proficiency on the new Florida Standards Assessment
- Establish internationally competitive standards for student performance and an accountability system and policy framework designed to ensure that all students are challenged to meet more rigorous standards.
- Development and implementation of a shared vision for comprehensive integration of technology to promote excellent and support transformation throughout the district.
- Create, promote and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all student
- Explore, locate and/or create online learning system to support Next Generation Content Area Reading Professional Development (NGCA-PD) for teachers to have access to materials and opportunities to share content cross-curricular.
- Establish a set of standards of excellence and best-practices in learning, teaching and leading with technology in education.
- Establish a set of standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasing global and digital world.
- Establish a set of standards for evaluating the skills and knowledge teachers need to teach, work, and learn in an increasingly connected global and digital world.
- Establish a set of standards for evaluating the skills and knowledge administrators and leaders need to support digital age learning, implement technology, and transform the educational landscape.
- Provide access to district tools and resources beyond the normal school day for teachers and students to acquire materials as needed to support district reading goals.
- Establish and increase collaboration with technical colleges, other institutions of higher learning and the local business community, to insure that career, technical and other education programs prepare students for diverse and technologically rich society.
- Use technology to improve teaching and learning to support the district's curricular goals

#### 2. Digital Learning and Technology Infrastructure

- Create and implement email accounts to students
- Establish district-wide systemic workflow procedures for new employee to receive network user accounts upon hired date based on employee duties.
- Explore and purchase additional network storage solution for stakeholders district-wide to store their work and is backed up nightly to prevent data loss.
- Purchase and replace backup power for all school/district servers
- Establish additional alternative locations for district data storage and back-up
- Provide and implement policies to allow students, parents, and district/level staff the ability to reset passwords via a set of security questions based on answers previously provided.



- Develop and implement a connection between school and community through the use of technology to support digital communication and literacy.
- Pursue alternative funding sources to maintain and expand existing and essential programs or to initiate new programs and services aligned with the district's mission, vision and beliefs.
- Ensure a safe and secure environment for stakeholders to access digital resources during the school day and outside of school hours
- Updated hardware and software to maximize and support teaching and learning
- Provide equity and distribution of technology resources and tools to improve instruction, engagement, and achievement.
- Implement end user device policy to limit accidentally or maliciously effecting the functionality of software on computers.
- Complete and implement procedures for standard images and software for student and teacher workstations

### 3. Professional Development

- Provide a comprehensive PD program that will train educators, administrators, and leaders to use technology as an integral tool to enhance teaching and learning.
- Create and provide a comprehensive PD program to train students and parents on how to acquire and use digital tools and resources
- Create and provide centralized PD website for stakeholders to access online learning systems, modules, digital tools and resources
- Provide results-driven PD that is standards-based, job embedded and collaborative
- Provide 'How To' modules and videos on utilizing technology to improve student achievement and to increase the school district's productivity and efficiency as a major business enterprise.
- Provide teachers with classroom assistance as needed to demonstrate technology integration in a real environment.
- Provide collaboration and opportunities for Media Specialist and Lab Proctors to be trained as Digital Educators and work in conjunction to select media literacy of various mediums to integrate reading skills in the content areas.
- Provide a comprehensive PD program for new Digital Educators program and training site for asynchronous and synchronous digital courses, materials, and activities.
- Ensure a high level of technology planning and support at the school level

### Digital Tools

- Explore and purchase a workflow system that will provide secure, complete access to Skyward School Management System for use throughout the district including workflow that crosses the entire system.
- Continue to implement and support for stakeholders to access and use district tool and systems.
- Establish procedures and policies for stakeholders to access digital tools and resources
- Establish and implement BYOD procedures and policies for stakeholders to access digital tools and resources via wireless access points
- Implement system to allow students and parents to access to view student grades, attendance, and progress in school anytime.

#### 4. Online Assessments

- Implement and replacement and/or purchase of devices for FSA 1:1
- Implement completion of CBT certification tools by school-level personnel
- Implement process for installation of AIR system requirements
- Implement end user device policy to limit accidentally or maliciously effecting the functionality of software on computers.
- Ensure all computers meet technical requirements for the new FSA
- Purchase additional laptops, replacement batteries, headsets, and storage carts
- Establish and implement protocol for browser restraints/compatibility, plug-ins such as Java and others as specified, firewall restrictions, filtering rules, hardware standards, and connection to online assessment tool.
- Secure and test functionality of assistive technologies in addition to input devices needed for students requiring accommodations.
- Periodically review the specifications requirements and updates.
- Establish protocol for networking: external connection to the Internet, internal school network, wireless network, security, and accessibility
- Confirm component loading and functionality before test administration. Do not perform upgrades during the testing window.
- Conduct a basic troubleshooting workshop for all staff administering the online assessment.
- Schedule and complete the FSA online assessment tutorial, including all technology staff, teachers and students.
- Designate and place technical support on alert during testing periods.
- Modify plan to replace or upgrade computers, not meeting minimum specifications

## 2.1 Highest Student Achievement

### Student Performance Outcomes:

Districts shall improve classroom teaching and learning to enable all students to be digital learners with access to digital tools and resources for the full integration of the Florida Standards.

After completing the suggested activities for determining the student performance outcomes described in the DCP guidance document, complete the table below with the targeted goals for each school grade component. Districts may add additional student performance outcomes as appropriate. Examples of additional measures are District Improvement and Assistance Plan (DIAP) goals, district Annual Measurable Objectives (AMOs) and/or other goals established in the district strategic plan.

Data is required for the metrics listed in the table. For the student performance outcomes, these data points can and should be pulled from the school and district school grades published at <http://schoolgrades.fldoe.org>. Districts may choose to add any additional metrics that may be appropriate below in the table for district provided outcomes.

Student Performance Outcomes (Required)		Baseline	Target	Date for Target to be Achieved (year)
1.	ELA Student Achievement	40%	52%	2016
2.	Math Student Achievement	52%	62%	2016
3.	Science Student Achievement	40%	65%	2016
4.	ELA Learning Gains	0%	10%	2016
5.	Math Learning Gains	2%	14%	2016
6.	ELA Learning Gains of the Low 25%	63%	68%	2017
7.	Math Learning Gains of the Low 25%	65%	70%	2017
8.	Overall, 4-year Graduation Rate	58%	80%	2018
Student Performance Outcomes (District Provided)		Baseline	Target	Date for Target to be Achieved (year)
1.	Target AMO Reading	52%	68%	2017
2.	Target AMO Math	62%	75%	2017



## 2.2 Quality Efficient Services

### Technology Infrastructure:

Districts shall create a digital learning infrastructure with the appropriate levels of bandwidth, devices, hardware and software.

For the infrastructure needs analysis, the required data points can and should be pulled from the Technology Readiness Inventory (TRI) if the data is accurate. Districts may choose to add any additional metrics that may be appropriate.

Infrastructure Needs Analysis (Required)		Baseline	Target	Date for Target to be Achieved (year)
1.	Student to Computer Device Ratio	2.62	1:1	2019
2.	Count of student instructional desktop computers meeting specifications	1704	2000	2019
3.	Count of student instructional mobile computers (laptops) meeting specifications	415	600	2019
4.	Count of student web-thin client computers meeting specifications			
5.	Count of student large screen tablets meeting specifications	379	500	2019
6.	Percent of schools meeting recommended bandwidth standard	90	100	2016
7.	Percent of wireless classrooms (802.11n or higher)	90	100	2016
Infrastructure Needs Analysis (District Provided)		Baseline	Target	Date for Target to be Achieved (year)
8.	Additional laptops	600	1000	2018
9.	Additional network and computer technicians	5	12	2018

### 2.3 Skilled Workforce and Economic Development

#### Professional Development:

Instructional personnel and staff shall have access to opportunities and training to assist with the integration of technology into classroom teaching.

Professional Development should be evaluated based on the level of current technology integration by teachers into classrooms. This will measure the impact of the professional development for digital learning into the classrooms. The Technology Integration Matrix (TIM) can be found at: <http://fcit.usf.edu/matrix/matrix.php>. Average integration should be recorded as the percent of teachers at each of the 5 categories of the TIM for the levels of technology integration into the classroom curriculum:

Entry Level	30 %
Adoption Level	25 %
Adaptation Level	20 %
Infusion Level	15 %
Transformation Level	10 %
<b>Total</b>	<b>100 %</b>

Professional Development Needs Analysis (Required)		Baseline	Target	Date for Target to be Achieved(year)
1.	Average Teacher technology integration via the TIM	45%	70%	2019
2.	Average Teacher technology integration via the TIM (Elementary Schools)	50%	55%	2017
3.	Average Teacher technology integration via the TIM (Middle Schools)	45%	50%	2017
4.	Average Teacher technology integration via the TIM (High Schools)	43%	45%	2017
5.	Average Teacher technology integration via the TIM (Combination Schools)	42%	45%	2017
Professional Development Needs Analysis (District Provided)		Baseline	Target	Date for Target to be Achieved(year)
6.	Educators and leaders will use Skyward to enter grades electronically and manage student achievement information more efficiently	70%	100%	2017
7.	Educators and leaders will be accessible to parents and community through email.	60%	100%	2018
8.	Staff participating in appropriate PD using technology components of adopted intervention programs	45%	85%	2018

#### 2.4 Seamless Articulation and Maximum Access

##### Digital Tools:

Districts shall continue to implement and support a digital tools system that assists district instructional personnel and staff in the management, assessment and monitoring of student learning and performance.

A key component to digital tools is the implementation and integration of a digital tool system that assists district instructional personnel and staff in the management, assessment and monitoring of student learning and performance. Districts may also add metrics for the measurement of CAPE digital tools. For the required metrics of the digital tool system need analysis, please use the following responses:

<b>Baseline Response:</b>	<b>Target Response:</b>
Fully implemented	Will continue to support and employ in classrooms
Partially implemented	Will work to implement and employ
Partially implemented	Maintain system
No system in place	Will work to implement and employ
No system in place	No plans to address at this time

<b>Digital Tools Needs Analysis (Required)</b>		<b>Baseline</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>
1.	Implementation status of a system that enables teachers and administrators to access information about benchmarks and use it to create aligned curriculum guides.	Fully implemented	Will continue to support and employ in classrooms	2016
2.	Implementation status of a system that provides teachers and administrators the ability to create instructional materials and/or resources and lesson plans.	Partially implemented	Will work to implement and employ	2017
3.	Implementation status of a system that supports the assessment lifecycle from item creation, to assessment authoring and administration, and scoring.	Partially implemented	Will work to implement and employ	2017
4.	Implementation status of a system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	Fully implemented	Will continue to support and employ in classrooms	2016
5.	Implementation status of a system that includes comprehensive student information that is used to inform instructional decisions in the classroom, for analysis and for communicating to students and parents about classroom activities and progress.	Partially implemented	Will work to implement and employ	2017



6.	Implementation status of a system that leverages the availability of data about students, district staff, benchmarks, courses, assessments and instructional resources to provide new ways of viewing and analyzing data.	Partially implemented	Will work to implement and employ	2016
7.	Implementation status of a system that houses documents, videos, and information for teachers, students, parents, district administrators and technical support to access when they have questions about how to use or support the system.	No system in place	Will work to implement and employ	2016
8.	Implementation status of a system that includes or seamlessly shares information about students, district staff, benchmarks, courses, assessments and instructional resources to enable teachers, students, parents, and district administrators to use data to inform instruction and operational practices.	Partially implemented	Will work to implement and employ	2016
9.	Implementation status of a system that provides secure, role-based access to its features and data for teachers, students, parents, district administrators and technical support.	Partially implemented	Will work to implement and employ	2016
<b>Digital Tools Needs Analysis (District Provided)</b>		<b>Baseline</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>
10.	Implementation of an ITV Broadcast connection and system that provides district-wide dissemination via asynchronous and synchronous video feed to schools and community.	Partially implemented	Will work to implement and employ	2016
11.	Skyward Parent Portal	Partially implemented	Will work to implement and employ	2014
12.				
13.				
14.				
15.				

## 2.5 Quality Efficient Services

### Online Assessment Readiness:

Districts shall work to reduce the amount time used for the administration of computer-based assessments.

Online assessment (or computer-based testing) will be measured by the computer-based testing certification tool and the number of devices available and used for each assessment window.

Online Assessments Needs Analysis (Required)		Baseline	Target	Date for Target to be Achieved (year)
1.	Computer-Based Assessment Certification Tool completion rate for schools in the district (Spring 2014)			Scheduled to complete Winter 2014
2.	Computers/devices required for assessments (based on schedule constraints)			
Online Assessments Needs Analysis (District Provided)		Baseline	Target	Date for Target to be Achieved (year)

## **STEP 2 – Goal Setting:**

Provide goals established by the district that support the districts mission and vision. These goals may be the same as goals or guiding principles the district has already established or adopted.

These should be long-term that focus on the needs of the district identified in step one. The goals should be focused on improving education for all students including those with disabilities. These goals may be already established goals of the district and strategies in step 3 will be identified for how digital learning can help achieve these goals.

Each area of the needs analysis is based on curricular driven decisions, realistic goals, and measurable objectives aligned to the District's Improvement and Assistant Plan (DIAP), Annual Measureable Objectives (AMOs) and Strategic Plans to support student achievement and includes strategies for all learners to acquire 21<sup>st</sup> Century communication and technology skills in order to improve the effectiveness, efficiency, and ideally the enjoyment experiences to master the core content standards.

### **Enter district goals below:**

#### **Improve Student Achievement & Close Student Achievement Gaps**

ALL students attaining proficiency or better with grade level content

Highest Student Achievement: All students will acquire the technology skills and information skills needed to succeed in the classroom and workplace.

#### **Student Acquisition of Technology and Information Literacy Skills.**

Support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital society.

Quality Efficient Services: The district will establish and maintain a reliable digital learning infrastructure essential for all learners to access electronic information and to communicate.

#### **Ensure Trained Staff and Improve Community Involvement**

Expand quality of teaching in the education system and communicate student progress of activities between home, school, and community.

Skilled Workforce and Economic Development: All stakeholders will have access to opportunities and professional development to develop the skills and knowledge for implementing digital learning

#### **Improve Student Data Collection, Analysis & Decision Making**

District teachers, administrators, staff, and leaders will use technology to improve the collection, analysis, reporting, and use of formative, benchmark, and state student achievement data.

Seamless Articulation and Maximum Access: Provide a variety of digital tools systems, strengthen information and communication technology skills, and ensure opportunities to personalize and extend learning

Quality Efficient Services: Improve platform and environment for online assessments



### STEP 3 – Strategy Setting:

Districts will outline high-level digital learning and technology strategies that will help achieve the goals of the district. Each strategy will outline the districts theory-of-action for how the goals in Step 2 will be addressed. Each strategy should have a measurement and timeline estimation.

A. Addressed Highest Student Achievement:		
All students will acquire the technology skills and information skills needed to succeed in the classroom and workplace		
Strategy	Measurement	Timeline
<ul style="list-style-type: none"> <li>Explore and expanded opportunities for postsecondary degrees and certifications for all students, including ESE and ESOL</li> <li>Collaborate with FDLRS and ESE program specialist to assist with purchase of assistive and adaptive software and equipment</li> </ul>	<ul style="list-style-type: none"> <li>Apply for grants to expand the availability of technology to all students</li> <li>List of recommended software and equipment readily available</li> </ul>	Fall 2014 and ongoing
<ul style="list-style-type: none"> <li>Provide students with opportunities to participate and access other online course not offered in GCPS' program of study</li> </ul>	<ul style="list-style-type: none"> <li>Participation reports FLVS - PAEC, Gadsden VIP and Dual Enrollment</li> <li>Expanded access to curricula related to local and state standards through online courses, content, collaboration, and support</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>Develop grade-appropriate curricular processes that support technology literacy (the use of internet, word processing, databases, spreadsheets and presentation programs) as essential for all students.</li> </ul>	<ul style="list-style-type: none"> <li>Implement keyboarding curriculum for beginning at grade K.</li> <li>implement grade level checklists and rubrics</li> </ul>	2014-2016 2014-2016
<ul style="list-style-type: none"> <li>Develop a means for ongoing assessment of student progress in the use of technology literacy skills.</li> </ul>	<ul style="list-style-type: none"> <li>Explore the use of electronic portfolios and available resources</li> </ul>	2014 and Ongoing
<ul style="list-style-type: none"> <li>Encourage safer and responsible use of technology tools.</li> </ul>	<ul style="list-style-type: none"> <li>Implement Learning.com EasyTech program in grades K-8</li> <li>Delivery of Cyberbullying awareness and social media to teachers, students, and where appropriate</li> </ul>	Fall 2014; ongoing
<ul style="list-style-type: none"> <li>Continue district-wide software implementations including Microsoft Office products, antivirus, Destiny Library Management, and other subject specific and assistive technology software.</li> </ul>	<ul style="list-style-type: none"> <li>Procure new computers and images with district software selections ensuring consistency districtwide as well as equitable access.</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>Continue to prepare for Florida Standards assessment online testing in 2014-2015 school year.</li> </ul>	<ul style="list-style-type: none"> <li>Plan and sustaining appropriate computers and lab space to accommodate testing window and number of students.</li> <li>Reinforce keyboarding skills for students in grades 3-12.</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>Use technology, including the Internet, to produce, publish and update individual and/or shared writing projects, respond to ongoing feedback, including new arguments or information, interact and collaborate with others in all content</li> <li>Make strategic use of digital media (graphical, textual, audio, visual and interactive elements ) in presentation to enhance understanding of findings, reasoning, and evidence</li> </ul>	<ul style="list-style-type: none"> <li>Published writing samples</li> <li>Student survey</li> <li>Presentation product</li> <li>Presentation observation</li> </ul>	Annually
<ul style="list-style-type: none"> <li>Acquire knowledge of a variety of technology to apply mathematics in solving problems arising in everyday life, school, and society</li> </ul>	<ul style="list-style-type: none"> <li>Effectively use of diagrams, spreadsheets, graphing calculator, graphs and other mathematical digital tools</li> </ul>	Annually
<ul style="list-style-type: none"> <li>Learn how to use the applications in Google Applications in Education, including Google Drive</li> </ul>	<ul style="list-style-type: none"> <li>Sample products and publications</li> </ul>	Ongoing

<ul style="list-style-type: none"> <li>• Utilize Google Applications in Education to collaborate, produce, and publish products in Google Drive</li> </ul>		
<ul style="list-style-type: none"> <li>• Use research information using digital resources, including the Internet and identify credible sources</li> <li>• Include visual displays, video, audio clips and other multimedia in documents</li> </ul>	<ul style="list-style-type: none"> <li>• Student Survey</li> <li>• Citations noted in product</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>• Teaches will integrate technology into their curriculum as embedded components of teacher lesson plans.</li> <li>• Technology and information literacy skills will be the primary focus, with the secondary emphasis on Math and Science as both of these areas are tested on the state assessments.</li> <li>• Developing multimedia presentations for instruction</li> </ul>	<ul style="list-style-type: none"> <li>• teacher-made materials from a desktop publishing software</li> <li>• Finding, evaluating, and using internet resources,</li> <li>• Student projects requiring use of internet and/or computer applications</li> <li>• Student e-mail or web-based product</li> <li>• Students use of multi-media for presentation</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>• Identify core technology skills for teaches to support technology integration in teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Technology and benchmarks will be revised to reflect technology and information literacy from the K-8 grade standards</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>• Implement, support, evaluate, and expand the use of the Library/Media Centers as models of integrating technology and information literacy into teaching and learning.</li> <li>• Incorporate opportunities for Library/Media Specialist and Lab Proctors to collaborate with classroom teachers, other educators and public library to provide authentic learning experiences that develop proficiency in information literacy, communication and technology literacy skills.</li> <li>• Implement a dynamic technology planning process that expands curricular and instructional opportunities to students</li> </ul>	<ul style="list-style-type: none"> <li>• Observing learners modeling, implementing, and selecting appropriate digital tools and device</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>• Software resources used by teachers in instruction and by students for review, reinforcement, and interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Provide quality software</li> </ul>	
<ul style="list-style-type: none"> <li>• Incorporate digital content into instruction to decrease the dependency on print materials</li> <li>• Work with educators and leaders to design instruction which includes digital content and supports FL Standards</li> <li>• Provide access to authentic learning activities appropriate to student development whenever and wherever they need</li> <li>• Provide access to the appropriate tools and resources to guide instructional and administrative practice</li> </ul>	<ul style="list-style-type: none"> <li>• Making and using teacher-prepared materials from a desktop publishing software</li> <li>• Developing multimedia presentations for instruction</li> <li>• Finding, evaluating, and using internet resources,</li> <li>• Implementing student projects requiring use of internet and/or computer applications</li> <li>• Implement collaborative student e-mail or web-based product</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>• Ensure appropriate inclusion of strategies for providing instructions across all content areas regarding CYBER-security, safety and ethics</li> </ul>	<ul style="list-style-type: none"> <li>• Digital content integrated into all curriculum, as appropriate, to support teaching and learning</li> <li>• Internet safety provided for students and teachers</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>• Identify and utilize effective practices in implementing digital content that accommodates that diverse learning needs of all students.</li> <li>• Provide assistive technology to students whose Individualized Education Programs (IEP) and 504 plans recommend or require these devices work with schools, departments, students, parents</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional resources that incorporate universal design</li> <li>• Kurzweil and other assistive technologies</li> <li>• Response to intervention (RTI) in key curricular areas identified as needing</li> </ul>	Annually

and community to define need and adjust website as necessary	attention	
• Continue to work with departments, staff, students, and the community to define need and adjust the website as necessary	• Coordinated access to information and resources via web	Ongoing
• Use appropriate strategies and technology to collaborate, construct knowledge and develop solutions to real-world problems	• Integration of research-based best practices and technology that support student achievement	Ongoing
• Incorporate opportunities for Library/Media Specialist and Lab Proctors to collaborate with classroom teachers, other educators and public library to provide authentic learning experiences that develop proficiency in information literacy, communication and technology literacy skills.	• Levels of Technology proficiency	
• Model, implement, and assess appropriate technology use at all levels of the teaching and learning process	• Percent of educators and leaders effectively using digital tools and device	
• Implement a dynamic technology planning process that expands curricular and instructional opportunities to students	• Site visits and observation	
• Revise Acceptable Use and BYOD policies for staff and students as needed to reflect changes in state and federal laws	• Updated, board approved forms	Annually, as needed
• Identify resources to increase awareness of internet safety and prevention of cyberbullying to students, staff, and where appropriate	• Implement online Digital Citizenship Program for staff, students, parents and community	
• Provide and deliver series of training focusing on ethical use of information technology including the following: copyright and fair use, downloading and file sharing, and plagiarism	• Signed Acceptable Use Policy (AUP) forms signed by parent	Annually
• Provide training and information focusing on ethical use of information technology for educators and leader	• Enforcement of policy	
	• Sign-in sheets	Annually
	• AUP signed by all staff	
	• Enforcement of policy	
Evaluation and Success Criteria		
1. Checklist and Rubrics 2. Student digital portfolios demonstrating 21 <sup>st</sup> century skills. 3. Age appropriate Assessments 4. Acceptable Use and BYOD Policies 5. AUP forms noted in Skyward 6. Purchase Orders 7. Inventories 8. Contract amendments 9. Computer-Based Technology Survey 10. Keyboarding Curriculum 11. Central Office and Principal reports for: classroom walkthroughs, classroom informal observations 12. Teacher observations and surveys 13. Student surveys 14. Grade/subject level PD and collaboration meetings times/agendas/ participation records and outcomes 15. Annual approved list of adopted curriculum and software programs 16. CPUs direct images 17. Annual technology Proficiency Surveys 18. Grade level technology curriculum assessment and proficient levels 19. Training evaluations, agendas, and sign-in sheets		



<b>B. Quality Efficient Services:</b> <b>The district will establish and maintain a reliable digital learning infrastructure essential for all learners to access electronic information and to communicate</b>		
<b>Strategy</b>	<b>Measurement</b>	<b>Timeline</b>
<ul style="list-style-type: none"> <li>• Retrofit classroom with standard 21<sup>st</sup> Century tools, including all new instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Network with contractor and maintenance director and team</li> </ul>	As needed
<ul style="list-style-type: none"> <li>• Expand use of wireless access</li> <li>• Device plan for control and secure laptops, tablets, PCs and other portable wireless devices use for program facilitation (classroom walkthroughs, behavior specialist, FAIR-FS, etc.)</li> <li>• Implement access of wireless in administrative areas</li> </ul>	<ul style="list-style-type: none"> <li>• Distribute mobile devices and carts</li> <li>• Implement control and secure expansion of wireless network and other wireless portable device use for program</li> <li>• Implement control and secure expansion of laptops, tablets, PCs and other portable devices</li> </ul>	Fall 2014 and ongoing
<ul style="list-style-type: none"> <li>• Evaluation technology infrastructures at district and through reporting tools</li> <li>• Complete DOE tech surveys: TRI and CBT certification</li> </ul>	<ul style="list-style-type: none"> <li>• Use data to maintain hardware</li> </ul>	Annually
<ul style="list-style-type: none"> <li>• Monitor network usage</li> <li>• Explore alternative means to expand bandwidth</li> <li>• Review network usage reports</li> </ul>	<ul style="list-style-type: none"> <li>• Limit number of wireless registered devices per person</li> <li>• Seek additional E-rate funding to support network upgrades</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>• Monitor district-wide technical issues with hardware, software, network, security and firewall</li> <li>• Maintain automatize system for school and district staff to receive technical support</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly IT meetings for district staff</li> <li>• Continue workshops and meeting of school and department tech support personnel</li> <li>• Continue use of district intranet Helpdesk support website</li> <li>• Implement TMT local site support</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>• Create Digital Educator Cohort to facilitate best-practices of digital learning district-wide to provide on-site guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Initiate group from principal and central office recommendations</li> </ul>	Fall 2014 and ongoing
<ul style="list-style-type: none"> <li>• Develop district purchasing procedures of technology-related information to department and administrators</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate and implement standard location of approved quotes</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>• Identify administrative and instructional software needs</li> <li>• Improve the quality of teaching in the education system</li> <li>• Align resources to strategic plan</li> <li>• Use research-based models to drive curriculum</li> <li>• Expand and/or improve integration of technology-delivered education content</li> <li>• Strengthen foundation skills and grade appropriate Internet software and services in all classrooms.</li> <li>• Improve college and career readiness</li> </ul>	<ul style="list-style-type: none"> <li>• Increase teacher awareness of new and existing software, hardware, and assistive technologies</li> <li>• Provide for readily available copyright information</li> <li>• Asses to current instructional learning systems</li> <li>• Implement Learning.com/EasyTech, Google for Educators, Edmodo and other PD opportunities for online learning</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>• Continued access to e-mail for staff and implement Google e-mail for students</li> </ul>	<ul style="list-style-type: none"> <li>• Continued maintenance to Google for staff e-mail.</li> <li>• Implementation off student e-mail access through Google.</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>• Technical support for both infrastructure and teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Available on-site school level trained tech support staff</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>• Maintenance plan to keep current infrastructure fully operational</li> <li>• Review and plan cost-effect maintenance on network components</li> </ul>	<ul style="list-style-type: none"> <li>• Purchased CPUs with 3 year warranty</li> <li>• Encourage school level administrative replacement</li> <li>• Continue replacement of network infrastructure.</li> </ul>	Ongoing

• Skylert form home-school communication via telephone and email message	• Review and update parent and student contact information	
• High-speed connectivity to global and local resources through High speed WANs, High speed LANs wired and wireless and Multimedia computers	• Maintain gigabit fiber connections, using e-rate discounts.	Ongoing
• Continue to implement new Voice over IP phone solutions to improve communication.	• As new facilities are added, integrate to existing phone solution.	Ongoing
Evaluation and Success Criteria		
1. Purchase and amended contracts 2. Construction plans 3. Continued staff email 4. Secured and filtered email for students 5. Payroll records 6. Purchase orders 7. Inventories – district/school		

<b>C. Skilled Workforce and Economic Development:</b> <b>All stakeholders will have access to opportunities and professional development to develop the skills and knowledge for implementing digital learning</b>		
Strategy	Measurement	Timeline
• Technology Management Team (TMT) supporting skill development and infusion of technology into curricular processes.	• PD opportunities addressing identified areas of need from the Teacher Technology Survey	Monthly, ongoing
• Encourage administrators' participation in ongoing district technology professional development programs.	• Coordinate with Principals to plan technology training on new initiatives and identified areas of need.	Ongoing
• Continue to model and maintain lesson plans demonstrating infusion of technology into daily school activities • Establish a district database accessible to all teachers through Skyward	• Implement of Skyward intranet to organize and maintain cross curricular technology infused lesson plan repository.	Ongoing
• Teacher and administrator mentoring programs dealing with technology skills and/or infusion skills.	• Continued Smart Board training in developing Smart Notebook lesson plans in each curricular area at all grade levels.	Ongoing
• Continued classroom-based and faculty room access to technology for all staff.	• Continue to supply 100% internet access, both wired and wireless, in every classroom, office and faculty room.	Ongoing
• Technical staff will continue to be trained in evolving technologies.	• Continued attendance at vendor supplied workshops including, but not limited to, adopted textbook online supplemental components, Smart Technologies, Skyward, Microsoft suites, Network and other software support Certifications.	Ongoing
• Adapt existing PD to infuse authentic classroom applications into existing in-services	• Provide asynchronous and synchronous delivery of course.	Fall 2014
• Internet and safety curriculum and PD for school staff	• Implementation of Digital Citizenship curriculum via learning.com/EasyTech	
• Continue to explore ways that Staff Development office can assist with technology PD	• Collaborate with PAEC and district staff development office about course offering for staff PD online • Post and provide available course offering	Ongoing
Evaluation and Success Criteria		
1. Training/Meeting schedules 2. Training/Meeting agenda and sign-in sheets 3. Training/Meeting evaluations 4. Skyward lesson plan Intranet 5. Exemplary SmartBoard lessons on Intranet for teacher use 6. Technology surveys 7. Vendor supplied workshop registrations		



<b>D. Seamless Articulation and Maximum Access:</b> <b>Provide a variety of digital tools systems, strengthen information and communication technology skills, and ensure opportunities to personalize and extend learning</b>		
<b>Strategy</b>	<b>Measurement</b>	<b>Timeline</b>
<ul style="list-style-type: none"> <li>Innovative classroom configurations to include laptops, tablets, e-readers, LCD projector and interactive whiteboards while pursuing BYOD implementation.</li> </ul>	<ul style="list-style-type: none"> <li>Implement 5-year refresh and more wireless mobile laptop labs to accomplish 3 to 1 student to computer ratio.</li> <li>Continued installation of mounted Smart Boards in our schools as funding allows.</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>Establish relationship and access to technology after school and evenings in community centers and libraries</li> </ul>	<ul style="list-style-type: none"> <li>Build partnership with community to support and provide a means to access district resources</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>Continue to maintain web sites with online resources for students and parents</li> </ul>	<ul style="list-style-type: none"> <li>Maintain and update with departments, schools and teacher-based web pages, parent resources</li> <li>Continue implementing Skyward Parent Module for all schools</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>Continued implementation of Skyward district-wide to accomplish online lesson plans, websites, shared resources, digital classrooms, student e-mail, blogging and improved communications.</li> </ul>	<ul style="list-style-type: none"> <li>Develop schedules, agendas, online resources and tutorials and documentation for standardized delivery of professional development across the district.</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>Skylert messaging</li> </ul>	<ul style="list-style-type: none"> <li>Continue to update parent and student information to receive current school and district messages via phone and email.</li> </ul>	
<ul style="list-style-type: none"> <li>Continued use of Skyward online student database for attendance posting, integrated grade book and grade reporting</li> </ul>	<ul style="list-style-type: none"> <li>Continued support and updates to report cards and grade reporting as defined by District Grading Committee.</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>Provide intensive, targeted and sustain technology integration training and PD opportunities for district and school staff, continuing existing in-services, and developing new programs with real classroom applications</li> </ul>	<ul style="list-style-type: none"> <li>Access to digital tools and resources</li> </ul>	Ongoing
Evaluation and Success Criteria		
<ol style="list-style-type: none"> <li>Purchase orders</li> <li>District/school Inventories</li> <li>Grant opportunities</li> <li>Updated websites and resources</li> <li>Schedules for trainings, agendas, online resources and tutorials</li> <li>Skyward report cards</li> </ol>		

### Part III. DIGITAL CLASSROOMS PLAN – ALLOCATION PROPOSAL

The DCP and the DCP Allocation must include five key components as required by s.1011.62(12)(b), F.S. In this section of the DCP, districts will outline specific deliverables that will be implemented in the current year that are funded from the DCP Allocation.

The five components that are included are:

- A. Student Performance Outcomes
- B. Digital Learning and Technology Infrastructure
- C. Professional Development
- D. Digital Tools
- E. Online Assessments

This section of the DCP will document the activities and deliverables under each component. The section for each component include, but are not limited to:

- Implementation Plan – Provide details on the planned deliverables and/or milestones for the implementation of each activity for the component area. This should be specific to the deliverables that will be funded from the DCP Allocation.
- Evaluation and Success Criteria – For each step of the implementation plan, describe process for evaluating the status of the implementation and once complete, how successful implementation will be determined. This should include how the deliverable will tie to the measurement of the student performance outcome goals established in component A.

Districts are not required to include in the DCP the portion of charter school allocation or charter school plan deliverables. In s. 1011.62(12)(c), F.S., charter schools are eligible for a proportionate share of the DCP Allocation as required for categorical programs in s.1002.33(17)(b).


Districts may also choose to provide funds to schools within the school district through a competitive process as outlined in s. 1011.62(12)(c), F.S.

Gadsden County School District will implement the pre-approved project, **Student Projects using Digital Resources**, and will commit to the professional development guidelines for the Digital Classroom Plan as described below:

To establish a sustainable process for recognizing and disseminating student produced learning using digital processes or resources the district shall develop and implement a process at each school for recognizing quality student developed digital learning supports and a process for sharing those process and/or resources with other students. The project shall include:

- Training for teachers and school leaders at elementary, middle and senior high levels on use of available school technology supports to enable student developed learning.
- Training teachers on uses of the Multi-tier System of Student Supports (MTSS) and Gradual Release of Responsibility strategies to accelerate independent student use of digital learning resources ( a tool kit on implementing gradual release will be provided by the department)
- Assisting school leadership teams in developing processes for supporting student use of digital learning, identification, recognition and sharing of quality outcomes.
- Form and support a district workgroup to identify high quality student work using digital resources and submit to the department “how to” guides that will support other students implementing a similar learning process.


Appendix A - DOE 100A – Project Application Form

<b>FLORIDA DEPARTMENT OF EDUCATION</b> <b>PROJECT APPLICATION</b>									
<b>Please return to:</b>  Florida Department of Education Office of Grants Management Room 532 Tarlington Building 225 West Gaines Street Tallahassee, Florida 32399-6400 Telephone: (850) 265-3496	<b>A) Program Name:</b>  <b>Professional Development for Digital Learning</b>  <b>TAPS NUMBER: 15T63</b>	<b>DOE USE ONLY</b>  Date Received: _____  Project Number (DOE Assigned): _____							
<b>B) Name and Address of Eligible Applicant:</b>  <b>School Board of Gadsden County</b> <b>35 Martin Luther King, Jr. Blvd</b> <b>Quincy, FL 32351</b>		<b>C) Total Funds Requested:</b>  <b>\$ 75,000</b>  <hr/> <b>DOE USE ONLY</b> <b>Total Approved Project:</b>  <b>\$</b>							
<b>D) Applicant Contact &amp; Business Information</b>  <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%; padding: 2px;"> <b>Contact Name:</b>  <b>SHEANITKA B. WIGGINS</b>  <b>Facial Contact Name:</b>  <b>KIM FERREE</b> </td> <td style="width: 40%; padding: 2px;"> <b>Telephone Numbers:</b>   <b>850.627.9651</b> </td> </tr> <tr> <td style="padding: 2px;"> <b>Mailing Address:</b>  <b>35 MLK JR BLVD</b>  <b>QUINCY, FL 32351</b> </td> <td style="padding: 2px;"> <b>e-mail Address:</b>  <b>wiggins@gepsmail.com</b> </td> </tr> <tr> <td style="padding: 2px;"> <b>Physical/Facility Address:</b>  <b>35 MLK JR BLVD</b>  <b>QUINCY, FL 32351</b> </td> <td style="padding: 2px;"> <b>DUNS number:</b>  <b>15281279</b>   <b>FEIN number:</b>  <b>596000615</b> </td> </tr> </table>		<b>Contact Name:</b> <b>SHEANITKA B. WIGGINS</b> <b>Facial Contact Name:</b> <b>KIM FERREE</b>	<b>Telephone Numbers:</b>  <b>850.627.9651</b>	<b>Mailing Address:</b> <b>35 MLK JR BLVD</b> <b>QUINCY, FL 32351</b>	<b>e-mail Address:</b> <b>wiggins@gepsmail.com</b>	<b>Physical/Facility Address:</b> <b>35 MLK JR BLVD</b> <b>QUINCY, FL 32351</b>	<b>DUNS number:</b> <b>15281279</b>  <b>FEIN number:</b> <b>596000615</b>	<b>CERTIFICATION</b>  <p>I, <u>REGINALD C. JAMES</u>, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.</p> <p>Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.</p> <div style="text-align: center; margin-top: 20px;">         (x) _____        Signature of Agency Head     </div>	
<b>Contact Name:</b> <b>SHEANITKA B. WIGGINS</b> <b>Facial Contact Name:</b> <b>KIM FERREE</b>	<b>Telephone Numbers:</b>  <b>850.627.9651</b>								
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DOE 100A  
 Revised February 2014

Page 1 of 2

Pam Stewart, Commissioner





Appendix B - DOE 101S – Budget Narrative Form

FLORIDA DEPARTMENT OF EDUCATION  
BUDGET NARRATIVE FORM

Gradeson County School District

A) Name of Eligible Recipient/Fiscal Agent:

B) DOE Assigned Project Number:

C) TAPS Number: 15A163

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
5900	140	Other Personal Services; Provide substitute teachers for instructional personnel for professional development and training		\$ 4,622.33	100%			
5100	220	FICA/Medicare		\$ 353.61				
5100	240	Worker's Comp		\$ 24.00				
6400	130	In/Out State Travel; Costs for meals, hotel, registration fees, transportation, and other expenses for staff in and from LEA headquarters to designated program sites, training/workshop, and/or business for the district when and for the purpose of performing activities related to the administration and supervision of project		\$ 5,000.00	100%			
6400	310	Professional and Technical Services; Consultants or Facilitators to provide LJA interviews, examinations and consultations (audio, face, electronic, interactive, action research, online, and independent study, etc) associated with the DCP implementation on progress monitoring, reporting, and evaluation for all project activities.		\$ 5,000.00	100%			
6400	122	Stipends; Stipends for instructional staff participating in professional development activities associated with the DCP.		\$ 10,000.00	100%			
6400	220	FICA/Medicare		\$ 756.00	100%			
6400	240	Worker's Comp		\$ 52.00	100%			

**FLORIDA DEPARTMENT OF EDUCATION  
BUDGET NARRATIVE FORM**

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

B) DOE Assigned Project Number: \_\_\_\_\_

C) TAPS Number: 15AT63

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
5910	140	<u>Other Personal Services:</u> Provide substitute teachers for instructional personnel for professional development and training.		\$ 4,622.35	100%			
5100	220	FICA/Medicare		\$ 353.61				
5110	240	Worker's Comp		\$ 24.04				
6400	230	<u>In/Out State Travel:</u> Costs for meals, hotel, registration fees, transportation, and other expenses for staff to and from LEA headquarters to designated program sites, training/workshop, and/or business for the district school board for the purpose of performing activities related to the administration and supervision of project.		\$ 5,000.00	100%			
6400	310	<u>Professional and Technical Services:</u> Consultants or Facilitators to provide LEA inservices, coordinations and consultations (face-to-face, electronic interactive, action research, online, and independent study, etc) associated with the DCP implementation, progress monitoring, reporting, and evaluation for all project activities.		\$ 5,000.00	100%			
6400	122	<u>Stipends:</u> Stipends for instructional staff participating in professional development activities associated with the DCP.		\$ 10,000.00	100%			
6400	220	FICA/Medicare		\$ 756.00	100%			
6400	240	Worker's Comp		\$ 52.00	100%			

## Appendix C - Project Design Narrative

### Project Design-Narrative

Gadsden County School District will implement the pre-approved project, **Student Projects using Digital Resources**, and will commit to the professional development guidelines for the Digital Classroom Plan as described below.

#### **Project Specifications and Commitments:**

To establish a sustainable process for recognizing and disseminating student produced learning using digital processes or resources the district shall develop and implement a process at each school for recognizing quality student developed digital learning supports and a process for sharing those process and/or resources with other students.

The project shall include:

- Training for teachers and school leaders at elementary, middle and senior high levels on use of available school technology supports to enable student developed learning.
- Training teachers on uses of the Multi-tier System of Student Supports (MTSS) and Gradual Release of Responsibility strategies to accelerate independent student use of digital learning resources ( a tool kit on implementing gradual release will be provided by the department)
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- Form and support a district workgroup to identify high quality student work using digital resources and submit to the department "how to" guides that will support other students implementing a similar learning process.

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Professional Development for Digital Learning – TAPS 15AT63



# Appendix D - Project Performance and Accountability Chart

Project Performance and Accountability Chart				
Scope of Work Tasks/Activities	Deliverables (product or service)	Evidence (verification)	Due Date (completion)	Unit Cost
<p>1. Training for teachers and school leaders at elementary, middle and senior high levels on use of available school technology supports to enable student developed learning.</p> <p>Teachers will integrate technology in the district's curriculum to support the district curricular goal of all students attaining proficiency or better with grade level content according to the Florida Assessment standards.</p> <p>Administrators will use technology tools and resources to observe, monitor, and evaluate the teaching and learning environment.</p>	<ul style="list-style-type: none"> <li>Trained Digital Education per school site school-based Digital Classroom team to oversee and support DCP activities</li> <li>Florida Standards training: CPAIMS, etc.</li> <li>District-level PD on a wide range of topics to include: effective instructional design and associated software; software and hardware to support individualized instruction; integration of classroom instruction with resources from the Local Instructional Improvement Systems (LIIS); PALEC's Master In-service Plan &amp; EasyTechLearning.com, etc.</li> <li>Integrate technology tools/equipment to support student learning and to aid teachers in the delivery of core curriculum</li> <li>Use assessment data to guide student learning activities and lesson plans development for all classrooms</li> <li>Administrative evaluations and observation documents</li> <li>Develop each teachers' knowledge of notebook tools, online classroom management, District shared digital files, resources and online assessments.</li> <li>Promote digital sponsored technology workshops for administrators and for teachers during the school year aligned</li> </ul>	<ul style="list-style-type: none"> <li>Training agendas</li> <li>Sign in sheets</li> <li>Synchronous video – conferencing</li> <li>Asynchronous Broadcast via web or I-Stream</li> <li>Results of administrative evaluation and observation documents summaries</li> <li>Select LMS user and usage reports</li> <li>PALEC user reports</li> </ul>	August 2014 & Ongoing	See budget summary for all related cost.

Professional Development for Digital Learning – TAPS 15AT63

### Project Performance and Accountability Chart

Scope of Work Task/Activities	Deliverables (product or service)	Evidence (verification)	Due Date (completion)	Unit Cost
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Professional Development for Digital Learning – TAPS 15AT63

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Professional Development for Digital Learning – TAPS 15AT63



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Professional Development for Digital Learning – TAPS 15AT63

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Professional Development for Digital Learning – TAPS 15AT63



SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

**AGENDA ITEM NO.** 10e

**DATE OF SCHOOL BOARD MEETING:** September 23, 2014

**TITLE OF AGENDA ITEM:** Pre-K – 12 Adopted Courses

**DIVISION:** PK-12 Education

\_\_\_\_\_This is a CONTINUATION of a current project, grant, etc.

**PURPOSE AND SUMMARY OF ITEM:**

(Type and Double Space)

The attached Pre-K -12 adopted courses for the 2014-2015 school year are being submitted to the School Board for approval.

**FUND SOURCE:** NA

**AMOUNT:** NA

**PREPARED BY:** Rosalyn W. Smith

**POSITION:** Deputy Superintendent

---

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

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

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

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



# Gadsden County Schools

## Course Offerings



*“Building A Brighter Future”*

# 2014 - 2015

*Reginald C. James*  
*Superintendent of Schools*

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## GRADES PRE-K TO 5 EDUCATION COURSES

PRE-KINDERGARTEN	
Course Number	Course Name
5100520	District Head Start
5100530	District Title 1 PK
5100530	PK Other
5100560	School Readiness
5100570	VPK School Year Program
5100580	VPK Summer Program
ENGLISH/LANGUAGE ARTS	
5010010	ESOL E – English for Speakers of Other Language - Elementary
5010041	Language Arts Grade K
5010042	Language Arts Grade 1
5010043	Language Arts Grade 2
5010044	Language Arts Grade 3
5010045	Language Arts Grade 4
5010046	Language Arts Grade 5
MATHEMATICS	
5012020	Mathematics Grade K
5012030	Mathematics Grade 1
5012040	Mathematics Grade 2
5012050	Mathematics Grade 3
5012060	Mathematics Grade 4
5012070	Mathematics Grade 5
SCIENCE	
5020010	Science Grade K
5020020	Science Grade 1
5020030	Science Grade 2
5020040	Science Grade 3
5020050	Science Grade 4
5020060	Science Grade 5
SOCIAL STUDIES	
5021020	Social Studies Grade K
5021030	Social Studies Grade 1
5021040	Social Studies Grade 2
5021050	Social Studies Grade 3
5021060	Social Studies Grade 4
5021070	Social Studies Grade 5
PHYSICAL EDUCATION	
5015000	Adaptive PE IEP/504 – Elementary Adaptive Physical Education
5015020	Physical Education Grade K
5015030	Physical Education Grade 1
5015040	Physical Education Grade 2
5015050	Physical Education Grade 3
5015060	Physical Education Grade 4
5015070	Physical Education Grade 5



## GRADES 6 to 8 EDUCATION COURSES

ENGLISH/LANGUAGE ARTS	
Course Number	Course Name
<b>REMEDIAL</b>	
1000000	M/J Intensive Language Arts
1000010	M/J Intensive Reading
1000020	M/J Intensive Reading and Career Planning
<b>ENGLISH</b>	
1001010	M/J Language Arts 1
1001020	M/J Language Arts 1, Advanced
1001040	M/J Language Arts 2
1001050	M/J Language Arts 2, Advanced
1001070	M/J Language Arts 3
1001080	M/J Language Arts 3, Advanced
<b>READING</b>	
1008010	M/J Reading 1
1008020	M/J Reading 1, Advanced
1008040	M/J Reading 2
1008050	M/J Reading 2 Advanced
1008070	M/J Reading 3
1008080	M/J Reading 3, Advanced
<b>ENGLISH FOR SPEAKERS OF OTHER LANGUAGES</b>	
1002000	M/J Language Arts 1 ESOL
1002010	M/J Language Arts 2 ESOL
1002020	M/J Language Arts 3 ESOL
1002180	M/J Developmental Language Arts Through ESOL
1002181	M/J Developmental Language Arts Through ESOL (Reading)
<b>MEDIA</b>	
1006000	M/J Journalism 1
1006010	M/J Journalism 2
1006020	M/J Journalism 3
<b>ORAL COMMUNICATIONS</b>	
1007000	M/J Speech – Debate 1
1007010	M/J Speech – Debate 2
1007020	M/J Speech – Debate 3
<b>WRITING</b>	
1009000	M/J Creative Writing 1
1009010	M/J Creative Writing 2
1009020	M/J Creative Writing 3
1009030	M/J Writing 1
1009040	M/J Writing 2
1009050	M/J Writing 3
1000220	M/J Language Arts Transfer
<b>MATHEMATICS</b>	
<b>REMEDIAL</b>	
1204000	M/J Intensive Mathematics

GENERAL MATHEMATICS	
1205010	M/J Mathematics 1
1205020	M/J Mathematics 1, Advanced
1205040	M/J Mathematics 2
1205050	M/J Mathematics 2, Advanced
1205070	M/J Pre-Algebra
1200220	M/J Mathematics Transfer
SCIENCE	
2002040	M/J Comprehensive Science 1
2002050	M/J Comprehensive Science 1, Advanced
2002070	M/J Comprehensive Science 2
2002080	M/J Comprehensive Science 2, Advanced
2002100	M/J Comprehensive Science 3
2003110	M/J Comprehensive Science 3, Advanced
2000220	M/J Science Transfer
SOCIAL STUDIES	
2109010	M/J World History
2109020	M/J World History, Advanced
2106010	M/J Civics
2106015	M/J Civics (Semester Course)
2106020	M/J Civics, Advanced
2106025	M/J Civics, Advanced (Semester Course)
2106016	M/J Civics & Career Planning
2106026	M/J Civics & Career Planning, Advanced
2100010	M/J United States History
2100020	M/J United States History, Advanced
2100220	M/J Social Studies Transfer
PHYSICAL EDUCATION	
1500000	M/J Adaptive Physical Education IEP or 504 Plan
1500220	M/J Physical Education Transfer
1508600	M/J Comprehensive Grades 6/7
1508700	M/J Comprehensive Grade 8
EXPERIENTIAL	
0500000	M/J Personal, Career, and School Development Skills 1
0500010	M/J Personal, Career, and School Development Skills 2
0500020	M/J Personal, Career, and School Development Skills 1
EXPLORATORY	
0600000	M/J Exploratory Wheel 1
0600010	M/J Exploratory Wheel 2 and Career Planning
0600020	M/J Exploratory Wheel 3
0600030	M/J Exploratory Wheel 4
0600040	M/J Exploratory Wheel 5
0600050	M/J Exploratory Wheel 6
HEALTH	
0800000	M/J Health 1
0800010	M/J Health 2

0800015	M/J Health 2 and Career Planning
0800020	M/J Health 3
0800025	M/J Health 3 and Career Planning
0800030	M/J Health 4
0800040	M/J Health 5
0800050	M/J Health 6
0800220	M/J Health Transfer
<b>INSTRUMENTAL MUSIC</b>	
1302000	M/J Band 1
1302010	M/J Band 2
1302020	M/J Band 3
1302030	M/J Band 4
<b>CHORAL MUSIC</b>	
1303000	M/J Chorus 1
1303010	M/J Chorus 2
1303020	M/J Chorus 3
1303030	M/J Chorus 4
<b>DANCE</b>	
0300000	M/J Dance 1
0300010	M/J Dance 2
0300020	M/J Dance 3
0300220	M/J Dance Transfer
<b>RESEARCH AND CRITICAL THINKING</b>	
1700000	M/J Research 1
1700010	M/J Research 2
1700020	M/J Research 3
<b>LIBRARY MEDIA</b>	
1100000	M/J Library Skills/Information Literacy
1100220	M/J Library Media Transfer
<b>PEER COUNSELING</b>	
1400000	M/J Peer Counseling 1
1400010	M/J Peer Counseling 2



## GRADES 9 to 12 EDUCATION COURSES

ENGLISH LANGUAGE ARTS		
Course Number	Course Name	Number Credits
1000400	Intensive Language Arts	
1000410	Intensive Reading	
1000420	Intensive Writing	
1001310	English 1	1.0
1001315	English 1 CR – for Credit Recovery	1.0
1001320	English 1, Honors	1.0
1001340	English 2	1.0
1001345	English 2 CR – for Credit Recovery	1.0
1001350	English 2, Honors	1.0
1001370	English 3	1.0
1001375	English 3 Honors	1.0
1001380	English 3 CR – for Credit Recovery	1.0
1001400	English 4	1.0
1001402	English 4 CR – for Credit Recovery	1.0
1001410	English 4 Honors	1.0
1001405	English 4: Florida College Prep	1.0
1001420	AP English Language and Composition	1.0
1001430	AP English Literature and Composition	1.0
1001460	Applied Communications 1	1.0
1001470	Applied Communications 2	1.0
READING		
1008300	Reading 1	1.0
1008310	Reading 2	1.0
1008320	Reading Honors	.5
1008330	Reading 3	1.0
1008350	Reading for College Success	.5
WRITING		
1009300	Writing 1	.5
1009310	Writing 2	.5
1009320	Creative Writing 1	.5
1009330	Creative Writing 2	.5
1009331	Creative Writing 3 Honors	1.0
1009332	Creative Writing 4 Honors	1.0
1009333	Creative Writing 5 Honors	1.0
1009370	Writing for College Success	.5
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES		
1002300	English 1 Through ESOL	1.0
1002305	English 1 Through ESOL Credit Recovery	1.0
1002310	English 2 Through ESOL	1.0
1002315	English 2 Through ESOL Credit Recovery	1.0
1002320	English 3 Through ESOL	1.0
1002325	English 3 Through ESOL Credit Recovery	1.0

1002380	Developmental Language Arts Through ESOL	
1002381	Developmental Language Arts ESOL (Reading)	
1002520	English 4 Through ESOL	1.0
1002525	English 4 Through ESOL Credit Recovery	1.0
<b>PRINT, BROADCAST, AND ONLINE MEDIA</b>		
1006300	Journalism 1	1.0
1006310	Journalism 2	1.0
1006320	Journalism 3	1.0
1006330	Journalism 4	1.0
1006331	Journalism 5 Honors	1.0
<b>ORAL COMMUNICATIONS</b>		
1007300	Speech 1	1.0
1007310	Speech 2	1.0
1007330	Debate 1	1.0
1007340	Debate 2	1.0
1007350	Debate 3 Honors	1.0
1007360	Debate 4 Honors	1.0
1007370	Debate 5 Honors	1.0
<b>MATHEMATICS</b>		
1200400	Intensive Mathematics	
1200310	Algebra 1	1.0
1200315	Algebra 1 CR – for Credit Recovery	1.0
1200320	Algebra 1 Honors	1.0
1200330	Algebra 2	1.0
1200335	Algebra 2 CR – for Credit Recovery	1.0
1200340	Algebra 2 Honors	1.0
1200370	Algebra 1 - A	1.0
1200375	Algebra 1 - A CR – for Credit Recovery	1.0
1200380	Algebra 1 - B	1.0
1200385	Algebra 1 - B CR – for Credit Recovery	1.0
1200410	Math for College Success	1.0
1299500	Advanced Algebra with Financial Applications	1.0
1200700	Math for College Readiness	1.0
1202300	Calculus Honors	1.0
1202310	Advanced Placement Calculus AB	1.0
1202320	Advanced Placement Calculus BC	1.0
1202340	Pre-Calculus Honors	1.0
1206310	Geometry	1.0
1206315	Geometry CR – for Credit Recovery	1.0
1206320	Geometry Honors	1.0
1206330	Analytical Geometry Honors	.5
1207300	Liberal Arts Mathematics 1	1.0
1207310	Liberal Arts Mathematics 2	1.0
1298310	Advanced Topics in Mathematics	1.0
<b>SCIENCE</b>		
2000310	Biology 1	1.0



2000315	Biology 1 CR- for Credit Recovery	1.0
2000320	Biology 1 Honors	1.0
2000330	Biology 2 Honors	1.0
2000340	Advanced Placement Biology	1.0
2000350	Anatomy & Physiology	1.0
2000360	Anatomy & Physiology Honors	1.0
2000430	Biotech	1.0
3027020	Biotech 2	1.0
2000500	Bioscience 1 Honors	1.0
2000510	Bioscience 2 Honors	1.0
2000520	Bioscience 3 Honors	1.0
2001310	Earth Space Science	1.0
2000320	Earth Space Science Honors	1.0
2001380	Advanced Placement Environmental Science	1.0
2001340	Environmental Science	1.0
2002400	Integrated Science 1	1.0
2002405	Integrated Science 1 CR for Credit Recovery	1.0
2002410	Integrated Science 1 Honors	1.0
2002420	Integrated Science 2	1.0
2002425	Integrated Science 2 CR for Credit Recovery	1.0
2002430	Integrated Science 2 Honors	1.0
2002440	Integrated Science 3	1.0
2002445	Integrated Science 3 CR for Credit Recovery	1.0
2002450	Integrated Science 3 Honors	1.0
2003310	Physical Science	1.0
2003320	Physical Science Honors	1.0
2003340	Chemistry 1	1.0
2003345	Chemistry 1 CR– for Credit Recovery	1.0
2003350	Chemistry 1 Honors	1.0
2003360	Chemistry 2 Honors	1.0
2003370	Advanced Placement Chemistry	1.0
2003380	Physics 1	1.0
2003385	Physics 1 CR – for Credit Recovery	1.0
2003390	Physics 1 Honors	1.0
2003410	Physics 2 Honors	1.0
2003421	Advanced Placement Physics 1	1.0
2003422	Advanced Placement Physics 2	1.0
8106810	Agriscience Foundations 1	1.0
<b>SOCIAL STUDIES</b>		
2100310	United States History	1.0
2100315	United States History CR - for Credit Recovery	1.0
2100320	United States History Honors	1.0
2100330	Advanced Placement United States History	1.0
2100340	African American History	1.0
2100350	Florida History	.5
2102310	Economics	.5



2102315	Economics CR – for Credit Recovery	.5
2102320	Economics Honors	.5
2106315	United States Government	.5
2106315	United States Government CR – for Credit Recovery	.5
2106320	United States Government Honors	.5
2106330	Civics	1.0
2106420	Advanced Placement United States Government and Politics	.5
2107300	Psychology 1	.5
2107310	Psychology 2	.5
2107350	Advanced Placement Psychology	1.0
2109310	World History	1.0
2109315	World History CR – for Credit Recovery	1.0
2109320	World History Honors	1.0
2109420	Advanced Placement World History	1.0
2100990	Social Studies Transfer	
<b>HEALTH EDUCATION</b>		
0800300	Health 1 – Life Management Skills	.5
0800310	Health 2 – Personal Health	.5
0800320	First Aid and Safety	.5
0800370	Parenting 1	.5
0800380	Parenting 2	.5
0800390	Health for Expectant Parents	.5
0800400	ROTC Life Management Waiver	
0800990	Health Transfer	
<b>LEADERSHIP SKILLS DEVELOPMENT</b>		
2400300	Leadership Skills Development	1.0
2400310	Leadership Techniques	1.0
<b>ARMY JR ROTC</b>		
1801300	Army Leadership Education and Training 1	1.0
1801310	Army Leadership Education and Training 2	1.0
1801320	Army Leadership Education and Training 3	1.0
1801330	Army Leadership Education and Training 4	1.0
<b>WORLD LANGUAGES</b>		
0701320	French 1	1.0
0701330	French 2	1.0
0701340	French 3 Honors	1.0
0708340	Spanish 1	1.0
0708350	Spanish 2	1.0
0708360	Spanish 3 Honors	1.0
0708370	Spanish 4 Honors	1.0
<b>PHYSICAL EDUCATION</b>		
3026010	HOPE – Physical Education	1.0
1501300	Personal Fitness	.5
1501340	Weight Training 1	.5
1501350	Weight Training 2	.5
1501360	Weight Training 3	.5

1503300	Track & Field	.5
1503310	Basketball 1	.5
1503315	Basketball 2	.5
1503320	Soccer	.5
1503350	Team Sports 1	.5
1503360	Team Sports 2	.5
<b>EXPERIENTIAL EDUCATION</b>		
0500300	Executive Internship 1	1.0
0500310	Executive Internship 2	1.0
0500320	Executive Internship 3	1.0
0500330	Executive Internship 4	1.0
<b>RESEARCH AND CRITICAL THINKING</b>		
1700300	Research 1	1.0
1700310	Research 2	1.0
1700320	Research 3	1.0
<b>INSTRUMENTAL MUSIC</b>		
1302300	Band 1	1.0
1302310	Band 2	1.0
1302320	Band 3	1.0
1302330	Band 4	1.0
1302340	Band 5 Honors	1.0
1302355	Marching Band	1.0
<b>CHORAL MUSIC</b>		
1303300	Chorus 1	1.0
1303310	Chorus 2	1.0
1303320	Chorus 3	1.0
1303330	Chorus 4	1.0
1303340	Chorus 5 Honors	1.0
1303350	Chorus 6 Honors	1.0
<b>PEER COUNSELING</b>		
1400300	Peer Counseling 1	.5
1400310	Peer Counseling 2	.5
1400320	Peer Counseling 3	.5
1400330	Peer Counseling 4	.5
<b>DRIVER EDUCATION AND TRAFFIC SAFETY</b>		
1900300	Driver Education/Traffic Safety- Classroom	.5
1900310	Driver Education/Traffic Safety – Classroom & Laboratory	.5
<b>ART-VISUAL ARTS</b>		
0101300	2-D Studio Art 1	1.0
0101310	2-D Studio Art 2	1.0
0101320	2-D Studio Art 3 Honors	1.0
0101330	3-D Studio Art 1	1.0
0101340	3-D Studio Art 2	1.0
0101350	3-D Studio Art 3 Honors	1.0
0101355	Creating 2-D Art	1.0

0101365	Creating 3-D Art	1.0
<b>CERAMICS/POTTERY</b>		
0102300	Ceramics/Pottery 1	1.0
0102310	Ceramics/Pottery 2	1.0
0102320	Ceramics/Pottery 3 Honors	1.0
<b>DIGITAL ARTS</b>		
0108370	Digital Art Imaging 1	1.0
0108380	Digital Art Imaging 2	1.0
0108390	Digital Art Imaging 3 Honors	1.0
<b>DRAWING/PAINTING</b>		
0104340	Drawing 1	1.0
0104350	Drawing 2	1.0
0105360	Drawing 3 Honors	1.0
0104370	Painting 1	1.0
0104380	Painting 2	1.0
0104390	Painting 3 Honors	1.0
0100990	Art Transfer	
<b>COMPUTER EDUCATION</b>		
0200320	Advanced Placement Computer Science	1.0
0200990	Computer Education Transfer	



## EXCEPTIONAL STUDENT EDUCATION COURSES

Course Number	Course Name
<b>PRE-KINDERGARTEN</b>	
7650030	Prekindergarten Disabilities: Age 0-2
765130	Prekindergarten Disabilities: Age 3-5
<b>ACADEMICS – GENERAL (ELEMENTARY)</b>	
7755040	Advanced Academics: K-5 Gifted
<b>ACADEMICS – SUBJECT AREAS (ELEMENTARY)</b>	
7701010	Art: K-5
7710011	Access Language Arts Grade K
7710012	Access Language Arts Grade 1
7710013	Access Language Arts Grade 2
7710014	Access Language Arts Grade 3
7710015	Access Language Arts Grade 4
7710016	Access Language Arts Grade 5
7712015	Access Mathematics Grade K
7712020	Access Mathematics Grade 1
7712030	Access Mathematics Grade 2
7712040	Access Mathematics Grade 3
7712050	Access Mathematics Grade 4
7712060	Access Mathematics Grade 5
7713010	Music: K-5
7715010	Physical Education: K-5
7720015	Access Science Grade K
7720020	Access Science Grade 1
7720030	Access Science Grade 2
7720040	Access Science Grade 3
7720050	Access Science Grade 4
7720060	Access Science Grade 5
7721011	Access Social Studies Grade K
7721012	Access Social Studies Grade 1
7721013	Access Social Studies Grade 2
7721014	Access Social Studies Grade 3
7721015	Access Social Studies Grade 4
7721016	Access Social Studies Grade 5
<b>SPECIAL COURSES</b>	
7721020	Unique Skills: Social and Emotional: PK-5
7755020	Hospital and Homebound Academic and Unique Skills
7763010	Unique Skills: PK-5
7763020	Speech and Auditory Training: PK-5
7763060	Orientation and Mobility
7763080	Expanded Core Competencies: PK-5
7763090	Expanded Skills: PK-5
7763100	Unique Skills Independent Functioning: PK-5
7763110	Unique Skills Curriculum and Learning: PK-5
7763120	Unique Skills Communication: PK-5

<b>THERAPY</b>	
7700010	Therapeutic Instructional Support: PK-5
7763030	Speech Therapy: PK-5
7763040	Language Therapy: PK-5
7763050	Occupational Therapy: PK-5
7763070	Physical Therapy: PK-5
<b>ACADEMICS – GENERAL (MIDDLE SCHOOL)</b>	
7855040	Advanced Academics: 6-8 for Gifted Students
7855042	Advanced Academics: 6-8 & Career Planning for Gifted Students
<b>ACADEMICS – SUBJECT AREAS (MIDDLE SCHOOL)</b>	
7801010	Visual and Performing Arts: 6-8
7810011	Access M/J Language Arts 1
7810012	Access M/J Language Arts 2
7810013	Access M/J Language Arts 3
7812015	Access M/J Mathematics 1
7812020	Access M/J Mathematics 2
7812030	Access M/J Mathematics 3
7813010	Music: 6-8
7815010	Physical Education: 6-8
7820015	Access M/J Comprehensive Science 1
7820016	Access M/J Comprehensive Science 2
7820017	Access M/J Comprehensive Science 3
7820020	Health: 6-8
7821021	Access M/J Civics
7821022	Access M/J World History
7821023	Access M/J Civics & Career Planning
7821025	Access M/J United States History
7821026	M/J United States History & Career Planning
7821030	Career and Education Planning
<b>SPECIAL SKILLS COURSES</b>	
7863000	Unique Skills: Social & Emotional 6-8
7863010	Unique Skills: 6-8
7863020	Speech and Auditory Training: 6-8
7863030	Unique Skills: Independent Functioning 6-8
7863040	Unique Skills: Curriculum & Learning 6-8
7863050	Unique Skills: Communication 6-8
7863060	Orientation and Mobility: 6-8
7863070	Expanded Skills: 6-8
7863080	Expanded Core Competencies: 6-8
7863090	Learning Strategies: 6-8
<b>THERAPY</b>	
7800010	Therapeutic Instructional Support: 6-8
7855020	Hospital and Homebound Instructional Services: 6-8
7866030	Speech Therapy: 6-8
7866040	Language Therapy: 6-8
7866050	Occupational Therapy: 6-8



7866070	Physical Therapy: 6-8
<b>ACADEMICS – SUBJECT AREAS (HIGH SCHOOL)</b>	
7910100	Reading: 9-12
7910110	English: 9-12
7910111	Access English 1/2
7910112	Access English 3/4
7910115	Fundamental English 1
7910120	Fundamental English 2
7910125	Fundamental English 3
7910130	Fundamental English 4
7910390	Life Skills Communication: 9-12
7910400	Life Skills Reading: 9-12
7912050	Math: 9-12
7912060	Access Informal Geometry
7912065	Access Geometry
7912070	Access Liberal Arts Mathematics
7912080	Access Algebra 1A
7912090	Access Algebra 1B
7912100	Fundamental Algebraic Skills
7912105	Fundamental Consumer Mathematics
7912110	Fundamental Explorations in Mathematics 1
7912115	Fundamental Explorations in Mathematics 2
7912340	Life Skills Math: 9-12
7915010	Specially Designed Physical Education
7915015	Access Health Opportunities through Physical Education (HOPE) - 9-12
7920010	Science: 9-12
7920011	Access Chemistry 1
7920015	Access Biology 1
7920020	Access Earth/Space Science
7920025	Access Integrated Science 1
7920030	Fundamental Integrated Science 1
7920035	Fundamental Integrated Science 2
7920040	Fundamental Integrated Science 3
7920050	Health and Safety: 9-12
7921010	Social Studies: 9-12
7921015	Access United States Government
7921022	Access Economics with Financial Literacy
7921025	Access United States History
7921030	Fundamental World History
7921035	Fundamental United States History
7921042	Fundamental Economics with Financial Literacy
7921045	Fundamental United States Government
7921330	Career Education: 9-12
7960010	Transition Planning: 9-12
7967010	Visual and Performing Arts



<b>SUPPORTED LEVEL: 9-12</b>	
7961010	Academic Skills for Functional Living
7961020	Communication Skills for Functional Living
7961030	Personal and Home Skills for Functional Living
7961040	Leisure and Recreation Skills for Functional Living
7961050	Community and Social Skills for Functional Living
<b>PARTICIPATORY LEVEL: 9-12</b>	
7962010	Cognitive and Linguistic Skills
7962020	Life Sustaining and Environmental Interaction Skills
7962030	Leisure/Recreation Skills for Improvement of Quality of Life
7962040	Developmental-Functional Motor and Sensory Skills
<b>SPECIAL SKILLS COURSES</b>	
7963010	Preparation for Adult Living
7963040	Expanded Skills: 9-12
7963050	Expanded Core Competencies: 9-12
7963060	Orientation and Mobility: 9-12
7963070	Unique Skills: Social and Emotional 9-12
7963080	Learning Strategies: 9-12
7963090	Skills for Students who are Gifted
7963130	Unique Skills: 9-12
7963140	Self-Determination
7963150	Unique Skills: Communication 9-12
7963160	Unique Skills: Independent Functioning 9-12
7963170	Unique Skills: Curriculum & Learning 9-12
7963180	Speech and Auditory Training 9-12
<b>MISCELLANEOUS</b>	
7919010	Driver Education for Special Learners
<b>GIFTED</b>	
7965010	Research Methodology for Students who are Gifted
7965030	Externship for Students who are Gifted
7965040	Studies for Students who are Gifted
<b>THERAPY</b>	
7900010	Therapeutic Instructional Support: 9-12
7900030	Hospital and Homebound Instructional Services 9-12
7966010	Physical Therapy: 9-12
7966020	Occupational Therapy: 9-12
7966030	Speech Therapy: 9-12
7966040	Language Therapy: 9-12
<b>CAREER AND TECHNICAL EDUCATION FOR STUDENTS WITH DISABILITIES</b>	
7980040	Preparation for Entrepreneurship/Self-Employment
7980110	Career Preparation: 9-12
7980120	Career Experiences: 9-12
7980130	Career Placement: 9-12
7980150	Supported Competitive Employment
7980190	Technology Education

## CAREER & TECHNICAL EDUCATION PROGRAMS

<b>AGRICULTURE, FOOD &amp; NATURAL RESOURCES CAREER PATH</b>		
<b>FOOD PRODUCTS &amp; PROCESSING SYSTEMS CAREER PATH (AGPA)</b>		
<b>Course Number</b>	<b>Course Name</b>	<b>Number Credits</b>
8129200	Food Science Applications	1.0
8106810	Agriscience Foundations 1/Level 3	1.0
8129210	Food Science Applications2/Level 2	1.0
8129220	Food Science Applications 3/Level 2	1.0
<b>PLANT SYSTEMS CAREER PATH (AGPB)</b>		
A120200	Advanced Floral Design and Management	
ORH0044	Advanced Floral Design	2.0
ORH0614	Advanced Floral Sales	1.0
ORH0624	Advanced Floral Shop Manager	1.0
8818000	Advanced Floral Design & Marketing	1.0
8818010	Floral Design & Marketing 1	1.0
8818020	Floral Design & Marketing 2	1.0
8818030	Floral Design & Marketing 3	1.0
8818040	Floral Design & Marketing 4	1.0
8818050	Floral Design & Marketing 5	1.0
8121600	Horticulture Science & Services	1.0
8121510	Introductory Horticulture 2	1.0
8121520	Horticulture Science 3	1.0
<b>POWER, STRUCTURAL &amp; TECHNICAL SYSTEMS CAREER PATH (AGPD)</b>		
8103400	Agricultural Machinery Mechanics	1.0
8103120	Agricultural Machinery Mechanics 2	1.0
8103130	Agricultural Machinery Mechanics 3	1.0
8103410	Agricultural Machinery Mechanics 4	1.0
8103420	Agricultural Machinery Mechanics 5	1.0
8103430	Agricultural Machinery Mechanics 6	1.0
8103210	Agricultural Machinery Operations 4	1.0
SER0004	Outdoor Power Equipment 1	2.5
SER0005	Outdoor Power Equipment 2	2.5
SER0006	Outdoor Power Equipment 3	2.5
<b>AGRICULTURE BIOTECHNOLOGY</b>		
8106600	Agricultural Biotechnology	1.0
8106850	Agricultural Biotechnology 2	1.0
8106860	Agricultural Biotechnology 3	1.0
8106500	Plant Biotechnology	1.0
8106510	Plant Biotechnology 3	1.0
8100330	Advanced Concepts of Agriscience	1.0
<b>DESIGN/PRE-CONSTRUCTION CAREER PATH (ACPA)</b>		
8725400	Architectural Drafting	1.0
8725010	Drafting 1	1.0
8725020	Drafting 2	1.0
8725030	Drafting 3	1.0



8725040	Drafting 4	1.0
8725110	Electronic Drafting 5	1.0
8725120	Electronic Drafting 6	1.0
8725130	Electronic Drafting 7	1.0
8725140	Electronic Drafting 8	1.0
8725210	Electrical Drafting 5	1.0
8725220	Electrical Drafting 6	1.0
8725230	Electrical Drafting 7	1.0
8725240	Electrical Drafting 8	1.0
8722000	Building Trades & Construction Design Technology	1.0
8722010	Building Trades & Construction Design Technology 1	1.0
8722020	Building Trades & Construction Design Technology 2	1.0
8722030	Building Trades & Construction Design Technology 3	1.0
BCV0080	Building Construction Assistant	3.0
BCV0081	Carpentry & Masonry Technician	1.0
BCV0082	Electrical & Plumbing Technician	1.0
BCV0083	Air Conditioning & Painting Technician	1.0
8915010	Civil Engineering Aide 1	1.0
8915020	Civil Engineering Aide 2	1.0
8915030	Civil Engineering Aide 3	1.0
8915040	Civil Engineering Aide 4	1.0
<b>CONSTRUCTION CAREER PATH (ACPB)</b>		
8713010	Air Conditioning, Refrigeration & Heating Technology 1	1.0
8713020	Air Conditioning, Refrigeration & Heating Technology 2	1.0
8713030	Air Conditioning, Refrigeration & Heating Technology 3	1.0
8713040	Air Conditioning, Refrigeration & Heating Technology 4	1.0
8713050	Air Conditioning, Refrigeration & Heating Technology 5	1.0
ACR0041	Air Conditioning, Refrigeration & Heating Helper	1.5
ACR0043	Air Conditioning, Refrigeration & Heating Mechanic Asst.	1.5
ACR0047	Air Conditioning, Refrigeration & Heating Mechanic 1	1.5
ACR0049	Air Conditioning, Refrigeration & Heating Mechanic 2	1.5
ACR0044	Air Conditioning, Refrigeration & Heating Technician	2.0
ACR0045	Refrigeration Mechanic	2.0
8722610	Masonry 1	1.0
8722620	Masonry 2	1.0
8722630	Masonry 3	1.0
8722640	Masonry 4	1.0
8722650	Masonry 5	1.0
8720310	Building Construction Technologies 1	1.0
8720320	Building Construction Technologies 2	1.0
8720330	Building Construction Technologies 3	1.0
8720340	Building Construction Technologies 4	1.0
8720350	Building Construction Technologies 5	1.0
BCV0400	Building Construction Helper	3.0
BCV0401	Building Construction Technician 1	2.0
BCV0402	Building Construction Technician 2	2.0



8722110	Carpentry & Cabinetmaking 1	1.0
8722120	Carpentry & Cabinetmaking 2	1.0
8722130	Carpentry & Cabinetmaking 3	1.0
8720140	Carpentry & Cabinetmaking 4	1.0
8720150	Carpentry & Cabinetmaking 5	1.0
BCV0107	Carpenter Helper	2.0
BCV0235	Cabinet Finisher	1.0
BCV0240	Cabinet Assembler	2.0
BCV0243	Cabinet Maker	3.0
C510100	Carpentry 1	
C510200	Carpentry 2	
8722140	Carpentry 4	1.0
8722150	Carpentry 5	1.0
8727210	Electricity 1	1.0
8727220	Electricity 2	1.0
8727230	Electricity 3	1.0
8727240	Electricity 4	1.0
8727250	Electricity 5	1.0
BCV0603	Electrician Helper	2.0
BCV0640	Residential Electrician	3.0
BCV0652	Commercial Electrician	3.0
8721610	Plumbing Technology 1	1.0
8721620	Plumbing Technology 2	1.0
8721630	Plumbing Technology 3	1.0
8721640	Plumbing Technology 4	1.0
8721650	Plumbing Technology 5	1.0
<b>VISUAL ARTS CAREER PATH (ARPF)</b>		
8209510	Digital Design 1	1.0
8209520	Digital Design 2	1.0
8209530	Digital Design 3	1.0
8209540	Digital Design 4	1.0
8209550	Digital Design 5	1.0
<b>BUSINESS FINANCIAL MANAGEMENT CAREER PATH (BAPB)</b>		
8200320	Applied Computer Business Skills 1	.5
8200330	Applied Computer Business Skills 2	.5
8209020	Computing for College Careers	1.0
8207310	Introduction to Information Technology	1.0
8203310	Accounting Applications 1	1.0
8203320	Accounting Applications 2	1.0
8203330	Accounting Applications 3	1.0
8203340	Accounting Applications 4	1.0
8203350	Accounting Applications 5	1.0
OTA0040	Information Technology Assistant	1.0
ACO0040	Accounting Clerk	2.0
ACO0041	Accounting Associate	2.0
ACO0042	Accounting Assistant	1.0

<b>ADMINISTRATIVE &amp; INFORMATION SUPPORT CAREER PATH (BAPF)</b>		
8212500	Administrative Office Specialist	
8212110	Administrative Office Technology 1	1.0
8212410	Administrative Office Technology 2	1.0
8212420	Administrative Office Technology 3	1.0
8212201	Medical Office Technology 1	1.0
8212202	Medical Office Technology 2	1.0
8212203	Medical Office Technology 3	1.0
8212204	Medical Office Internship	1.0
B070300	Medical Administrative Specialist	
OTA0631	Medical Office Technologist	2.0
<b>THERAPEUTIC SERVICES CAREER PATH (HLPa)</b>		
8417100	Health Science 1	1.0
8417110	Health Science 2	1.0
8417131	Allied Health Assisting 3	1.0
HCP0330	Home Health Aide	.5
MEA0550	Medical Assistant 1	2.0
MEA0551	Medical Assistant 2	2.0
MEA0552	Medical Assistant 3	2.0
8417201	Medical Laboratory Assisting	
8417210	Nursing Assistant (Acute and Long Term)	
8417211	Nursing Assistant 3	1.0
8418310	Practical Nursing 1	1.0
8418320	Practical Nursing 2	1.0
8418330	Practical Nursing 3	1.0
8418340	Practical Nursing 4	1.0
8418350	Practical Nursing 5	1.0
<b>RESTAURANTS AND FOOD &amp; BEVERAGE SERVICES CAREER PATH (HTPA)</b>		
8800510	Culinary Arts1	1.0
8800520	Culinary Arts 2	1.0
8800530	Culinary Arts 3	1.0
8800540	Culinary Arts 4	1.0
<b>PERSONAL CARE SERVICES CAREER PATH (HMPD)</b>		
8757110	Barbering 1	1.0
8757120	Barbering 2	1.0
875130	Barbering 3	1.0
875140	Barbering 4	1.0
875150	Barbering 5	1.0
8905100	Cosmetology	
8757210	Cosmetology Grooming and Salon Services Core 1	.5
8905120	Cosmetology Nails 2	.5
8905130	Cosmetology Facials 3	.5
8905140	Cosmetology 4	1.0
8905150	Cosmetology 5	1.0
COS0002	Cosmetologist 1	2.0
COS0003	Cosmetologist 2	2.0

COS0009	Cosmetologist 3	2.5
8757300	Nails Specialty	
8757310	Nails Specialty 2	.5
8757320	Nails Specialty 3	1.0
<b>NETWORK SYSTEMS CAREER PATH (ITPA)</b>		
8207310	Introduction to Information Technology	1.0
8732110	Computer Systems Technology 1	1.0
8732120	Computer Systems Technology 2	1.0
8732130	Computer Systems Technology 3	1.0
8732140	Computer Systems Technology 4	1.0
8732150	Computer Systems Technology 5	1.0
9005110	Digital Media Fundamentals	1.0
9005120	Digital Media Production Systems	1.0
8207020	Networking 1	1.0
8207030	Networking 2	1.0
8207040	Networking 3	1.0
8207050	Networking 4	1.0
8207110	Web Design 1	1.0
8207120	Web Design 2	1.0
8207130	Web Design 3	1.0
8207140	Web Design 4	1.0
<b>FACILITY &amp; MOBILE EQUIPMENT MAINTENANCE CAREER PATH (TRPD)</b>		
8709410	Automotive Service Technology 1	1.0
8709420	Automotive Service Technology 2	1.0
8709430	Automotive Service Technology 3	1.0
8709440	Automotive Service Technology 4	1.0
8766010	Gas Engine Service Technology 1	1.0
8766020	Gas Engine Service Technology 2	1.0
8766030	Gas Engine Service Technology 3	1.0
8766040	Gas Engine Service Technology 4	1.0
8766050	Gas Engine Service Technology 4	1.0
SER0161	Small Engine Mechanic 1	2.0
SER0162	Small Engine Mechanic 2	2.0





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**DPS: 2014-85**

**MEMORANDUM**

**TO:** School District Superintendents  
Florida College System Chief Academic and Student Affairs Officers

**FROM:** Pam Stewart

**DATE:** June 6, 2014

**SUBJECT:** 2014–2015 Dual Enrollment Course—High School Subject Area Equivalency List

The purpose of the *2014–2015 Dual Enrollment Course—High School Subject Area Equivalency List*, authorized by section (s.) 1007.271(9), Florida Statutes (F.S.), is to establish equivalencies between postsecondary courses completed through dual enrollment and high school subject area credit. All high schools will accept these dual enrollment courses toward meeting graduation requirements.

Pursuant to s. 1007.01(3)(c), F.S., the Articulation Coordinating Committee (ACC) annually recommends dual enrollment course and high school subject area equivalencies for approval by the State Board of Education and the Board of Governors. The recommended changes were approved by the ACC on April 26, 2014, and approved by the State Board of Education on May 20, 2014. The revised list may be found at: <http://www.fldoe.org/articulation/pdf/DEList.pdf>.

Below is a summary of the revisions included in the *2014–2015 Dual Enrollment Course—High School Subject Area Equivalency List*:

**Practical Arts/  
Career Education** New courses were added and assigned to either vocational (elective) high school credit or practical arts credit (pursuant to s. 1003.428(2)(a)5, F.S.).

Introductory language to this section of the list clarifies that all career education courses taken through dual enrollment must lead toward a career certificate and an industry certification on a funding list described in s. 1008.44, F.S.

**Science**

Faculty reviewers determined that the content in the sequence of BSC x010 “General Biology I” and BSC x011 “General Biology II” is comparable to the standards for Biology I (2000310) or equivalent. Therefore, successful completion of this sequence of courses will satisfy the Biology I graduation requirement and may also serve as preparation for the Biology I End-of-Course (EOC) assessment. Each BSC course, as well as all other postsecondary science courses on the list, may apply toward the “equally rigorous” high school science requirement.

**Social Studies**

Faculty reviewers have determined that the content in the sequence of AMH x010 “United States History I” and AMH x020 “United States History II” is comparable to the standards covered in United States History (2100310) or equivalent, and therefore may be used as preparation for the U.S. History EOC assessment.

Any two AMH courses on the list, or other postsecondary courses as determined by the school district, may be used to satisfy the United States History credit toward high school graduation.

The economics courses previously included on the list have been removed due to the requirement of s. 1003.4282(3)(d), F.S., that the economics high school graduation requirement includes a component of financial literacy. This does not prohibit the use of these courses for high school graduation, but assigns to the local district and postsecondary institution the task of determining if the postsecondary economics course includes an appropriate financial literacy component and therefore may be used to satisfy the requirement.

The 2014–2015 Dual Enrollment Course—High School Subject Area Equivalency List provides a minimum statewide guarantee for high school credit, but the list is not intended to restrict the total number of dual enrollment courses available. School districts and local postsecondary institutions may include in their Dual Enrollment Articulation Agreements other courses not on this list or provide for subject area credit for additional courses.

Please direct questions about this list to Mr. Matthew Bouck in the Office of Articulation at [Matthew.Bouck@fldoe.org](mailto:Matthew.Bouck@fldoe.org) or 850-245-9544.

PS/mb

cc: Randy Hanna, Chancellor, Florida College System  
Marshall Criser III, Chancellor, State University System  
Julie Alexander, Vice Chancellor for Academic and Student Affairs, Florida College System  
Jan Ignash, Executive Vice Chancellor, State University System  
Mary Jane Tappen, Executive Vice Chancellor, Division of Public Schools  
Florida College System Dual Enrollment Coordinators



## 2014–2015 DUAL ENROLLMENT COURSE—HIGH SCHOOL SUBJECT AREA EQUIVALENCY LIST

### ELECTIVES

This list should not be interpreted as the total number of dual enrollment courses available. Current law allows for any course in the Statewide Course Numbering System, with the exception of remedial courses and Physical Education skills courses, to be offered as dual enrollment. Three-credit (or equivalent) postsecondary courses taken through dual enrollment that are not listed below shall be awarded at least 0.5 high school credits (postsecondary courses offered for fewer than three (3) credits may earn less than 0.5 high school credit), either as an elective or subject area credit as designated in the local dual enrollment articulation agreement.

Any upper-level (3000-4000) postsecondary course that uses as a prerequisite one of the courses on this list that are awarded 1.0 high school credit shall also receive 1.0 high school credit.

### ENGLISH

POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
AML	X	000	Survey of American Literature	English	0.5
AML	X	001	Introduction to American Folklore	English	0.5
AML	X	010	American Literature I: Colonial to The Civil War	English	1.0
AML	X	011	American Literature I: Colonial to 1875	English	1.0
AML	X	012	American Literature I: Colonial to 1900	English	1.0
AML	X	020	American Literature II: Civil War to Present	English	1.0
AML	X	021	American Literature II: 1875 to Present	English	1.0
AML	X	022	American Literature II: 1900 to Present	English	1.0
AML	X	023	American Literature: 1900 to the Present	English	1.0
AML	X	050	Modern American Literature	English	0.5
AML	X	060	Modern American Literature	English	0.5
AML	X	070	Survey of American Literature	English	0.5
AML	X	300	Major American Authors	English	0.5
AML	X	301	Studies in Individual American Authors	English	1.0
AML	X	410	Issues in American Literature and Culture	English	0.5
ENC	X	101	Freshman Composition Skills I	English	1.0
ENC	X	102	Freshman Composition Skills II	English	1.0
ENC	X	107	Advanced College Writing	English	1.0
ENC	X	121	Honors Freshman Composition Skills I	English	1.0
ENC	X	122	Honors Freshman Composition Skills II	English	1.0
ENC	X	123	Honors Introduction to Writing	English	1.0
ENC	X	133	Library Research and Writing	English	0.5
ENC	X	135	Argument and Persuasion (Non-Gordon)	English	0.5
ENC	X	141	Writing About Literature	English	1.0
ENC	X	144	Freshman Article and Essay Workshop	English	0.5
ENC	X	145	Freshman Special Topics Composition	English	1.0
ENC	X	210	Technical Report Writing	English	0.5
ENC	X	300	Intermediate Composition	English	1.0
ENC	X	301	Advanced Composition	English	1.0
ENC	X	302	Advanced Composition II	English	1.0
ENC	X	305	Topics in Advanced Composition	English	1.0
ENC	X	321	Advanced Composition	English	1.0
ENG	X	012	Approaches To Literary Criticism	English	0.5
ENL	X	000	British Literature Survey: Comprehensive	English	1.0
ENL	X	010	English Literature to 1660	English	1.0
ENL	X	000	British Literature Survey: Comprehensive	English	1.0



POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
ENL	X	000	British Literature Survey:Comprehensive	English	1.0
ENL	X	010	English Literature to 1660	English	1.0
ENL	X	011	English Literature to 1750	English	1.0
ENL	X	012	English Literature to 1798	English	1.0
ENL	X	020	English Literature since 1660	English	1.0
ENL	X	021	English Literature since 1750	English	1.0
ENL	X	022	English Literature since 1798	English	1.0
ENL	X	230	Restoration and 18th Century Literature	English	0.5
ENL	X	251	Victorian and Edwardian Literature	English	0.5
ENL	X	273	Modern British Literature	English	0.5
ENL	X	280	Contemporary British Literature	English	0.5
LIN	X	670	Writing and Grammar	English	0.5
LIN	X	742	English Grammar and Style	English	0.5
LIT	X	000	Introduction to Literature	English	1.0
LIT	X	081	Introduction to Modern Literature	English	1.0
LIT	X	090	Contemporary Literature	English	0.5
LIT	X	100	World Literature	English	1.0
LIT	X	110	World Literature through Renaissance	English	1.0
LIT	X	118	Honors World Literature I	English	1.0
LIT	X	120	World Literature since Renaissance	English	1.0
LIT	X	122	Great Books I	English	1.0
LIT	X	128	Honors World Literature II	English	1.0

## FOREIGN LANGUAGE

**FOREIGN LANGUAGE COURSES:** All four-credit foreign language courses (including American Sign Language), shall be awarded one full high school elective credit. Courses offered for three credits are awarded at least 0.5 high school elective credit.

POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
AHM	X	130	Beginning Amharic 1	Elective: Foreign Language	1.0
AHM	X	131	Beginning Amharic 2	Elective: Foreign Language	1.0
AHM	X	200	Intermediate Amharic 1	Elective: Foreign Language	0.5
AHM	X	201	Intermediate Amharic 2	Elective: Foreign Language	0.5
AKA	X	130	Beginning Akan I	Elective: Foreign Language	1.0
AKA	X	131	Beginning Akan 2	Elective: Foreign Language	1.0
AKA	X	200	Intermediate Akan 1	Elective: Foreign Language	0.5
AKA	X	201	Intermediate Akan 2	Elective: Foreign Language	0.5
ARA	X	100	Elementary Arabic I	Elective: Foreign Language	1.0
ARA	X	120	Modern Arabic I	Elective: Foreign Language	1.0
ARA	X	121	Elementary Arabic II Concentrated	Elective: Foreign Language	1.0
ARA	X	130	Elementary Arabic Accelerated I	Elective: Foreign Language	1.0
ARA	X	131	Elementary Arabic Accelerated II	Elective: Foreign Language	1.0
ARA	X	200	Intm Lang: Gen Rev Basic Skills I	Elective: Foreign Language	0.5
ARA	X	201	Intm Lang: Gen Rev Basic Skills II	Elective: Foreign Language	0.5
ARA	X	220	Intermediate Arabic I	Elective: Foreign Language	1.0
ARA	X	221	Intermediate Arabic Reading And Conversation II	Elective: Foreign Language	1.0
ASL	X	110	American Sign Language I	Elective: Foreign Language	0.5
ASL	X	120	American Sign Language II	Elective: Foreign Language	0.5
ASL	X	130	American Sign Language III	Elective: Foreign Language	0.5
ASL	X	131	American Sign Language III	Elective: Foreign Language	0.5

POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
ASL	X	140	Basic American Sign Language	Elective: Foreign Language	1.0
ASL	X	150	Intermediate American Sign Language	Elective: Foreign Language	1.0
ASL	X	160	American Sign Language III	Elective: Foreign Language	1.0
ASL	X	161	American Sign Language III	Elective: Foreign Language	1.0
ASL	X	200	American Sign Language IV	Elective: Foreign Language	1.0
ASL	X	201	American Sign Language IV	Elective: Foreign Language	1.0
ASL	X	210	American Sign Language IV	Elective: Foreign Language	0.5
ASL	X	211	American Sign Language IV	Elective: Foreign Language	0.5
AYM	X	130	Elementary Aymara I, Accelerated	Elective: Foreign Language	1.0
CAT	X	180	Introduction to Catalan I	Elective: Foreign Language	0.5
CAT	X	182	Introduction to Catalan II	Elective: Foreign Language	0.5
CAT	X	280	Intermediate Catalan	Elective: Foreign Language	0.5
CHI	X	100	Elementary Chinese I	Elective: Foreign Language	0.5
CHI	X	120	Elementary Chinese I, Concentrate	Elective: Foreign Language	1.0
CHI	X	121	Elementary Chinese II, Concentrated	Elective: Foreign Language	1.0
CHI	X	130	Elementary Chinese Accelerated I	Elective: Foreign Language	1.0
CHI	X	131	Elementary Chinese Accelerated II	Elective: Foreign Language	1.0
CHI	X	200	Intermediate Chinese I	Elective: Foreign Language	0.5
CHI	X	201	Intermediate Chinese II	Elective: Foreign Language	0.5
CHI	X	220	Second Year Chinese Conversation	Elective: Foreign Language	1.0
CHI	X	221	Second Year Chinese Conversation	Elective: Foreign Language	1.0
CHI	X	230	Intermediate Chinese I	Elective: Foreign Language	1.0
CHI	X	231	Intermediate Chinese II	Elective: Foreign Language	1.0
CMM	X	100	Elementary Language I	Elective: Foreign Language	0.5
CMM	X	101	Elementary Language II	Elective: Foreign Language	0.5
CZE	X	130	Elementary Accelerated	Elective: Foreign Language	1.0
CZE	X	131	Elementary Accelerated	Elective: Foreign Language	1.0
CZE	X	200	Intermediate Czech	Elective: Foreign Language	0.5
CZE	X	201	Intermediate Czech 2	Elective: Foreign Language	0.5
DUT	X	130	Beginning Dutch I	Elective: Foreign Language	1.0
DUT	X	131	Beginning Dutch II	Elective: Foreign Language	1.0
FRE	X	100	Elementary French I	Elective: Foreign Language	0.5
FRE	X	101	Elementary French II	Elective: Foreign Language	0.5
FRE	X	120	Elementary French I, Concentrated	Elective: Foreign Language	1.0
FRE	X	121	Elem French II, Concentrated	Elective: Foreign Language	1.0
FRE	X	130	Elementary French I Accelerated	Elective: Foreign Language	1.0
FRE	X	131	Elementary French II Accelerated	Elective: Foreign Language	1.0
FRE	X	200	Intm Level: Gen Rev Basic Skills I	Elective: Foreign Language	0.5
FRE	X	201	Intm Level: Gen Rev Basic Skills II	Elective: Foreign Language	0.5
FRE	X	210	Intermediate Conversation & Comp I	Elective: Foreign Language	0.5
FRE	X	211	Intm Reading And Conv Accelerated II	Elective: Foreign Language	1.0
FRE	X	220	Intermediate Reading And Conversation	Elective: Foreign Language	1.0
FRE	X	221	Interm Reading And Conversation II	Elective: Foreign Language	1.0
FRE	X	230	Reading In French Literature & Culture	Elective: Foreign Language	1.0
FRE	X	231	Intermediate French Reading II	Elective: Foreign Language	1.0
FRE	X	240	Intermediate Conversation I	Elective: Foreign Language	0.5
FRE	X	241	Intermediate French Conversation II	Elective: Foreign Language	0.5
FRE	X	242	Intermediate French Conversation 1	Elective: Foreign Language	0.5
FRE	X	243	Intermediate French Conversation2	Elective: Foreign Language	0.5
FRE	X	244	Third Year French Conversation	Elective: Foreign Language	0.5
GER	X	100	Elementary German I	Elective: Foreign Language	0.5
GER	X	101	Elementary German II	Elective: Foreign Language	0.5



POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
GER	X	104	Elementary German 3	Elective: Foreign Language	0.5
GER	X	110	Elementary Conversational German	Elective: Foreign Language	1.0
GER	X	111	Elementary Conversational German II	Elective: Foreign Language	1.0
GER	X	120	Elementary German I, Concentrated	Elective: Foreign Language	1.0
GER	X	121	Elementary German II, Concentrated	Elective: Foreign Language	1.0
GER	X	130	Elementary German I-Accelerated	Elective: Foreign Language	1.0
GER	X	131	Elementary German II-Accelerated	Elective: Foreign Language	1.0
GER	X	200	Intm Level: Gen Rev Basic Skills I	Elective: Foreign Language	0.5
GER	X	201	Intm Level: Gen Rev Basic Skills II	Elective: Foreign Language	0.5
GER	X	210	Intermediate German I, Accelerated	Elective: Foreign Language	0.5
GER	X	220	Intermediate German Reading and Conversation I	Elective: Foreign Language	1.0
GER	X	221	Intermediate German Reading and Conversation II	Elective: Foreign Language	1.0
GER	X	240	Intermediate Conversation I	Elective: Foreign Language	0.5
GRE	X	120	Elementary Greek I, Concentrated	Elective: Foreign Language	1.0
GRE	X	121	Elementary Greek II, Concentrated	Elective: Foreign Language	1.0
GRE	X	130	Elementary Greek I, Accelerated	Elective: Foreign Language	1.0
GRE	X	131	Elementary Greek II, Accelerated	Elective: Foreign Language	1.0
GRE	X	140	New Testament Greek I	Elective: Foreign Language	1.0
GRE	X	141	New Testament Greek II	Elective: Foreign Language	1.0
GRE	X	200	Intermediate Language	Elective: Foreign Language	0.5
GRK	X	101	Modern Greek Language II	Elective: Foreign Language	0.5
GRK	X	120	Elementary Modern Greek I	Elective: Foreign Language	1.0
GRK	X	121	Elementary Modern Greek II	Elective: Foreign Language	1.0
GRK	X	130	Beginning Modern Greek I	Elective: Foreign Language	1.0
GRK	X	131	Beginning Modern Greek II	Elective: Foreign Language	1.0
GRK	X	200	Intm Level: Gen Rev Basic Skills I	Elective: Foreign Language	0.5
GRK	X	201	Intm Level: Gen Rev Basis Skills II	Elective: Foreign Language	0.5
GRK	X	220	Intermediate Modern Greek Reading & Conversation I	Elective: Foreign Language	1.0
GRK	X	221	Intermediate Modern Greek Reading & Conversation II	Elective: Foreign Language	1.0
GRW	X	240	New Testament Greek I - Lower	Elective: Foreign Language	0.5
GRW	X	250	Readings In New Testament Greek I	Elective: Foreign Language	0.5
HAI	X	120	Elementary Haitian Creole I, Concen	Elective: Foreign Language	1.0
HAI	X	121	Elementary Haitian Creole II, Concen	Elective: Foreign Language	1.0
HAI	X	130	Beginning Haitian Creole 1	Elective: Foreign Language	1.0
HAI	X	131	Beginning Haitian Creole 2	Elective: Foreign Language	1.0
HAI	X	200	Intermediate Haitian Creole I	Elective: Foreign Language	0.5
HAI	X	201	Intermediate Haitian Creole	Elective: Foreign Language	0.5
HBR	X	102	Beginning Hebrew	Elective: Foreign Language	1.0
HBR	X	103	Beginning Hebrew	Elective: Foreign Language	1.0
HBR	X	120	Elementary Hebrew I	Elective: Foreign Language	1.0
HBR	X	121	Elementary Hebrew II	Elective: Foreign Language	1.0
HBR	X	130	Elementary Hebrew I, Accelerated	Elective: Foreign Language	1.0
HBR	X	131	Elementary Hebrew II, Accelerated	Elective: Foreign Language	1.0
HBR	X	132	Hebrew For Heritage Learners 1	Elective: Foreign Language	1.0
HBR	X	133	Hebrew For Heritage Learners 2	Elective: Foreign Language	1.0
HBR	X	200	Intm Lang: Gen Rev Basic Skills I	Elective: Foreign Language	0.5
HBR	X	201	Intm Lang: Gen Rev Basic Skills II	Elective: Foreign Language	0.5
HBR	X	220	Intermediate Hebrew Reading And Conversation I	Elective: Foreign Language	1.0
HBR	X	221	Intermediate Hebrew Reading And Conversation II	Elective: Foreign Language	1.0
HBR	X	222	Intermediate Hebrew	Elective: Foreign Language	1.0
HIN	X	130	Beginning Hindi 1	Elective: Foreign Language	1.0
HIN	X	131	Beginning Hindi 2	Elective: Foreign Language	1.0



POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
HIN	X	200	Intermediate Hindi 1	Elective: Foreign Language	1.0
HIN	X	201	Intermediate Hindi 2	Elective: Foreign Language	1.0
HNG	X	130	Beginning Hungarian 1	Elective: Foreign Language	1.0
HNG	X	131	Beginning Hungarian 2	Elective: Foreign Language	1.0
HNG	X	220	Intermediate Hungarian 1	Elective: Foreign Language	1.0
HNG	X	221	Intermediate Hungarian 2	Elective: Foreign Language	1.0
ITA	X	110	Elementary Conversational Italian I	Elective: Foreign Language	1.0
ITA	X	111	Elementary Conversational Italian II	Elective: Foreign Language	1.0
ITA	X	120	Elementary Italian I-Concentrated	Elective: Foreign Language	1.0
ITA	X	121	Elementary Italian II, Concentrated	Elective: Foreign Language	1.0
ITA	X	130	Elementary Accelerated Italian I	Elective: Foreign Language	1.0
ITA	X	131	Elementary Accelerated Italian II	Elective: Foreign Language	1.0
ITA	X	200	Intm Level: Gen Rev Basic Skills I	Elective: Foreign Language	0.5
ITA	X	201	Intm Level: Gen Rev Basic Skills II	Elective: Foreign Language	0.5
ITA	X	210	Intermediate Italian, Accelerated	Elective: Foreign Language	0.5
ITA	X	220	Intermediate Italian Reading And Conversation I	Elective: Foreign Language	1.0
ITA	X	221	Intermediate Italian Reading And Conversation II	Elective: Foreign Language	1.0
ITA	X	240	Intermediate Conversation I	Elective: Foreign Language	0.5
ITA	X	241	Intermediate Conversation II	Elective: Foreign Language	0.5
JPN	X	120	Elementary Japanese I, Concentrated	Elective: Foreign Language	1.0
JPN	X	121	Elementary Japanese II Concentrated	Elective: Foreign Language	1.0
JPN	X	124	Honors Beginning Japanese Language And Culture 1	Elective: Foreign Language	1.0
JPN	X	125	Honors Beginning Japanese Language And Culture 2	Elective: Foreign Language	1.0
JPN	X	130	Beginning Japanese I	Elective: Foreign Language	1.0
JPN	X	131	Beginning Japanese II	Elective: Foreign Language	1.0
JPN	X	200	Intermediate Japanese I	Elective: Foreign Language	0.5
JPN	X	201	Second-Year Japanese 2	Elective: Foreign Language	0.5
JPN	X	202	Intermediate Japanese Reading and Conversation I	Elective: Foreign Language	0.5
JPN	X	220	Intermediate Japanese Reading and Conversation I	Elective: Foreign Language	1.0
JPN	X	221	Intermediate Japanese Reading and Conversation II	Elective: Foreign Language	1.0
JPN	X	224	Honors Intermediate Japanese Language And Culture 1	Elective: Foreign Language	1.0
JPN	X	225	Honors Intermediate Japanese Language And Culture 2	Elective: Foreign Language	1.0
JPN	X	230	Intermediate Readings	Elective: Foreign Language	1.0
JPN	X	231	Intermediate Readings II	Elective: Foreign Language	1.0
KOR	X	130	Beginning Korean 1	Elective: Foreign Language	1.0
KOR	X	131	Beginning Korean 2	Elective: Foreign Language	1.0
KOR	X	230	Intermediate Korean 1	Elective: Foreign Language	1.0
KOR	X	231	Intermediate Korean 2	Elective: Foreign Language	1.0
LAT	X	101	Elementary Latin II	Elective: Foreign Language	0.5
LAT	X	104	Elementary Latin 3	Elective: Foreign Language	0.5
LAT	X	120	Elementary Latin I, Concentrated	Elective: Foreign Language	1.0
LAT	X	121	Elementary Latin II, Concentrated	Elective: Foreign Language	1.0
LAT	X	130	Elementary Accelerated	Elective: Foreign Language	1.0
LAT	X	131	Elementary Accelerated	Elective: Foreign Language	1.0
LAT	X	200	Review Latin Grammar & Translation	Elective: Foreign Language	0.5
LAT	X	220	Intermediate Latin Reading I	Elective: Foreign Language	1.0
LAT	X	221	Intermediate Latin Reading II	Elective: Foreign Language	1.0
LGL	X	130	Beginning Lingala 1	Elective: Foreign Language	1.0
LGL	X	131	Beginning Lingala 2	Elective: Foreign Language	1.0
LGL	X	200	Intermediate Lingala 1	Elective: Foreign Language	0.5
LGL	X	201	Intermediate Lingala 2	Elective: Foreign Language	0.5
POL	X	120	Elementary Polish I, Concentrated	Elective: Foreign Language	1.0
POL	X	121	Elementary Polish II, Concentrated	Elective: Foreign Language	1.0

POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
POL	X	130	Intensive Beginning Polish I	Elective: Foreign Language	1.0
POL	X	131	Intensive Beginning Polish II	Elective: Foreign Language	1.0
POL	X	220	Intermediate Polish I	Elective: Foreign Language	1.0
POL	X	221	Intermediate Polish II	Elective: Foreign Language	1.0
POR	X	120	Elementary Portuguese I, Concentrated	Elective: Foreign Language	1.0
POR	X	121	Elementary Portuguese II, Concentrated	Elective: Foreign Language	1.0
POR	X	130	Elementary Accelerated Portuguese	Elective: Foreign Language	1.0
POR	X	131	Elem Accelerated Course I	Elective: Foreign Language	1.0
POR	X	140	Portuguese for Spanish Speakers I	Elective: Foreign Language	0.5
POR	X	141	Portuguese for Advanced Students of Spanish II	Elective: Foreign Language	0.5
POR	X	200	Intm Lang: Gen Rev Basic Skills I	Elective: Foreign Language	0.5
POR	X	201	Intm Lang: Gen Rev Basic Skills II	Elective: Foreign Language	0.5
POR	X	202	Intermediate Portuguese Language I - Upper	Elective: Foreign Language	0.5
POR	X	220	Intermediate Portuguese Reading and Conversation I	Elective: Foreign Language	1.0
RUS	X	101	Elementary Russian II	Elective: Foreign Language	0.5
RUS	X	104	Beginning Russian 3	Elective: Foreign Language	0.5
RUS	X	120	Elementary Russian I, Concentrated	Elective: Foreign Language	1.0
RUS	X	121	Elementary Russian II, Concentrated	Elective: Foreign Language	1.0
RUS	X	130	Elementary Russian I--Accelerated	Elective: Foreign Language	1.0
RUS	X	131	Elementary Russian II--Accelerated	Elective: Foreign Language	1.0
RUS	X	200	Intermediate Russian I	Elective: Foreign Language	0.5
RUS	X	201	Intermediate Russian II	Elective: Foreign Language	0.5
RUS	X	210	Intermediate Russian, Accelerated I	Elective: Foreign Language	0.5
RUS	X	220	Intermediate Russian Reading and Conversation I	Elective: Foreign Language	1.0
RUS	X	221	Intermediate Russian Reading and Conversation II	Elective: Foreign Language	1.0
RUS	X	240	Intermediate Conversation I	Elective: Foreign Language	0.5
RUS	X	241	Intermediate Conversation II	Elective: Foreign Language	0.5
SPN	X	000	Basic Oral Expression I	Elective: Foreign Language	0.5
SPN	X	001	Beginning Oral Expression II	Elective: Foreign Language	0.5
SPN	X	100	Elementary Spanish I	Elective: Foreign Language	0.5
SPN	X	101	Elementary Spanish II	Elective: Foreign Language	0.5
SPN	X	120	Elementary Spanish I, Concentrated	Elective: Foreign Language	1.0
SPN	X	121	Elementary Spanish II, Concentrated	Elective: Foreign Language	1.0
SPN	X	125	Spanish 3	Elective: Foreign Language	1.0
SPN	X	130	Elementary Spanish I Accelerated	Elective: Foreign Language	1.0
SPN	X	131	Elementary Spanish II Accelerated	Elective: Foreign Language	1.0
SPN	X	200	Intm Level: Gen Rev Basic Skills I	Elective: Foreign Language	0.5
SPN	X	201	Intm Level: Gen Rev Basic Skills II	Elective: Foreign Language	0.5
SPN	X	220	Intermediate Reading and Conversation	Elective: Foreign Language	1.0
SPN	X	221	Reading and Conversation II	Elective: Foreign Language	1.0
SPN	X	230	Intermediate Reading I	Elective: Foreign Language	1.0
SPN	X	231	Intermediate Reading II	Elective: Foreign Language	1.0
SPN	X	233	Intermediate Reading In Spanish	Elective: Foreign Language	0.5
SPN	X	240	Intermediate Conversation I	Elective: Foreign Language	0.5
SPN	X	241	Intermediate Conversation II	Elective: Foreign Language	0.5
SPN	X	242	Intermediate Spanish	Elective: Foreign Language	0.5
SPN	X	300	Review Grammar and Syntax I	Elective: Foreign Language	0.5
SPN	X	301	Review Grammar and Syntax II	Elective: Foreign Language	0.5
SPN	X	340	Spanish for Speakers of Spanish	Elective: Foreign Language	0.5
SPN	X	341	Spanish for Speakers of Spanish II	Elective: Foreign Language	0.5
SPN	X	400	Conversation and Composition I	Elective: Foreign Language	0.5



POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
SRK	X	100	Elementary Sanskrit I	Elective: Foreign Language	0.5
SRK	X	101	Elementary Sanskrit II	Elective: Foreign Language	0.5
SRK	X	102	Elementary Sanskrit I, Upper	Elective: Foreign Language	0.5
SRK	X	103	Elementary Sanskrit II, Upper	Elective: Foreign Language	0.5
SRK	X	120	Beginning Sanskrit 1	Elective: Foreign Language	1.0
SRK	X	121	Beginning Sanskrit 2	Elective: Foreign Language	1.0
SRK	X	200	Intermediate Sanskrit I	Elective: Foreign Language	0.5
SRK	X	201	Intermediate Sanskrit II	Elective: Foreign Language	0.5
SWA	X	130	Beginning Swahili 1	Elective: Foreign Language	1.0
SWA	X	131	Beginning Swahili 2	Elective: Foreign Language	1.0
SWA	X	200	Intermediate Swahili I	Elective: Foreign Language	0.5
SWA	X	201	Intermediate Swahili II	Elective: Foreign Language	0.5
TUR	X	130	Beginning Turkish 1	Elective: Foreign Language	1.0
TUR	X	131	Beginning Turkish 2	Elective: Foreign Language	1.0
TUR	X	220	Intermediate Turkish 1	Elective: Foreign Language	1.0
TUR	X	221	Intermediate Turkish 2	Elective: Foreign Language	1.0
VTN	X	130	Beginning Vietnamese I	Elective: Foreign Language	1.0
VTN	X	131	Beginning Vietnamese II	Elective: Foreign Language	1.0
VTN	X	220	Second Year Vietnamese I	Elective: Foreign Language	1.0
VTN	X	221	Second Year Vietnamese 2	Elective: Foreign Language	1.0
WOL	X	130	Beginning Wolof 1	Elective: Foreign Language	1.0
WOL	X	131	Beginning Wolof 2	Elective: Foreign Language	1.0
WOL	X	200	Intermediate Wolof 1	Elective: Foreign Language	0.5
WOL	X	201	Intermediate Wolof 2	Elective: Foreign Language	0.5
XHO	X	130	Beginning Xhosa I	Elective: Foreign Language	1.0
XHO	X	131	Beginning Xhosa 2	Elective: Foreign Language	1.0
XHO	X	200	Intermediate Xhosa 1	Elective: Foreign Language	0.5
XHO	X	201	Intermediate Xhosa 2	Elective: Foreign Language	0.5
YOR	X	120	Elementary Yoruba I, Concentrated	Elective: Foreign Language	1.0
YOR	X	130	Beginning Yoruba I	Elective: Foreign Language	1.0
YOR	X	131	Beginning Yoruba 2	Elective: Foreign Language	1.0
YOR	X	200	Intermediate Yoruba I	Elective: Foreign Language	0.5
YOR	X	201	Intermediate Yoruba II	Elective: Foreign Language	0.5

## MATHEMATICS

POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
MAA	X	102	Advanced Multivariable Calculus I	Mathematics	1.0
MAC	X	105	College Algebra	Mathematics	1.0
MAC	X	106	Combined College Algebra/Pre-Calculus	Mathematics	1.0
MAC	X	107	College Algebra II	Mathematics	1.0
MAC	X	114	Trigonometry	Mathematics	1.0
MAC	X	133	College Algebra and Trig. II	Mathematics	1.0
MAC	X	140	Precalculus Algebra	Mathematics	1.0
MAC	X	145	Precalculus Math	Mathematics	1.0
MAC	X	147	Precalculus Algebra/Trigonometry	Mathematics	1.0
MAC	X	154	Analytic Geometry	Mathematics	1.0



POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
MAC	X	223	Calculus For Architecture I	Mathematics	1.0
MAC	X	233	Calculus For Business I	Mathematics	1.0
MAC	X	234	Calculus For Business & Soc. Science II	Mathematics	1.0
MAC	X	241	Life Science Calculus I	Mathematics	1.0
MAC	X	242	Life Science Calculus II	Mathematics	1.0
MAC	X	253	Calculus For Engineering Technology I	Mathematics	1.0
MAC	X	254	Calc. For Engineering Technology II	Mathematics	1.0
MAC	X	281	Engineering Calculus I	Mathematics	1.0
MAC	X	282	Engineering Calculus II	Mathematics	1.0
MAC	X	283	Engineering Calculus III	Mathematics	1.0
MAC	X	300	Calculus	Mathematics	1.0
MAC	X	311	Calculus I	Mathematics	1.0
MAC	X	312	Calculus II	Mathematics	1.0
MAC	X	313	Calculus III	Mathematics	1.0
MAC	X	331	Integrated Math I	Mathematics	1.0
MAC	X	332	Integrated Math II	Mathematics	1.0
MAC	X	333	Integrated Math III	Mathematics	1.0
MAC	X	334	Integrated Math IV	Mathematics	1.0
MAC	X	421	Calculus With Differential Equations I	Mathematics	1.0
MAC	X	422	Calculus With Differential Equations II	Mathematics	1.0
MAC	X	423	Calculus With Differential Equations III	Mathematics	1.0
MAC	X	472	Honors Calculus I	Mathematics	1.0
MAC	X	473	Honors Calculus II	Mathematics	1.0
MAC	X	474	Honors Calculus III	Mathematics	1.0
MAD	X	100	Applications-Oriented Algebra	Mathematics	1.0
MAD	X	104	Discrete Mathematics	Mathematics	1.0
MAD	X	401	Numerical Analysis	Mathematics	1.0
MAP	X	302	Differential Equations	Mathematics	1.0
MAP	X	401	Advanced Differential Equations	Mathematics	1.0
MAS	X	103	Linear Algebra	Mathematics	1.0
MAS	X	105	Linear Algebra	Mathematics	1.0
MAS	X	106	Linear Algebra I	Mathematics	1.0
MAS	X	121	Linear Operations and Differential Equations	Mathematics	1.0
MAS	X	300	Numbers and Polynomials	Mathematics	1.0
MAT	X	033	Intermediate Algebra	Mathematics	0.5
MGF	X	106	Liberal Arts Mathematics I	Mathematics	1.0
MGF	X	107	Liberal Arts Mathematics II	Mathematics	1.0
MGF	X	108	Honors Mathematical Ideas & Explorations	Mathematics	1.0
MGF	X	111	Geometry And Measurement	Mathematics	1.0
MGF	X	112	Informal Logic	Mathematics	1.0
MGF	X	113	Mathematics For Teachers I	Mathematics	1.0
MGF	X	114	Mathematics For Teacher II	Mathematics	1.0
MGF	X	120	Basic Probability	Mathematics	1.0
MGF	X	131	Software Solutions For Mathematics	Mathematics	1.0
MGF	X	210	Finite Mathematics	Mathematics	1.0
MGF	X	214	Finite Math-Taught Through Environment	Mathematics	1.0
MHF	X	300	Elementary Mathematical Logic	Mathematics	1.0
MTG	X	204	Informal Geometry	Mathematics	1.0
MTG	X	206	College Geometry	Mathematics	1.0
MTG	X	212	College Geometry	Mathematics	1.0
QMB	X	100	Basic Business Statistics	Mathematics	1.0
STA	X	013	Basic Descript. & Inferential Statistics	Mathematics	1.0
STA	X	014	Descriptive and Inferential Statistics	Mathematics	1.0
STA	X	021	Introd. to Statistics and Probability	Mathematics	1.0
STA	X	022	Basic Statistics	Mathematics	1.0
STA	X	023	Statistical Methods I	Mathematics	1.0
STA	X	037	Statistics with Calculus	Mathematics	1.0
STA	X	122	Statistical Applic. in Social Science I	Mathematics	1.0

## PERFORMING/FINE ARTS

Subject area credit in Performing/Fine Arts is awarded for approved courses regardless of whether a lab is taken with the course.

All performing fine arts courses must be taken for 3.0 or more college credit hours in order to be guaranteed 0.5 high school credits.

POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
ARC	X	301	Architectural Design I	Performing/Fine Arts	0.5
ARC	X	701	Architectural Development	Performing/Fine Arts	0.5
ARH	X	000	Art Appreciation	Performing/Fine Arts	0.5
ARH	X	002	The Artistic Experience	Performing/Fine Arts	0.5
ARH	X	003	Purposes of Art	Performing/Fine Arts	0.5
ARH	X	006	History of Visual Ideas I	Performing/Fine Arts	0.5
ARH	X	010	Introduction to Art History	Performing/Fine Arts	0.5
ARH	X	050	Art History I	Performing/Fine Arts	0.5
ARH	X	051	Art History II	Performing/Fine Arts	0.5
ARH	X	052	Introduction To Art History III	Performing/Fine Arts	0.5
ARH	X	060	The History Of Architecture	Performing/Fine Arts	0.5
ARH	X	402	Art History 3	Performing/Fine Arts	0.5
ARH	X	411	Art History: Modern Art	Performing/Fine Arts	0.5
ARH	X	500	Introduction to Non-Western Art	Performing/Fine Arts	0.5
ART	X	001	Studio Art for Nonmajors	Performing/Fine Arts	0.5
ART	X	003	Studio Art for Majors	Performing/Fine Arts	0.5
ART	X	100	Crafts I	Performing/Fine Arts	0.5
ART	X	110	Ceramics I	Performing/Fine Arts	0.5
ART	X	111	Ceramics II	Performing/Fine Arts	0.5
ART	X	130	Fabric/Fiber I, Lower	Performing/Fine Arts	0.5
ART	X	150	Metals I, Lower	Performing/Fine Arts	0.5
ART	X	161	Alternative Media	Performing/Fine Arts	0.5
ART	X	162	Wood, Metal, and Plastics	Performing/Fine Arts	0.5
ART	X	181	Stained Glass	Performing/Fine Arts	0.5
ART	X	201	Design I	Performing/Fine Arts	0.5
ART	X	202	Design II, Lower (2-D)	Performing/Fine Arts	0.5
ART	X	203	Design III	Performing/Fine Arts	0.5
ART	X	205	Color and Composition	Performing/Fine Arts	0.5
ART	X	220	Form and Space	Performing/Fine Arts	0.5
ART	X	230	Communication Design I	Performing/Fine Arts	0.5
ART	X	253	Illustration I	Performing/Fine Arts	0.5
ART	X	280	Serial Content & Classic Form I	Performing/Fine Arts	0.5
ART	X	300	Drawing I	Performing/Fine Arts	0.5
ART	X	301	Drawing II	Performing/Fine Arts	0.5
ART	X	302	Drawing III	Performing/Fine Arts	0.5
ART	X	310	Drawing I, Upper	Performing/Fine Arts	0.5
ART	X	330	Drawing	Performing/Fine Arts	0.5
ART	X	332	Figure Drawing I, Upper	Performing/Fine Arts	0.5
ART	X	340	Beginning Illustrations	Performing/Fine Arts	0.5
ART	X	375	Drawing	Performing/Fine Arts	0.5
ART	X	400	Printmaking I	Performing/Fine Arts	0.5
ART	X	401	Printmaking II	Performing/Fine Arts	0.5
ART	X	500	Painting I	Performing/Fine Arts	0.5
ART	X	501	Painting II	Performing/Fine Arts	0.5
ART	X	502	Painting III	Performing/Fine Arts	0.5
ART	X	503	Painting IV	Performing/Fine Arts	0.5
ART	X	507	Painting for Non-Majors	Performing/Fine Arts	0.5
ART	X	510	Painting I	Performing/Fine Arts	0.5



POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
ART	X	520	Advanced Painting	Performing/Fine Arts	0.5
ART	X	600	Electronic Media I	Performing/Fine Arts	0.5
ART	X	601	Electronic Media II	Performing/Fine Arts	0.5
ART	X	602	Digital Imaging	Performing/Fine Arts	0.5
ART	X	613	Electronic Media IV	Performing/Fine Arts	0.5
ART	X	701	Sculpture I	Performing/Fine Arts	0.5
ART	X	702	Sculpture II	Performing/Fine Arts	0.5
ART	X	703	Sculpture II (Alternate Number)	Performing/Fine Arts	0.5
ART	X	710	Advanced Sculpture	Performing/Fine Arts	0.5
ART	X	722	Stone Carving	Performing/Fine Arts	0.5
ART	X	750	Ceramics I	Performing/Fine Arts	0.5
ART	X	751	Ceramics II	Performing/Fine Arts	0.5
ART	X	752	Wheel Throwing I	Performing/Fine Arts	0.5
ART	X	759	Ceramic Studio I	Performing/Fine Arts	0.5
ART	X	760	Ceramics I	Performing/Fine Arts	0.5
ART	X	761	Ceramics II	Performing/Fine Arts	0.5
ART	X	768	Ceramic Sculpture	Performing/Fine Arts	0.5
ART	X	802	Art Workshop: Research and Practice	Performing/Fine Arts	0.5
ART	X	803	Art Workshop: Research and Practice	Performing/Fine Arts	0.5
ART	X	820	Visual Thinking	Performing/Fine Arts	0.5
ART	X	823	Art as Interface	Performing/Fine Arts	0.5
DAA	X	100	Modern Dance I	Performing/Fine Arts	0.5
DAA	X	101	Basic Contemporary Dance	Performing/Fine Arts	0.5
DAA	X	102	Contemporary/Modern Dance III for Non-Majors	Performing/Fine Arts	0.5
DAA	X	104	Contemporary Dance I	Performing/Fine Arts	0.5
DAA	X	108	Modern Dance III	Performing/Fine Arts	0.5
DAA	X	114	Modern Dance 3	Performing/Fine Arts	0.5
DAA	X	200	Ballet	Performing/Fine Arts	0.5
DAA	X	201	Ballet II For Non-Majors	Performing/Fine Arts	0.5
DAN	X	100	Introduction To Dance	Performing/Fine Arts	0.5
DAN	X	600	Music and Dance (Single Course)	Performing/Fine Arts	0.5
DAN	X	757	Pilates Technique For The Dancer	Performing/Fine Arts	0.5
DIG	X	115	Digital Imaging	Performing/Fine Arts	0.5
ENG	X	100	Film as Literature	Performing/Fine Arts	0.5
FIL	X	000	Introduction to Film Studies	Performing/Fine Arts	0.5
FIL	X	001	Introduction to Film Production	Performing/Fine Arts	0.5
FIL	X	002	Appreciation Of Film I	Performing/Fine Arts	0.5
FIL	X	011	The Film as Mass Com II: Rhetor & Stylis	Performing/Fine Arts	0.5
FIL	X	030	History of Motion Pictures	Performing/Fine Arts	0.5
FIL	X	031	History of Film I	Performing/Fine Arts	0.5
FIL	X	100	Screen Writing	Performing/Fine Arts	0.5
FIL	X	126	Genre Writing	Performing/Fine Arts	0.5
FIL	X	200	Film Production	Performing/Fine Arts	0.5
FIL	X	400	History of Motion Pictures	Performing/Fine Arts	0.5
FIL	X	420	Introduction to Film Production I	Performing/Fine Arts	0.5
FIL	X	423	Filmmaking I	Performing/Fine Arts	0.5
FIL	X	432	Film Production	Performing/Fine Arts	0.5
FIL	X	461	Cinematography	Performing/Fine Arts	0.5
FIL	X	506	Critical Methods	Performing/Fine Arts	0.5
FIL	X	543	Post-Production Sound for Motion Pictures	Performing/Fine Arts	0.5
FIL	X	806	Crit Meth:Motion Pic, TV & Record Arts	Performing/Fine Arts	0.5
GRA	X	101	Graphic Design for Non-Majors	Performing/Fine Arts	0.5
GRA	X	103	Graphic Design	Performing/Fine Arts	0.5
GRA	X	111	Graphic Design I	Performing/Fine Arts	0.5
GRA	X	122	Desktop Publishing	Performing/Fine Arts	0.5
GRA	X	151	Computer Graphics I	Performing/Fine Arts	0.5
GRA	X	152	Computer Graphics II	Performing/Fine Arts	0.5
GRA	X	190	Graphics Design I	Performing/Fine Arts	0.5
GRA	X	191	Graphics Design II	Performing/Fine Arts	0.5



POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
GRA	X	500	Introduction to Graphic Arts	Performing/Fine Arts	0.5
GRA	X	543	Graphic Design	Performing/Fine Arts	0.5
GRA	X	740	Presentations	Performing/Fine Arts	0.5
GRA	X	743	Commercial Illustration	Performing/Fine Arts	0.5
GRA	X	802	Computer Graphics for Artists	Performing/Fine Arts	0.5
GRA	X	811	Applied Illustration I	Performing/Fine Arts	0.5
GRA	X	880	Illustration	Performing/Fine Arts	0.5
MUE	X	290	Music Skills - - Nonmusic Majors	Performing/Fine Arts	0.5
MUH	X	011	Music Appreciation I	Performing/Fine Arts	0.5
MUH	X	012	Intro to Music History-Apprec li	Performing/Fine Arts	0.5
MUH	X	017	Contemporary Jazz	Performing/Fine Arts	0.5
MUH	X	018	Jazz History and Appreciation	Performing/Fine Arts	0.5
MUH	X	051	Music/Tribal & Folk Cultures-Nonmajor	Performing/Fine Arts	0.5
MUH	X	052	Contemporary Music Cultures	Performing/Fine Arts	0.5
MUH	X	110	Introduction to Music History & Lit	Performing/Fine Arts	0.5
MUH	X	111	Introduction to Mus History I	Performing/Fine Arts	0.5
MUH	X	112	Introduction to Music History	Performing/Fine Arts	0.5
MUH	X	371	20 <sup>th</sup> Century Music	Performing/Fine Arts	0.5
MUH	X	632	Music in the United States	Performing/Fine Arts	0.5
MUL	X	010	Music Appreciation	Performing/Fine Arts	0.5
MUL	X	110	Survey of Music Literature	Performing/Fine Arts	0.5
MUL	X	111	Intro to Mus Lit I (Music Majors)	Performing/Fine Arts	0.5
MUL	X	112	Intro to Mus Lit II (Music Majors)	Performing/Fine Arts	0.5
MUL	X	380	Jazz And Popular Music In America	Performing/Fine Arts	0.5
MUM	X	600	Recording Techniques	Performing/Fine Arts	0.5
MUN	X	310	College Chorus	Performing/Fine Arts	0.5
MUN	X	340	Chamber Singers	Performing/Fine Arts	0.5
MUN	X	450	Piano Ensemble	Performing/Fine Arts	0.5
MUS	X	360	Music And Computers	Performing/Fine Arts	0.5
MUS	X	550	Music Technology	Performing/Fine Arts	0.5
MUT	X	001	Fundamentals of Music	Performing/Fine Arts	0.5
MUT	X	011	Music Theory For Nonmajors	Performing/Fine Arts	0.5
MUT	X	111	Music Theory I	Performing/Fine Arts	0.5
MUT	X	112	Music Theory II	Performing/Fine Arts	0.5
MUT	X	116	2nd Yr Music Theory I	Performing/Fine Arts	0.5
MUT	X	117	2nd Yr Music Theory II	Performing/Fine Arts	0.5
MUT	X	121	Music Theory I	Performing/Fine Arts	0.5
MUT	X	122	Music Theory II	Performing/Fine Arts	0.5
MUT	X	126	Music Theory III	Performing/Fine Arts	0.5
MUT	X	127	Music Theory IV	Performing/Fine Arts	0.5
PGY	X	100	Basic Photography for Nonmajors	Performing/Fine Arts	0.5
PGY	X	102	Photography II for Nonmajors	Performing/Fine Arts	0.5
PGY	X	103	Photography Techniques - AS Only	Performing/Fine Arts	0.5
PGY	X	400	Principles of Photography - AS Only	Performing/Fine Arts	0.5
PGY	X	401	Photography I for Majors	Performing/Fine Arts	0.5
PGY	X	410	Photography II	Performing/Fine Arts	0.5
PGY	X	420	Advanced B&W Photography	Performing/Fine Arts	0.5
PGY	X	750	Introduction to Video Art	Performing/Fine Arts	0.5
PGY	X	801	Digital Photography I	Performing/Fine Arts	0.5
PGY	X	802	Digital Photography II	Performing/Fine Arts	0.5
PGY	X	890	Digital Image Processing	Performing/Fine Arts	0.5
RTV	X	201	Introduction to Television Production I	Performing/Fine Arts	0.5
RTV	X	300	Broadcast News	Performing/Fine Arts	0.5
SPC	X	010	Survey Public Speaking/Listening	Performing/Fine Arts	0.5
SPC	X	016	Public Speaking/ Interpersonal	Performing/Fine Arts	0.5
SPC	X	017	Fundamentals of Speech	Performing/Fine Arts	0.5
SPC	X	023	Fundamentals of Speech	Performing/Fine Arts	0.5
SPC	X	024	Pub Speaking Gr Disc Interpsnl & List	Performing/Fine Arts	0.5

POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
SPC	X	060	Business And Professional Communications	Performing/Fine Arts	0.5
SPC	X	062	Business And Professional Communications	Performing/Fine Arts	0.5
SPC	X	065	Business & Professional Communication	Performing/Fine Arts	0.5
SPC	X	300	Fundamentals of Interpersonal Com	Performing/Fine Arts	0.5
SPC	X	511	Argumentation and Debate	Performing/Fine Arts	0.5
SPC	X	541	Persuasion	Performing/Fine Arts	0.5
SPC	X	600	Public Speaking I	Performing/Fine Arts	0.5
SPC	X	603	Fundamentals of Technical Presentations	Performing/Fine Arts	0.5
SPC	X	608	Public Speaking I	Performing/Fine Arts	0.5
THE	X	000	Theatre Appreciation	Performing/Fine Arts	0.5
THE	X	010	Survey of Drama: Ancient Greece to Early Renaissance	Performing/Fine Arts	0.5
THE	X	011	Survey of Drama: High Renaissance to Present	Performing/Fine Arts	0.5
THE	X	020	Introduction to Theatre	Performing/Fine Arts	0.5
THE	X	030	Introduction Theatre I	Performing/Fine Arts	0.5
THE	X	071	Cinema Arts	Performing/Fine Arts	0.5
THE	X	100	Introduction to Theatre History	Performing/Fine Arts	0.5
THE	X	300	Dramatic Literature	Performing/Fine Arts	0.5
THE	X	305	Survey of Dramatic Literature	Performing/Fine Arts	0.5
THE	X	820	Creative Dramatics	Performing/Fine Arts	0.5
THE	X	925	Play Production	Performing/Fine Arts	0.5
TPA	X	000	Introduction to Theatre Design	Performing/Fine Arts	0.5
TPA	X	210	Stagecraft I	Performing/Fine Arts	0.5
TPA	X	220	Stage Lighting	Performing/Fine Arts	0.5
TPA	X	230	Theatre Costuming I	Performing/Fine Arts	0.5
TPA	X	231	Advanced Theatre Costuming	Performing/Fine Arts	0.5
TPP	X	100	Acting I	Performing/Fine Arts	0.5
TPP	X	110	Acting I (Majors)	Performing/Fine Arts	0.5
TPP	X	111	Acting II	Performing/Fine Arts	0.5
TPP	X	700	Voice Preparation for the Actor	Performing/Fine Arts	0.5

## PHYSICAL EDUCATION

Please note: These courses only satisfy personal fitness, students must still complete another 0.5 credit physical education elective course to complete the 1.0 credit physical education graduation requirement.

POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
HLP	X	081	Personal Health And Fitness	Physical Education: Personal Fitness	0.5
HLP	X	082	Personal Wellness	Physical Education: Personal Fitness	0.5
HLP	X	083	Human Performance	Physical Education: Personal Fitness	0.5
HSC	X	100	Personal Health	Physical Education: Personal Fitness	0.5
HSC	X	101	Perspectives of Health and Wellness	Physical Education: Personal Fitness	0.5
HSC	X	102	Healthful Living I	Physical Education: Personal Fitness	0.5
HUN	X	003	Wellness:Nutrition, Personal Growth, Fitness	Physical Education: Personal Fitness	0.5
HUN	X	270	Sports Nutrition	Physical Education: Personal Fitness	0.5
PET	X	303	Appl. Of Scientific Prin. To Conditioning Programs	Physical Education: Personal Fitness	0.5



## PRACTICAL ARTS/CAREER EDUCATION CREDIT

All postsecondary courses taken through dual enrollment for three credits or higher that are part of a postsecondary career/technical program of study (Technical Certificate, Advanced Technical Certificate, ATD, AAS, AS) shall be awarded at least 0.5 elective credits toward high school graduation.

Note: Students seeking to meet the requirements of a 3-year Career Preparatory Diploma or a Gold Seal Vocational Scholarship through dual enrollment must carefully choose dual enrollment courses that meet the requirements for 3 sequential credits in one career education program.

Postsecondary adult vocational (PSAV) clock hour courses taken through dual enrollment that are not listed below shall be awarded:

**1.0 high school credit for each 150 hours in the course rounded down to the nearest 0.5 credits**

The equivalencies of the courses listed below were determined on comparable course content pursuant to s.1007.271(6), F.S.

NOTE: For those career and technical secondary courses that have been identified as satisfying the fine or performing arts high school graduation requirement (s. 1003.428(2)(a)5, Florida Statutes), the equivalent postsecondary CTE course will also satisfy that requirement. Each of these courses has been identified by a committee of representatives from Career and Technical Education and Fine Arts as a practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination.

The inclusion of the career and technical education courses on this list does not guarantee that they are all appropriate for career dual enrollment. Institutions must determine which of these or any other career courses will apply toward a career certificate and an industry certification pursuant to 1007.271(7),(11), Florida Statutes.

POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
ACO	0	040	Accounting Clerk	Vocational	2
ACO	0	041	Accounting Associate	Vocational	2
ACO	0	042	Accounting Assistant	Vocational	1
ACO	0	050	Managerial Accounting	Vocational	1
ACR	0	041	Air Conditioning, Refrigeration and Heating Helper	Vocational	1.5
ACR	0	043	Air Conditioning, Refrigeration and Heating Mechanic Assistant	Vocational	1.5
ACR	0	044	Air Conditioning, Refrigeration and Heating Technician OR	Vocational	2
ACR	0	045	Refrigeration Mechanic	Vocational	2
ACR	0	046	Refrigeration Technician	Vocational	3
ACR	0	047	Air Conditioning, Refrigeration and Heating Mechanic 1	Vocational	1.5
ACR	0	049	Air Conditioning, Refrigeration and Heating Mechanic 2	Vocational	1.5
AEB	0	000	Purchasing Agents and Buyers, Farm Products	Practical Arts	3
AER	0	011	Automotive Maintenance Technician	Vocational	2.5
AER	0	014	Automotive Services Assistor	Vocational	2
AER	0	070	Dealership Policies and Protocols	Vocational	0.5
AER	0	075	Introduction to Automotive Service Advisor	Vocational	0.5
AER	0	076	Introduction to Automotive Customer Service	Vocational	0.5
AER	0	110	Engine Repair Technician	Vocational	1
AER	0	118	Advanced Engine Repair Technician	Vocational	1
AER	0	172	Automotive Heat/Air Conditioning Technician	Vocational	1
AER	0	173	Advanced Automotive Heat/Air Conditioning Technician	Vocational	1
AER	0	257	Automatic Transmission/Transaxle Technician	Vocational	1
AER	0	258	Advanced Automatic Transmission/Transaxle Technician	Vocational	1
AER	0	274	Manual Drivetrain and Axle Technician	Vocational	1



POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
AER	0	275	Advanced Manual Drivetrain and Axle Technician	Vocational	1
AER	0	319	Advanced Automotive Electrical/Electronics System Technician	Vocational	2.5
AER	0	360	Automotive Electrical/Electronics System Technician	Vocational	2
AER	0	418	Automotive Brake System Technician	Vocational	1
AER	0	419	Advanced Automotive Brake System Technician	Vocational	1
AER	0	453	Automotive Suspension and Steering Technician	Vocational	1
AER	0	459	Advanced Automotive Suspension and Steering Technician	Vocational	1
AER	0	503	Automotive Engine Performance Technician	Vocational	2
AER	0	506	Advanced Automotive Engine Performance Technician	Vocational	2.5
AER	0	945	Dealership Internship	Vocational	1
AGG	0	080	Biological Technician - Animal	Vocational	3
AGG	0	081	Biotechnology Technician - Plant	Vocational	3
AMT	0	125	Aircraft Coating Safety, Inspection and Environmental Regulations	Vocational	0.5
AMT	0	126	Aircraft Coatings Technician	Vocational	1
AMT	0	133	Aircraft Surface Prep Technician	Vocational	1
AMT	0	700	Aviation General Maintenance Technician Helper	Vocational	4
AMT	0	710	Aviation Maintenance Technician with FAA Airframe 1	Vocational	3
AMT	0	711	Aviation Maintenance Technician with FAA Airframe 2	Vocational	3
AMT	0	720	Aviation Maintenance Technician with Power Plant Rating 1	Vocational	3
AMT	0	721	Aviation Maintenance Technician with Power Plant Rating 2	Vocational	3
AMT	0	940	Aircraft Coatings Technician Internship	Vocational	0.5
AOM	0	311	Agricultural Machinery Operator	Vocational	1
AOM	0	330	Agricultural Equipment Operator 1	Vocational	3
AOM	0	331	Agricultural Equipment Operator 2	Vocational	1
AOM	0	338	Farm Equipment Mechanic	Vocational	1
AOM	0	339	Agricultural Machinery Mechanics	Vocational	2
ARR	0	020	Automotive Collision Estimator	Vocational	0.5
ARR	0	071	Lot Porter	Vocational	1
ARR	0	072	Pre-Delivery Inspection Technician	Vocational	2
ARR	0	073	Recreational Vehicle Technician 1	Vocational	1.5
ARR	0	074	Recreational Vehicle Technician 2	Vocational	1.5
ARR	0	127	Automotive Refinishing	Vocational	2
ARR	0	210	Paint and Body Helper	Vocational	2
ARR	0	213	Paint and Body Assistant	Vocational	2
ARR	0	240	Automotive Body Repairer	Vocational	2
ARR	0	313	Frame and Body Repairman	Vocational	1
ARR	0	610	Basic Prep, Automotive	Vocational	1
ARR	0	611	Reconditioning Detailer	Vocational	1
ARR	0	612	Automotive Detailer	Vocational	1
ATE	0	006	Veterinary Assisting & Laboratory Animal Caretakers 1	Vocational	3
ATE	0	006	Veterinary Assisting & Laboratory Animal Caretakers 1	Vocational	3
ATE	0	070	Veterinary Assisting & Laboratory Animal Caretakers 2	Vocational	1
ATE	0	070	Veterinary Assisting & Laboratory Animal Caretakers 2	Vocational	1
ATE	0	072	Veterinary Assistant	Vocational	1
AVS	0	009	Basic Electronics Troubleshooter	Vocational	1
AVS	0	090	Avionics Technical Publications Technician	Vocational	1
AVS	0	091	Avionics Installer	Vocational	1
AVS	0	092	Avionics Communications System Technician	Vocational	1
AVS	0	093	Avionics Technician	Vocational	1
AVS	0	095	Basic Electronics Troubleshooter	Vocational	1
AVS	0	096	Advanced Electronics Troubleshooter	Vocational	1
AVS	0	097	Avionics Installation Technician	Vocational	1
AVS	0	098	Avionics Technician	Vocational	1
BCV	0	044	Cost Estimator	Practical Arts	1

POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
BCV	0	080	Building Construction Assistant	Practical Arts	3
BCV	0	081	Carpentry and Masonry Technician	Vocational	1
BCV	0	082	Electrical and Plumbing Technician	Vocational	1
BCV	0	083	A/C and Painting Technician	Practical Arts	1
BCV	0	107	Carpenter Helper	Vocational	2
BCV	0	111	Trim and Finish Carpenter	Vocational	2
BCV	0	122	Carpenter (Rough)	Vocational	3
BCV	0	128	Carpenter	Vocational	1
BCV	0	164	Painter and Paper Hanger 1	Vocational	2
BCV	0	165	Painter and Paper Hanger 2	Vocational	2
BCV	0	168	Floor Covering Installer	Vocational	3
BCV	0	180	Plasterer	Vocational	3
BCV	0	186	Drywall Installer (1 of 2)	Vocational	2
BCV	0	187	Drywall Installer (2 of 2)	Vocational	2
BCV	0	235	Cabinet Finisher	Vocational	1
BCV	0	240	Cabinet Assembler	Vocational	2
BCV	0	243	Cabinetmaker	Vocational	3
BCV	0	300	Concrete Finisher	Vocational	1
BCV	0	330	Masonry Tender	Vocational	3
BCV	0	360	Bricklayer Helper	Vocational	2
BCV	0	362	Brickmason 1	Vocational	3
BCV	0	363	Brickmason 2	Vocational	3
BCV	0	392	Hard Tile Setter 1	Vocational	1.5
BCV	0	393	Hard Tile Setter 2	Vocational	1.5
BCV	0	400	Building Construction Helper	Vocational	3
BCV	0	401	Building Construction Technician 1	Vocational	2
BCV	0	402	Building Construction Technician 2	Vocational	2
BCV	0	508	Helper, Plumber, Pipefitter	Vocational	2
BCV	0	540	Residential Plumber	Vocational	2
BCV	0	562	Commercial Plumber	Vocational	2
BCV	0	565	Fire Sprinkler Installer Helper	Vocational	2
BCV	0	566	Fire Sprinkler Installer (1 of 2)	Vocational	2.5
BCV	0	567	Fire Sprinkler Installer (2 of 2)	Vocational	2.5
BCV	0	568	Industrial Pipefitter Helper	Vocational	2
BCV	0	569	Industrial Pipefitter	Vocational	2
BCV	0	592	Plumber	Vocational	1
BCV	0	603	Electrician Helper	Vocational	2
BCV	0	640	Residential Electrician	Vocational	3
BCV	0	652	Commercial Electrician	Vocational	3
BCV	0	666	Electrical Technician	Vocational	2
BCV	0	667	Industrial Electrician	Vocational	2
BRC	0	080	Estate Planner	Vocational	0
BRC	0	081	Income Tax Planning	Vocational	0
BRC	0	082	Investment Planning	Vocational	0
BRC	0	083	Employee Benefits and Retirement Planning	Vocational	0
BRC	0	084	Principles of Financial and Insurance Planning	Vocational	0
BRC	0	089	Personal Financial Planning (Capstone)	Vocational	0
BRC	0	090	Data Entry Clerk	Vocational	1
BRC	0	091	Accounting Applications 1	Vocational	1
BRC	0	091	Credit Checkers	Vocational	3
BRC	0	093	Brokerage Clerk	Vocational	1
BRC	0	094	Financial Operations	Vocational	1
BRC	0	099	Business in a Global Economy	Vocational	1
BRC	0	109	Tellers	Vocational	1
BRC	0	945	Financial Internship	Vocational	1



POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
BSC	0	490	Biomedical Technician 1	Vocational	2
BSC	0	491	Biomedical Technician 2	Vocational	2
BSC	0	492	Biomedical Technician 3	Vocational	2
CGS	0	820C	Web Development and Design	Practical Arts	0.5
CJK	0	001	Introduction to Law Enforcement	Vocational	0
CJK	0	012	Legal	Vocational	0
CJK	0	013	Interactions in a Diverse Community	Vocational	0
CJK	0	014	Interviewing and Report Writing	Vocational	0
CJK	0	020	CMS Law Enforcement Vehicle Operations	Vocational	0
CJK	0	031	CMS First Aid for Criminal Justice Officers	Vocational	0
CJK	0	040	CMS Criminal Justice Firearms	Vocational	0.5
CJK	0	051	CMS Criminal Justice Defensive Tactics	Vocational	0.5
CJK	0	064	Fundamentals of Patrol	Vocational	0
CJK	0	065	Calls for Service	Vocational	0
CJK	0	077	Criminal Investigations	Vocational	0
CJK	0	078	Crime Scene to Courtroom	Vocational	0
CJK	0	084	DUI Traffic Stops	Vocational	0
CJK	0	087	Traffic Stops	Vocational	0
CJK	0	088	Traffic Crash Investigations	Vocational	0
CJK	0	092	Critical Incidents	Vocational	0
CJK	0	096	Criminal Justice Officer Physical Fitness Training/Law Enforcement	Vocational	0
CJK	0	110	Parking Enforcement Specialist	Vocational	0
CJK	0	112	Traffic Accident Investigator	Vocational	0.5
CJK	0	114	Police Service Aide	Vocational	0.5
CJK	0	120	Police Service Aide - Criminal Justice Operations	Vocational	3
CJK	0	132	Private Security Officer	Vocational	0
CJK	0	134	Armed Private Security Officer	Vocational	0
CJK	0	200	Overview of Corrections	Vocational	0
CJK	0	205	Law Enforcement Crossover to Correctional Responding to Incidents	Vocational	0
CJK	0	219	Responding to Calls for Service	Vocational	0
CJK	0	227	Correctional Probation Crossover to Law Enforcement Officer	Vocational	0
CJK	0	228	Law Enforcement Report Writing	Vocational	0
CJK	0	229	Crime Scene Procedures	Vocational	0
CJK	0	230	Correctional Crossover to Correctional Probation Legal and	Vocational	0
CJK	0	231	Correctional Crossover to Correctional Probation Supervision	Vocational	0
CJK	0	232	Correctional Crossover to Correctional Probation Investigations	Vocational	0
CJK	0	235	Correctional Cross-Over to Correctional Probation Wellness	Vocational	0
CJK	0	240	Law Enforcement Auxiliary Introduction	Vocational	0
CJK	0	241	Law Enforcement Auxiliary Patrol & Traffic	Vocational	0
CJK	0	242	Law Enforcement Auxiliary Investigations	Vocational	0
CJK	0	252	Law Enforcement Cross-over to Correctional Probation Legal and	Vocational	0
CJK	0	256	Law Enforcement Cross-over to Correctional Probation Caseload	Vocational	0
CJK	0	257	Law Enforcement Cross-over to Correctional Probation Supervision	Vocational	0
CJK	0	258	Law Enforcement Cross-Over to Correctional Probation Officer	Vocational	0
CJK	0	271	Correctional Probation Legal	Vocational	0
CJK	0	272	Correctional Probation Interpersonal Communication Skills	Vocational	0
CJK	0	273	Correctional Probation Caseload Management	Vocational	0
CJK	0	274	Correctional Probation Supervision	Vocational	0.5
CJK	0	275	Correctional Probation Investigations	Vocational	0
CJK	0	276	Correctional Probation Management Information Systems	Vocational	0
CJK	0	281	Criminal Justice Officer Physical Fitness Training/Probation Officer	Vocational	0
CJK	0	287	Correctional Probation Cross-over to Correctional Radio	Vocational	0
CJK	0	293	Overview of Law Enforcement	Vocational	0
CJK	0	295	Correctional Crossover to Law Enforcement Officer Wellness	Vocational	0
CJK	0	296	Reporting Procedures	Vocational	0



POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
CJK	0	297	Interactions in Crisis Situations	Vocational	0
CJK	0	300	Introduction to Corrections	Vocational	0
CJK	0	305	CJSTC Communications	Vocational	0
CJK	0	310	Officer Safety	Vocational	0
CJK	0	315	Facility and Equipment	Vocational	0
CJK	0	320	Intake and Release	Vocational	0
CJK	0	325	Supervising in a Correctional Facility	Vocational	0
CJK	0	330	Supervising Special Populations	Vocational	0
CJK	0	335	Responding to Incidents and Emergencies	Vocational	0
CJK	0	340	Officer Wellness and Physical Abilities	Vocational	0
CJK	0	354	Law Enforcement Crossover to Correctional Officer Wellness	Vocational	0
CJK	0	391	Correctional Probation Cross-over to Correctional Officer Wellness	Vocational	0
CJK	0	392	Cross-over Handgun Transition Course	Vocational	0
CJK	0	393	Crossover Program Updates	Vocational	0
CJK	0	410	NPS Legal	Vocational	0.5
CJK	0	411	NPS Behavioral Science	Vocational	0
CJK	0	412	NPS Enforcement Operations	Vocational	0
CJK	0	413	NPS Patrol Procedures	Vocational	0.5
CJK	0	414	NPS Firearms	Vocational	0
CJK	0	415	NPS Driving	Vocational	0
CJK	0	416	NPS Physical Techniques	Vocational	0
CJK	0	422	Dart Firing Stun Gun	Vocational	0
COS	0	002	Cosmetologist and Hairdresser 1	Vocational	2
COS	0	003	Cosmetologist and Hairdresser 2	Vocational	2
COS	0	005	Hairdresser and Cosmetologist 1	Practical Arts	2
COS	0	006	Hairdresser and Cosmetologist 2	Practical Arts	2
COS	0	009	Cosmetologist and Hairdresser 3	Vocational	2.5
COS	0	150	Restricted Barber 1	Vocational	2
COS	0	151	Restricted Barber 2	Vocational	2
COS	0	152	Restricted Barber 3	Vocational	2
COS	0	671	Barber	Vocational	1
CSP	0	009	Grooming and Salon Services Core, Facials and Nails	Practical Arts	1.5
CSP	0	009	Grooming and Salon Services Core, Facials and Nails	Practical Arts	1.5
CSP	0	015	Manicurist and Pedicurist	Practical Arts	1.5
CSP	0	105	Advanced Skin Care 1	Vocational	1
CSP	0	106	Advanced Skin Care 2	Vocational	1
CSP	0	264	Facial Treatments	Vocational	1
CSP	0	265	Facials/Skin Care Specialist	Practical Arts	1.5
CSP	0	505	Ethical Business Practices	Vocational	0
CSP	0	930	Specialty Topics	Vocational	0
CSP	0	940	Internship	Vocational	0
CTE	0	000	Garment Fabrication Specialist	Vocational	1
CTE	0	001	Industrial Seamstress	Vocational	1
CTE	0	002	Introduction to Patternmaking and Entrepreneurship	Vocational	1
CTE	0	003	Alterations Specialist	Vocational	2
CTE	0	004	Tailor for Menswear	Vocational	2
CTE	0	005	Formalwear Specialist	Vocational	2
CTE	0	006	Costume Specialist	Vocational	2
CTE	0	007	Accessories Specialist	Vocational	2
CTE	0	008	Intimate Apparel Specialist	Vocational	2
CTE	0	010	Embroiderer	Vocational	2
CTE	0	011	Embroidery Digitizer	Vocational	2
CTE	0	012	CAD Patternmaker I	Vocational	2
CTE	0	013	CAD Patternmaker II	Vocational	2

POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
CTS	0	000	Voice Writing (1 of 2)	Vocational	2.5
CTS	0	001	Voice Writing (2 of 2)	Vocational	2.5
CTS	0	002	Voice Writer (1 of 2)	Vocational	3
CTS	0	003	Voice Writer (2 of 2)	Vocational	3
CTS	0	004	Computer Support Technician	Vocational	1
CTS	0	006	Network Systems Technician	Vocational	1
CTS	0	007	Network Specialist	Vocational	2
CTS	0	008	Network Administrator	Vocational	2
CTS	0	009	Wireless Telecommunications Administrator	Vocational	2
CTS	0	011	Web Developer Assistant	Vocational	1
CTS	0	012	Database Specialist	Vocational	1
CTS	0	013	Junior Application Developer	Vocational	2.5
CTS	0	014	Web Application Developer	Vocational	2.5
CTS	0	015	Web Media Integration	Practical Arts	1
CTS	0	015	Web Media Integration	Practical Arts	1
CTS	0	016	Web E-Commerce	Vocational	1
CTS	0	017	Web Interactivity	Practical Arts	1
CTS	0	017	Web Interactivity	Practical Arts	1
CTS	0	018	Cybersecurity Associate	Vocational	4
CTS	0	019	Information Security Manager	Vocational	1
CTS	0	021	Data Security Specialist	Vocational	1
CTS	0	022	Network Support Help Desk Assistant	Vocational	1
CTS	0	023	Network Support Administrator	Vocational	1
CTS	0	024	Senior Network Administrator	Vocational	1
CTS	0	025	Computer Networking	Vocational	1
CTS	0	026	Network Support Manager	Vocational	1
CTS	0	027	Systems Administrator	Vocational	1
CTS	0	028	Systems Engineer	Vocational	1
CTS	0	029	Wireless Network Administrator	Vocational	1
CTS	0	030	Programming Fundamentals	Vocational	1
CTS	0	031	Java Developer	Vocational	4
CTS	0	032	.NET Programmer	Vocational	3
CTS	0	034	Web Programmer	Vocational	3
CTS	0	040	IT Programming and Database	Vocational	1
CTS	0	041	Computer Programmer Assistant	Vocational	2
CTS	0	042	Junior Programmer	Vocational	2
CTS	0	043	Junior Programmer II	Vocational	2
CTS	0	044	Computer Programmer	Vocational	1
CTS	0	046	Database Fundamentals	Vocational	1
CTS	0	047	Specialized Database Programming	Vocational	1
CTS	0	049	Web Scripting	Practical Arts	1
CTS	0	049	Web Scripting	Practical Arts	1
CTS	0	054	Cloud Analyst	Vocational	1
CTS	0	056	Cloud Virtualization Specialist	Vocational	2
CTS	0	059	Technology Support Services	Vocational	4
CTS	0	060	Software Security Specialist	Vocational	1
CTS	0	062	Database Programmer	Vocational	4
CTS	0	063	Database Essentials	Vocational	1
CTS	0	067	Specialized Database Applications	Vocational	1
CTS	0	068	Cybersecurity Essentials	Vocational	1
CTS	0	069	Computer Security Technician	Vocational	2
CTS	0	070	Web Design Foundations	Practical Arts	1
CTS	0	070	Web Design Foundations	Practical Arts	1
CTS	0	071	Web Interface Design	Practical Arts	1



POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
CTS	0	071	Web Interface Design	Practical Arts	1
CTS	0	072	IT & Web Systems	Vocational	2
CTS	0	073	Web Development Fundamentals	Practical Arts	1
CTS	0	073	Web Development Fundamentals	Practical Arts	1
CTS	0	074	IT & Web Systems	Practical Arts	1
CTS	0	075	Multimedia Systems	Practical Arts	1
CTS	0	076	Assistant Web Designer	Practical Arts	2
CTS	0	077	Web Designer	Practical Arts	2
CTS	0	078	Senior Web Designer	Practical Arts	2
CTS	0	079	IT Web and Digital Media	Practical Arts	1
CTS	0	082	Computer Systems Technology	Vocational	2
CTS	0	083	Computer Network Technician	Vocational	1
CTS	0	084	Computer Networking Specialist	Vocational	1
CTS	0	085	Web Security Specialist	Vocational	1
CTS	0	086	Help Desk Support Assistant	Vocational	2
CTS	0	087	Help Desk Technician	Vocational	2
CTS	0	088	Help Desk Analyst	Vocational	1
CTS	0	089	Information Security Administrator	Vocational	1
CTS	0	099	IT Technical Support and Networking	Vocational	1
CTS	0	940	IT Internship	Vocational	1
DEA	0	005	Dental Lab Technician	Vocational	1.5
DEA	0	705	Denture Technician 1	Vocational	2
DEA	0	706	Advanced Denture Technician	Vocational	2.5
DEA	0	709	Crown and Bridge Technician	Vocational	2.5
DEA	0	710	Ceramic Technician	Vocational	1.5
DEA	0	713	Denture Technician 2	Vocational	2
DEA	0	720	Dental Sterile Technician	Vocational	1
DEA	0	721	Dental Assistant 1	Vocational	1
DEA	0	722	Dental Assistant 2	Vocational	2
DEA	0	723	Dental Assistant 3	Vocational	3
DEA	0	725	Introduction to Dental Assisting	Vocational	0.5
DEA	0	726	Dental Infection Control Assistant	Vocational	1
DEA	0	727	Dental Assisting 1	Vocational	3
DEA	0	728	Dental Assisting 2	Vocational	3
DIG	0	060	3-D Animation Production Assistant	Practical Arts	1
DIG	0	061	Modeler	Practical Arts	2
DIG	0	062	Texture Artist/Rigger	Practical Arts	2
DIG	0	063	Animation/Motion Capture Technician	Practical Arts	2
DIG	0	070	Game/Simulation Designer	Practical Arts	2
DIG	0	071	Game/Simulation Graphic Artist	Practical Arts	1
DIG	0	072	Game/Simulation 3D Animator	Practical Arts	1
DIG	0	073	Digital Media Artist	Practical Arts	1
DIG	0	074	Digital Media Specialist	Practical Arts	1
DIG	0	075	Game Programmer	Vocational	1
DIG	0	076	Game Software Developer	Practical Arts	1
DIG	0	077	Game Simulation Project Manager	Vocational	1
DIG	0	080	Digital Media Technician	Vocational	4
DIG	0	081	Theory and Foundations of Design	Vocational	1
DIG	0	082	Multimedia Digital/Print Designer	Vocational	2
DIG	0	083	Multimedia Web Interactive Designer	Vocational	2
DIG	0	084	Multimedia Integrated Producer Designer	Vocational	2
DIG	0	100	Web Design I	Practical Arts	0.5
DIG	0	940	Practicum and Portfolio Development	Practical Arts	0.5



POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
DIG	0	000C	Introduction to Digital Media	Practical Arts	0.5
DIG	0	030C	Digital Video and Sound	Practical Arts	0.5
DIG	0	109C	Digital Imaging Fundamentals	Practical Arts	0.5
DIG	0	284C	Advanced Digital Video and Sound	Practical Arts	0.5
DIG	0	292C	Digital Post-Production	Practical Arts	0.5
DIG	0	341C	Motion Graphics for Digital Media	Practical Arts	0.5
DIG	0	348C	Lighting Design and Techniques	Practical Arts	0.5
DIG	0	430C	Digital Storytelling	Practical Arts	0.5
DIG	0	500C	Fundamentals of Interactive Design/Multimedia Authoring I	Practical Arts	0.5
DIM	0	101	Diesel Engine Technician Helper	Vocational	1
DIM	0	102	Diesel Electrical and Electronics Technician	Vocational	2
DIM	0	103	Diesel Equipment Preventative Maintenance Technician	Vocational	1
DIM	0	104	Diesel Engine Technician	Vocational	2
DIM	0	105	Diesel Brakes Technician	Vocational	2
DIM	0	106	Diesel Heating and Air Conditioning Technician	Vocational	1
DIM	0	107	Diesel Steering and Suspension Technician	Vocational	1
DIM	0	108	Diesel Drivetrain Technician	Vocational	1
DIM	0	109	Diesel Hydraulics Technician	Vocational	1
DIM	0	110	Diesel Power Train Technician	Vocational	1
DIM	0	810	Transit Equipment Preventative Maintenance Technician	Vocational	1.5
DIM	0	811	Transit Basic Electrical Systems Technician	Vocational	1
DIM	0	812	Transit Wheelchair Lift/Ramp Technician	Vocational	0.5
DIM	0	813	Transit Diesel Engine Preventative Maintenance Technician	Vocational	1
DIM	0	814	Transit Steering and Suspension Technician	Vocational	1
DIM	0	820	Transit Hydraulics	Vocational	0.5
DIM	0	821	Transit Diesel Electrical and Diesel Engine Electronics Technician	Vocational	1
DIM	0	822	Transit Drivetrain Technician	Vocational	1
DIM	0	823	Transit Intermediate Electrical Systems Technician	Vocational	1
DIM	0	824	Transit Brakes/Air System Technician	Vocational	1.5
DIM	0	830	Transit Alternative Fuels System Technician	Vocational	1
DIM	0	831	Transit Advanced Electrical Systems Technician	Vocational	1
DIM	0	832	Transit Heating and Air-Conditioning Technician	Vocational	1
DIM	0	833	Transmission Diagnosis, Rebuild and Repair Technician	Vocational	1
DIM	0	834	Diesel Engine Diagnosis, Rebuild and Repair Technician	Vocational	1
DSC	0	230	Seaport Security Officer	Vocational	1
EDG	0	312	Substitute Teacher	Vocational	1
EDG	0	317	Teacher Assisting	Vocational	3
EEC	0	001	Introduction to Early Childhood Education	Practical Arts	0.5
EEC	0	200	Early Childhood Curriculum	Practical Arts	0.5
EER	0	006	Electronics Equipment Repairer	Vocational	1
EER	0	051	Telecommunications Installer	Vocational	1
EER	0	052	Telecommunications Installation and Repairer Specialist	Vocational	1
EER	0	055	Telecommunications Technician	Vocational	2
EER	0	090	Biomedical Electronics Troubleshooter 1	Vocational	1
EER	0	091	Biomedical Electronics Repair Technician	Vocational	1
EER	0	092	Biomedical Imaging Equipment 1	Vocational	1.5
EER	0	093	Biomedical Imaging Equipment Technician	Vocational	1.5
EER	0	310	Appliance Helper	Vocational	2
EER	0	315	Laundry Technician	Vocational	2
EER	0	317	Kitchen Technician	Vocational	3
EER	0	320	Slot Machine Attendant	Vocational	0.5
EER	0	321	Slot Machine Technician	Vocational	1

POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
EER	0	336	Copier/Printer Installer	Vocational	1.5
EER	0	337	Copier/Printer Maintenance Technician	Vocational	1.5
EER	0	381	Radio/TV/Video Specialist	Vocational	0.5
EER	0	522	TV Satellite Specialist	Vocational	0.5
EER	0	581	Audio Specialist	Vocational	0.5
EER	0	591	Security System Specialist	Vocational	0.5
EEV	0	010	Electronics Assembler	Vocational	2
EEV	0	020	Electrical, Electronic Assembler	Vocational	3
EEV	0	100	Electronics Tester	Vocational	3
EEV	0	140	Turbine Generator Maintenance Technician I	Vocational	3
EEV	0	141	Turbine Generator Maintenance Technician II	Vocational	3
EEV	0	142	Turbine Generator Maintenance Mechanic	Vocational	3
EEV	0	151	Electrical Powerline Installer 1	Vocational	10
EEV	0	200	Solar Energy Technician	Vocational	3
EEV	0	201	Power Distribution Technician	Vocational	3
EEV	0	202	Energy Generation Technician	Vocational	3
EEV	0	203	Solar Thermal System Design, Installation and Maintenance Helper	Vocational	2
EEV	0	204	Solar Thermal System Design, Installation and Maintenance	Vocational	2
EEV	0	205	Solar Photovoltaic System Design, Installation and Maintenance	Vocational	1
EEV	0	206	Solar Photovoltaic System Design, Installation and Maintenance	Vocational	3
EEV	0	317	Data Communication Analyst	Vocational	1
EEV	0	500	Electronics Equipment Repairer	Vocational	2.5
EEV	0	501	End User Support Technician	Vocational	3
EEV	0	502	PC Electronics Installer	Vocational	1
EEV	0	503	Computer Support Specialist-LAN Technician	Vocational	2
EEV	0	504	Computer Support Assistant	Vocational	1
EEV	0	505	Computer Support Specialist	Vocational	2
EEV	0	506	Field Service Technician	Vocational	2
EEV	0	507	Computer Specialist	Vocational	0.5
EEV	0	508	Digital Electronics Technician	Vocational	3
EEV	0	616	Electronics Technician	Vocational	3
EEV	0	650	Electrician (Construction)	Vocational	2
EEV	0	652	Instrument Mechanic	Vocational	2
EEV	0	654	Electrician Maintenance	Vocational	2
EEV	0	656	Instrument Technician	Vocational	2.5
EEV	0	658	Operating Engineer Assistant Stationary	Vocational	2.5
EEV	0	710	Installation Assistant	Vocational	1
EEV	0	711	Level 1 Installer	Vocational	1
EEV	0	712	Level 2 Installer	Vocational	1
EEV	0	713	Mobile Electronics Technician	Vocational	1
EEV	0	714	Basic Mobile Electronics Technology	Vocational	1
EEV	0	715	Advanced Mobile Electronics Installation Technician	Vocational	1
EMS	0	002	Dispatcher: Police, Fire, Ambulance	Vocational	1.5
EMS	0	050	Emergency Medical Responder	Vocational	0.5
EMS	0	159	Emergency Medical Technician	Vocational	1
EMS	0	219	Paramedic 1	Vocational	2
EMS	0	220	Paramedic 2	Vocational	2
EMS	0	221	Paramedic 3	Vocational	2
ETC	0	003	Public Works Cadet 1	Vocational	1
ETC	0	004	Public Works Cadet 2	Vocational	1
ETC	0	005	Public Works Cadet 3	Vocational	1
ETI	0	085	Engineering Technician	Vocational	3



POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
ETI	0	450	Industrial Machine Maintenance Assistant	Vocational	3
ETI	0	456	Machinery Maintenance Mechanic	Vocational	2
ETI	0	457	Machinery Maintenance Technician	Vocational	1
ETI	0	458	Industrial Maintenance Specialist	Vocational	3
ETI	0	459	Millwright	Vocational	3
ETI	0	481	Production Worker	Vocational	1
ETI	0	482	Assembler	Vocational	1
ETI	0	484	Process Assistant	Vocational	1
ETI	0	485	Automation and Production Technician	Vocational	1
ETI	0	600	Drafting Assistant Machining	Vocational	2
ETI	0	601	Cost Control Assistant	Vocational	2
ETI	0	602	Industrial Technician Assistant 1	Vocational	1.5
ETI	0	603	Industrial Technician Assistant 2	Vocational	1.5
ETI	0	604	Industrial Engineering Technician 1	Vocational	1.5
ETI	0	605	Industrial Engineering Technician 2	Vocational	1.5
ETN	0	005	Electroneurodiagnostic Technologist 1	Vocational	1
ETN	0	006	Electroneurodiagnostic Technologist 2	Vocational	1.5
ETN	0	007	Electroneurodiagnostic Technologist 3	Vocational	1.5
ETN	0	008	Electroneurodiagnostic Technologist 4	Vocational	1.5
ETN	0	009	Electroneurodiagnostic Technologist 5	Vocational	1.5
ETP	0	090	Energy Technician 1	Vocational	2
ETP	0	091	Energy Technician 2	Vocational	2
EVS	0	016	Swimming Pool Servicer	Vocational	3
EVS	0	133	Water Treatment Plant Operator, Level "C"	Vocational	1
EVS	0	143	Water Treatment Plant Operator, Level "B"	Vocational	0.5
EVS	0	153	Water Treatment Plant Operator, Level "A"	Vocational	0.5
EVS	0	158	Environmental Science and Protection Technicians 1	Vocational	2
EVS	0	159	Environmental Science and Protection Technicians 2	Vocational	2
EVS	0	240	Water System Operator Level 3	Vocational	0.5
EVS	0	241	Water System Operator Level 2	Vocational	0.5
EVS	0	242	Water System Operator Level 1	Vocational	0.5
EVS	0	333	Wastewater Treatment Plant Operator, Level "C"	Vocational	1
EVS	0	343	Wastewater Treatment Plant Operator, Level "B"	Vocational	0.5
EVS	0	350	Wastewater Treatment Plant Operator, Level "A"	Vocational	0.5
EVS	0	355	Membrane Water Treatment Specialist	Vocational	2
EVS	0	357	High Purity Water Treatment Specialist	Vocational	2
FFP	0	010	Fire Fighter I	Vocational	1
FFP	0	020	Fire Fighter II	Vocational	1
FFP	0	142	Medical First Responder	Vocational	0
FFP	0	160	Fire Instructor I	Vocational	0
FFP	0	161	Fire Instructor II	Vocational	0
FFP	0	162	Fire Instructor III	Vocational	0
FFP	0	360	Fire Apparatus Operator	Vocational	0.5
FFP	0	363	EVOC	Vocational	0
FFP	0	560	Firesafety Inspector I	Vocational	1
FFP	0	562	Firesafety Inspector II	Vocational	1
FFP	0	660	Fire Investigator I	Vocational	1
FFP	0	661	Fire Investigator II	Vocational	1
FIL	0	080	Set Builder/Prop Maker	Practical Arts	2
FIL	0	081	Sound Equipment Operator	Vocational	1.5
FIL	0	082	Grips and lighting Equipment Operator	Vocational	2.5



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FIL	0	083	Editing Equipment Operator	Vocational	2.5
FIL	0	084	Camera Assistant	Vocational	2.5
FIL	0	085	Video Production Manager	Vocational	2
FIL	0	086	Grip and Lighting Technician	Vocational	1
FIL	0	087	Motion Picture Projectionists/Digital Cinematographer	Vocational	2
FIL	0	088	Digital Video Editor	Vocational	1
FIL	0	089	Visual Effects Artist	Vocational	1
FOR	0	013	Forest and Conservation Technicians-Forestry	Vocational	1
FOR	0	014	Forest and Conservation Technicians- Natural Resources	Vocational	1
FOR	0	030	Forest and Conservation Workers	Vocational	3
FSS	0	064	Food Production	Practical Arts	0.5
FSS	0	090	Pastry Cook/Baker	Vocational	2
FSS	0	091	Pastry Chef/Head Baker	Vocational	2
FSS	0	228	Pastries and Desserts	Practical Arts	0.5
FSS	0	600	Food Service Supervisor	Vocational	1
GIS	0	090	GIS Technician Assistant	Practical Arts	2
GIS	0	091	GIS Technician	Practical Arts	2
GRA	0	001	Presentation Specialist	Practical Arts	1
GRA	0	002	Presentation Graphic Artist	Practical Arts	1
GRA	0	003	Web Production/Design Assistant	Practical Arts	1
GRA	0	005	Multimedia Production Assistant (Multimedia Essentials 1) 2 of 2	Practical Arts	1
GRA	0	006	Multimedia Junior Designer (Multimedia Essentials 2)	Practical Arts	3
GRA	0	007	Multimedia Designer (Video Editing for Multimedia)	Vocational	1
GRA	0	008	Multimedia Producer (Multimedia Authoring)	Vocational	2
GRA	0	009	Multimedia Specialist	Vocational	1
GRA	0	012	Copy Center Technician	Practical Arts	3
GRA	0	013	Process Camera Operator	Practical Arts	2
GRA	0	014	Layout Designer/Planner	Practical Arts	3
GRA	0	015	Duplicator Operator	Vocational	3
GRA	0	016	General Bindery Worker	Vocational	1
GRA	0	020	Digital Publishing Assistant 1	Vocational	1.5
GRA	0	021	Digital Publishing Assistant 2	Vocational	1.5
GRA	0	022	Desktop Publishing Specialist 1	Vocational	1.5
GRA	0	023	Desktop Publishing Specialist 2	Vocational	1.5
GRA	0	024	Production Assistant	Practical Arts	1
GRA	0	025	Digital Assistant Designer	Practical Arts	2
GRA	0	026	Graphic Designer	Practical Arts	2
GRA	0	027	Media Designer	Practical Arts	2
GRA	0	036	Desktop Publishing Assistant	Practical Arts	3
GRA	0	037	Design Technician	Practical Arts	3
GRA	0	038	Illustrator	Practical Arts	2
GRA	0	039	Print Media Artist	Practical Arts	2
GRA	0	079	Custom Promotional Design Manager	Practical Arts	2
GRA	0	120C	Page Design and Layout	Practical Arts	0.5
GRA	0	156C	Digital Design and Illustration	Practical Arts	0.5
GRA	0	204C	Digital Print Production	Practical Arts	0.5
GRA	0	206C	Fundamentals of Typography	Practical Arts	0.5
GRA	0	207C	Advanced Image Editing	Practical Arts	0.5
HCP	0	020	Patient Care Assistant	Vocational	0.5
HCP	0	121	Nurse Aide and Orderly (Articulated)	Vocational	0.5
HCP	0	330	Home Health Aide	Vocational	0.5
HCP	0	332	Advanced Home Health Aide	Vocational	0

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HCP	0	811	Psychiatric Technician 1	Vocational	2
HCP	0	812	Psychiatric Technician 2	Vocational	2
HCP	0	852	Psychiatric Aide	Vocational	2
HEV	0	001	Automobile Upholstery Helper	Vocational	2
HEV	0	010	Retail Sales	Practical Arts	1
HEV	0	011	Tailor, Dressmaker	Practical Arts	1
HEV	0	012	Fabric and Apparel Patternmakers	Practical Arts	1
HEV	0	013	Fashion Coordinator/Stylist	Practical Arts	1
HEV	0	101	Child Care Teacher Aide	Vocational	0.5
HEV	0	112	Child Care Worker - School Age	Vocational	0
HEV	0	117	Child Care Worker - Preschool	Vocational	0.5
HEV	0	119	Family Child Care Provider	Vocational	0
HEV	0	156	Preschool Teacher	Practical Arts	2
HEV	0	160	Child Care Center Director	Vocational	0
HEV	0	162	Child Care Development Specialist	Vocational	1
HEV	0	190	School Age Care Professional	Vocational	0.5
HEV	0	203	Seamstress	Vocational	1
HEV	0	211	Alterationist	Vocational	1
HEV	0	212	Construction Specialist	Vocational	1
HEV	0	217	Alterationist for Fine Clothing	Vocational	1
HEV	0	232	Custom Tailor/Patternmaker	Vocational	1
HEV	0	240	Power Machine Operator	Vocational	0
HEV	0	244	Layout Machine Operator	Vocational	2
HEV	0	410	Interior Design Assistant	Practical Arts	1
HEV	0	412	Sales/Color Consultant	Vocational	1
HEV	0	413	Interior Decorator/Interior Decorating Consultant	Vocational	1
HEV	0	414	Interior Design Specialist	Practical Arts	1
HEV	0	416	Drafter	Practical Arts	1
HEV	0	420	Sewing Machine Operator, Nongarment	Vocational	3
HEV	0	430	Upholstery Assembler/Fabricator	Vocational	2
HEV	0	432	Upholsterer	Vocational	2
HEV	0	441	Automobile Seat Cover Installer	Vocational	2.5
HEV	0	444	Automobile Headliner/Door Panel Installer (1 of 2)	Vocational	2
HEV	0	445	Automobile Headliner/Door Panel Installer (2 of 2)	Vocational	2
HEV	0	446	Automobile Carpet Installer	Vocational	0.5
HEV	0	447	Convertible and Vinyl Top Installer/Automotive Upholsterer	Vocational	2
HEV	0	450	Drapery Operator	Vocational	1
HEV	0	451	Drapery Supervisor	Practical Arts	3
HEV	0	452	Furniture Arranger/Space Planner	Vocational	2
HEV	0	453	Merchandise Stylist/Visual Displayer	Vocational	2
HEV	0	510	Janitors/Cleaners	Vocational	1
HEV	0	511	Supervisor, Janitor	Vocational	1
HEV	0	540	Laundry, Dry Cleaning Machine Operator	Vocational	3
HEV	0	610	Diet Clerk	Vocational	1
HEV	0	620	Food Preparation Worker	Vocational	1
HEV	0	621	Combined Food Preparation and Serving Worker 1	Vocational	1
HEV	0	622	Combined Food Preparation and Serving Worker 2	Vocational	1
HEV	0	623	Cook	Practical Arts	1
HEV	0	624	Cook, Restaurant	Practical Arts	1
HEV	0	625	Food Service and Restaurant Manager	Vocational	1
HEV	0	626	Food Service Manager	Vocational	2
HEV	0	870	Child Care Worker 1	Vocational	1
HEV	0	871	Child Care Worker 2	Vocational	1



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HEV	0	872	Teacher Aide (Preschool)	Practical Arts	1
HEV	0	873	Teacher (Preschool)	Vocational	1
HIM	0	002	Medical Record Transcriber 1 ATD	Vocational	2
HIM	0	009	Introduction to Health Information Technology	Vocational	0.5
HIM	0	071	Medical Coder/Biller 1	Vocational	2
HIM	0	072	Medical Coder/Biller 2	Vocational	2
HIM	0	073	Medical Coder/Biller 3	Vocational	2
HIM	0	074	Medical Transcriber 1	Vocational	2
HIM	0	075	Medical Transcriber 2	Vocational	2
HIM	0	076	Health Unit Clerk	Vocational	2.5
HIM	0	081	Medical Transcriber 3	Vocational	2
HIM	0	083	Medical Record Transcriber 2 ATD	Vocational	2
HIM	0	084	Medical Record Transcriber 3 ATD	Vocational	2
HMV	0	035	Travel Agent	Vocational	3
HMV	0	038	Travel Consultant	Vocational	1
HMV	0	038	Travel Consultant	Vocational	1
HMV	0	051	Travel Agent/Consultant	Vocational	1.5
HMV	0	100	Food Preparation	Vocational	2
HMV	0	101	Line Cook	Practical Arts	3
HMV	0	107	Breakfast Cook	Practical Arts	2
HMV	0	108	Pastry Cook	Vocational	2
HMV	0	109	Salad Person	Practical Arts	1
HMV	0	111	Steward	Practical Arts	0.5
HMV	0	112	Utility Cook	Practical Arts	1
HMV	0	126	Food Service Manager	Vocational	2
HMV	0	141	Bus Person	Practical Arts	0.5
HMV	0	170	Cook, Restaurant	Vocational	2
HMV	0	171	Chef/Head Cook	Vocational	2
HMV	0	201	Front Desk Agent	Vocational	2
HMV	0	202	Lodging Managers	Vocational	1
HMV	0	740	Guest Services Agent	Vocational	1
HMV	0	741	Reservation and Transportation Agent	Vocational	2
HMV	0	743	Reservations Agent	Vocational	1.5
HSC	0	003	Basic Healthcare Worker	Vocational	0.5
HSC	0	016	Allied Health Assistant	Vocational	1
HSC	0	061	Introduction to Clinical Medical Education Simulator Technician	Vocational	0
HSC	0	062	Clinical Medical Education Simulator Technician 1	Vocational	1
HSC	0	063	Clinical Medical Education Simulator Technician 2	Vocational	1
HSC	0	064	Clinical Medical Education Simulator Technician 3	Vocational	1
HUS	0	090	Human Services Core	Vocational	0.5
MEA	0	500	Medical Office Receptionist	Vocational	0.5
MEA	0	520	Phlebotomist	Vocational	0.5
MEA	0	521	Phlebotomist, MA	Vocational	0.5
MEA	0	540	EKG Aide	Vocational	0.5
MEA	0	541	EKG Technician	Vocational	2
MEA	0	543	EKG Aide, MA	Vocational	0.5
MEA	0	550	Medical Assistant 1	Vocational	2
MEA	0	551	Medical Assistant 2	Vocational	2
MEA	0	552	Medical Assistant 3	Vocational	2
MEA	0	560	Medical Lab Assistant	Vocational	2
MEA	0	580	Advanced Allied Health Assistant	Vocational	0.5



POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
MKA	0	010	Marketing Manager	Vocational	1
MKA	0	080	Entertainment, Sports and Related Workers	Vocational	2
MKA	0	081	Insurance Sales Agent	Vocational	0
MKA	0	090	Business Manager	Practical Arts	2
MKA	0	091	(Entrepreneur) General Manager	Vocational	1
MKA	0	092	(Business Owner) General Manager	Practical Arts	1
MKA	0	096	(Import/Export) Billing Clerk	Vocational	2
MKA	0	097	(Import/Export) Documentation Clerk	Vocational	1
MKA	0	098	(Import/Export) Sales Manager	Vocational	1
MKA	0	432	Salesperson, Retail	Practical Arts	2
MKA	0	433	Retail Manager	Practical Arts	1
MKA	0	455	(E-Commerce) Computer Specialist	Vocational	1
MKA	0	510	Public Relations Managers	Vocational	1
MKA	0	631	Billing Clerk	Vocational	1.5
MKA	0	632	Stock Clerk	Vocational	1
MKA	0	633	Sales Representative, Wholesale and Manufacturing	Vocational	2
MKA	0	640	Sales Representative	Vocational	1
MKA	0	641	Driver/Sales	Vocational	0.5
MKA	0	642	Warehouseman	Vocational	1
MKA	0	643	Billing, Cost and Rate Clerk	Vocational	0.5
MKA	0	644	Parts Accounting Clerk	Vocational	1
MKA	0	645	Order Clerk	Vocational	0.5
MKA	0	646	Parts Specialist	Vocational	2.5
MKA	0	647	Stockroom Clerk	Vocational	0.5
MKA	0	648	Purchasing Agent	Vocational	0.5
MKA	0	649	Distribution Manager	Vocational	1
MLT	0	009	Introduction to Medical Laboratory Technology	Vocational	0.5
MLT	0	220	Urinalysis and Body Fluids	Vocational	0.5
MLT	0	335	Hematology and Hemostasis	Vocational	1.5
MLT	0	368	Dialysis Technician 1	Vocational	1.5
MLT	0	369	Dialysis Technician 2	Vocational	1.5
MLT	0	450	Microbiology and Parasitology	Vocational	1.5
MLT	0	505	Immunology	Vocational	0
MLT	0	520	Immunohematology	Vocational	1.5
MLT	0	640	Clinical Chemistry	Vocational	1.5
MNA	0	000	Manager Trainee (1 of 2)	Vocational	2
MNA	0	001	Manager Trainee 2 of 2)	Vocational	2
MNA	0	080	Supervisor/Manager Trainee	Vocational	2
MNA	0	081	First Line Supervisor	Practical Arts	1
MNA	0	082	Supervisor	Vocational	3
MNA	0	083	Customer Care Representative	Vocational	1
MNA	0	084	Customer Service Representative (Customer Service Team Leader)	Vocational	1
MNA	0	085	Customer Service Manager	Vocational	1
MNA	0	086	Customer Care Specialist	Vocational	1
MNA	0	087	Telephone Service Representative	Vocational	2
MNA	0	088	Customer Service Specialist	Vocational	1.5
MNA	0	089	Customer Service Representative -ATD	Vocational	1
MNA	0	090	General Operations Manager/Owner	Vocational	1
MNA	0	135	Telecommunications Clerk (Customer Support)	Vocational	1
MNA	0	136	Telesales Representative (Customer Service Representative)	Vocational	1
MNA	0	830	E-Commerce Customer Service Representative	Practical Arts	1
MNA	0	831	E-Commerce Entrepreneur	Vocational	1
MNA	0	832	E-Commerce Web Assistant	Vocational	1

POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
MOM	0	001	Assembler (Setup)	Vocational	1
MOM	0	002	Parts Clerk	Vocational	1
MOM	0	100	Helper, Mechanic	Vocational	3
MOM	0	400	Motorcycle Mechanic	Vocational	5
MSS	0	205	Massage Therapist 1	Vocational	2
MSS	0	206	Massage Therapist 2	Vocational	2
MTE	0	003	Marine Rigger	Vocational	2
MTE	0	050	Outboard Engine Technician 1	Vocational	2
MTE	0	054	Inboard Gas Technician	Vocational	1
MTE	0	056	Inboard Diesel Technician	Vocational	1
MTE	0	070	Outboard Engine Technician 2	Vocational	2
MTE	0	183	Stern Drive Technician	Vocational	1
MTE	0	304	Fiberglass Plug Specialist	Vocational	2
MTE	0	305	Fiberglass Technician	Vocational	2
MTE	0	306	Fiberglass Specialist	Vocational	1
MTE	0	320	Wooden Boat Technician	Vocational	1
MTE	0	321	Wooden Boat Specialist	Vocational	1
MTE	0	360	Boat Repairer/Refinisher Helper	Vocational	2
MTE	0	361	Boat Refinishing Technician	Vocational	2
MTE	0	376	Boat Repairer 1 (1 of 2)	Vocational	3
MTE	0	377	Boat Repairer 2 (2 of 2)	Vocational	2
MTE	0	410	Boat Systems Specialist	Vocational	2
MTE	0	880	Officer or Fishing Vessel Captain 1	Vocational	2.5
MTE	0	881	Officer or Fishing Vessel Captain 2	Vocational	2.5
OPT	0	005	Optometric Assistant 1	Vocational	2
OPT	0	006	Optometric Assistant 2	Vocational	2
OPT	0	007	Optometric Assistant 3	Vocational	2
ORH	0	042	Introduction to Floral Design	Practical Arts	1
ORH	0	042	Introduction to Floral Design	Practical Arts	1
ORH	0	043	Floral Design	Practical Arts	1
ORH	0	043	Floral Design	Practical Arts	1
ORH	0	044	Advanced Floral Design	Vocational	2
ORH	0	060	Delivery Person , Floral	Practical Arts	1
ORH	0	061	Retail Sales (Floral)	Practical Arts	1
ORH	0	062	Weighers, Measurers, Checkers, Suppliers, Samplers and	Practical Arts	1
ORH	0	063	Floral Design (Assistant)	Practical Arts	1
ORH	0	064	Floral Designer	Practical Arts	1
ORH	0	065	Retail Manager (Floral)	Practical Arts	1
ORH	0	612	Floral Retail Sales and Services	Practical Arts	1
ORH	0	612	Floral Retail Sales and Services	Practical Arts	1
ORH	0	614	Advanced Floral Sales	Vocational	1
ORH	0	622	Floral Design and Management	Practical Arts	1
ORH	0	622	Floral Design and Management	Practical Arts	1
ORH	0	624	Advanced Floral Shop Manager	Vocational	1
ORH	0	862	Nursery Workers	Vocational	2
ORH	0	863	Nursery and Greenhouse Managers 1	Vocational	3
ORH	0	864	Nursery and Greenhouse Managers 2	Vocational	1
ORH	0	867	Pesticide Handlers, Sprayers and Applicators, Vegetation 1	Vocational	2
ORH	0	868	Pesticide Handlers, Sprayers and Applicators, Vegetation 2	Vocational	2
ORH	0	885	Landscape Specialist	Vocational	2
ORH	0	886	First Line Supervisors/Managers of Landscaping, Lawn Service and	Vocational	3
ORH	0	887	Landscape Contractor	Vocational	1



POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
ORH	0	897	First Line Supervisors/Managers of Landscaping, Lawn Service and Groundskeeping 2	Vocational	1
OTA	0	030	Assistant Digital Production Designer	Vocational	1
OTA	0	039	Court Reporting Fundamentals	Vocational	1
OTA	0	040	Information Technology Assistant	Practical Arts	1
OTA	0	041	Front Desk Specialist	Vocational	2
OTA	0	042	Administrative Support	Vocational	1
OTA	0	043	Administrative Assistant	Vocational	3
OTA	0	044	Court Reporting Transcriptionist 1 (1 of 3)	Vocational	2
OTA	0	045	Court Reporting Transcriptionist 2 (2 of 3)	Vocational	2
OTA	0	046	Court Reporting Transcriptionist 3 (3 of 3)	Vocational	1
OTA	0	047	Court Reporting Scapist	Vocational	4
OTA	0	048	Court Reporter (1 of 4)	Vocational	2.5
OTA	0	049	Court Reporter (2 of 4)	Vocational	2.5
OTA	0	050	Legal Administrative Specialist	Vocational	3
OTA	0	051	Court Reporter (3 of 4)	Vocational	2.5
OTA	0	052	Court Reporter (4 of 4)	Vocational	2.5
OTA	0	631	Medical Office Technologist	Vocational	2
OTA	0	651	Medical Administrative Specialist	Vocational	2
PAD	0	875	Human Resources Manager 1	Vocational	2.5
PAD	0	876	Human Resources Manager 2	Vocational	2.5
PAD	0	877	Human Resources Manager 3	Vocational	2.5
PGY	0	180	Photographic Imaging Specialist 1	Practical Arts	2
PGY	0	181	Photographic Imaging Specialist 2	Practical Arts	2
PGY	0	182	Photography Specialist/Lab Technician	Practical Arts	1
PGY	0	183	Portrait Photographer 1	Practical Arts	1.5
PGY	0	184	Portrait Photographer 2	Practical Arts	1.5
PGY	0	185	Commercial Photographer	Practical Arts	3
PGY	0	190	Photographic Specialist	Vocational	1
PGY	0	191	Photography Technician	Vocational	2
PGY	0	192	Studio Photographer	Vocational	2
PGY	0	193	Digital Photographer	Vocational	2
PGY	0	800C	Photo with Digital Camera	Practical Arts	0.5
PHT	0	090	Orthopedic Technologist 1	Vocational	2
PHT	0	091	Orthopedic Technologist 2	Vocational	2
PMT	0	011	Welder Helper	Vocational	1.5
PMT	0	012	Welder, Shielded Metal Arc	Vocational	2
PMT	0	013	Welder, Gas-Metal Arc	Vocational	1
PMT	0	014	Welder, Flux Cored Arc	Vocational	0.5
PMT	0	015	Welder, Gas-Tungsten Arc	Vocational	1
PMT	0	016	Welder, Pipe	Vocational	2
PMT	0	020	Machinist Helper	Vocational	2
PMT	0	021	Machine Operator	Vocational	3
PMT	0	023	Machine Setup Operator	Vocational	3
PMT	0	025	Machinist	Vocational	2
PMT	0	030	Sheet Metal Helper	Vocational	3
PMT	0	032	Sheet Metal Fabricator	Vocational	1.5
PMT	0	033	Architectural Fabricator	Vocational	1.5
PMT	0	034	Commercial Kitchen Fabricator	Vocational	1.5
PMT	0	035	Sheet Metal Welder	Vocational	1.5
PMT	0	050	Metal Fabricator Helper	Vocational	3
PMT	0	052	Metal Fabricator	Vocational	1



POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
PMT	0	053	Metal Fabricator Assembler 1 (1 of 2)	Practical Arts	2
PMT	0	054	Metal Fabricator Assembler 2 (2 of 2)	Vocational	3
PMT	0	055	Structural Metal Fabricator	Vocational	2
PMT	0	630	Jewelry Designer	Practical Arts	3
PMT	0	632	Stone Setter	Practical Arts	1
PMT	0	640	Wax Modeler/Casting	Practical Arts	1
PMT	0	641	Jewelry Repairer	Practical Arts	2
PMT	0	645	Certified Jeweler	Practical Arts	1
PMT	0	650	Clock, Watch and Jewelry Technician	Practical Arts	3
PRN	0	090	Nurse Aide and Orderly	Vocational	0.5
PRN	0	091	Practical Nurse 1	Vocational	1.5
PRN	0	092	Practical Nurse 2	Vocational	3
PRN	0	094	Patient Care Technician	Vocational	0
PRN	0	096	Practical Nurse 3	Vocational	3
PRN	0	122	Family Health Support Worker 1	Vocational	1.5
PRN	0	123	Family Health Support Worker 2	Vocational	1.5
PTN	0	084	Pharmacy Technician 1	Vocational	2
PTN	0	085	Pharmacy Technician 2	Vocational	2
PTN	0	086	Pharmacy Technician 3	Vocational	2
REE	0	015	Principles of Home Inspection	Vocational	0.5
REE	0	047	Real Estate Sales Agent	Vocational	0
REE	0	048	Real Estate Broker	Vocational	0
REE	0	049	Real Estate Appraiser Trainee	Vocational	0.5
REE	0	089	Real Estate Sales Associate Post Licensing	Vocational	0
REE	0	092	Loan Officers	Vocational	0
REE	0	185	Real Estate Certified Residential Appraiser	Vocational	0.5
RMI	0	070	Life and Variable Annuity Pre-licensing	Vocational	0
RMI	0	093	(Insurance) Customer Service Representative	Vocational	0
RMI	0	094	Insurance Claims Adjuster	Vocational	0
RMI	0	095	Insurance Customer Representative	Vocational	0.5
RMI	0	096	Insurance General Lines Agent	Vocational	1
RMI	0	097	Insurance Sales Agent (Health only)	Vocational	0
RMI	0	098	Personal Lines Insurance Agent (20-44)	Vocational	0
RMI	0	099	Insurance Sales Agent - Life, Health and Annuities	Vocational	0
RTE	0	070	X-Ray Technician 1	Vocational	2
RTE	0	071	X-Ray Technician 2	Vocational	2
RTE	0	072	X-Ray Technician 3	Vocational	2
RTE	0	073	Radiology Technician 1	Vocational	2.5
RTE	0	074	Radiology Technician 2	Vocational	2.5
RTE	0	075	Radiology Technician 3	Vocational	2.5
RTE	0	076	Radiology Technician 4	Vocational	2.5
RTT	0	514	Studio Assistant	Practical Arts	3
RTT	0	516	Studio Technician	Vocational	3
RTT	0	518	Studio Technician/Edit Assistant	Practical Arts	3
RTT	0	520	Television Production/Edit Technician	Vocational	2
RTT	0	522	Broadcast Announcer	Practical Arts	1
RTT	0	523	Audio Equipment Technician	Practical Arts	2
RTT	0	524	Sound Engineering Technician	Practical Arts	2
RTT	0	525	Broadcast Technician	Practical Arts	2
RTT	0	530	Digital Video Fundamentals	Practical Arts	1
RTT	0	531	Audio and Video Equipment Technician	Practical Arts	1

POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
RTT	0	532	Camera Operator	Practical Arts	2
RTT	0	533	Video Editor	Practical Arts	2
RTT	0	534	Multi-media Artist and Animator	Practical Arts	2
SBM	0	200	Small Business Manager	Vocational	2
SCY	0	050	Bail Bond Agent	Vocational	0.5
SCY	0	051	Private Investigator Intern 1	Vocational	0
SCY	0	052	Private Investigator Intern 2	Vocational	0
SER	0	001	Service Technician	Vocational	0.5
SER	0	004	Outdoor Power Equipment and Other Small Engine Mechanics 1	Vocational	2.5
SER	0	005	Outdoor Power Equipment and Other Small Engine Mechanics 2	Vocational	2.5
SER	0	006	Outdoor Power Equipment and Other Small Engine Mechanics 3	Vocational	1.5
SER	0	161	Small Engine Mechanic 1 (1 of 2)	Vocational	0.5
SER	0	162	Small Engine Mechanic 2 (2 of 2)	Vocational	2
SER	0	171	Installer Repairer	Vocational	1
SER	0	341	Helper, Mechanic and Repairer	Vocational	1
SER	0	700	Clerk Parts	Vocational	1
STS	0	010	Surgical Technologist 1	Vocational	2
STS	0	011	Surgical Technologist 2	Vocational	2
STS	0	012	Surgical Technologist 3	Vocational	2
STS	0	013	Central Sterile Processing Technician	Vocational	2.5
STS	0	014	Central Service Materials Management	Vocational	2.5
STS	0	015	Central Supply Technician	Vocational	1
SUR	0	130	Surveying Rodman	Vocational	3
SUR	0	132	Survey Assistant, Instrument	Vocational	3
SUR	0	134	Survey Party Chief	Vocational	3
TAX	0	090	Basic Individual Tax Preparation	Vocational	0
TAX	0	091	Intermediate Tax Preparation	Vocational	0
TAX	0	092	Advanced Tax Preparation	Vocational	0
TDR	0	070	Blueprint Reader	Practical Arts	1
TDR	0	370	Drafting Assistant	Vocational	3
TDR	0	371	Architectural Detailer	Practical Arts	1
TDR	0	570	Architectural Drafter	Vocational	1
TDR	0	571	Architectural CAD Drafter 1	Practical Arts	1.5
TDR	0	572	Architectural CAD Drafter 2	Practical Arts	1.5
TDR	0	573	Drafter Architectural 1	Practical Arts	2
TDR	0	574	Drafter Architectural 2	Practical Arts	2
TDR	0	661	Drafter, Electrical 1	Practical Arts	2
TDR	0	662	Drafter, Electrical 2	Practical Arts	2
TDR	0	671	Drafter, Electronics 1	Practical Arts	2
TDR	0	672	Drafter, Electronics 2	Practical Arts	2
TDR	0	770	Drafting Detailer	Practical Arts	1
TDR	0	771	Mechanical CAD Drafter 1	Practical Arts	1.5
TDR	0	772	Mechanical CAD Drafter 2	Practical Arts	1.5
TDR	0	773	Drafter, Mechanical 1	Practical Arts	2
TDR	0	774	Drafter, Mechanical 2	Practical Arts	2
TDR	0	775	Drafting Detailer 1	Vocational	1
TDR	0	776	Drafting Detailer 2	Vocational	1
TDR	0	777	Mechanical Drafter	Vocational	1
TDR	0	870	Drafter, Cartographic	Practical Arts	2
TDR	0	871	Drafter, Civil 1	Practical Arts	2
TDR	0	872	Drafter, Civil 2	Practical Arts	2
TDR	0	873	Drafter, Structural	Practical Arts	2



POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
TDR	0	874	Civil Drafter	Vocational	1
TDR	0	875	Structural Drafter	Vocational	1
TPA	0	390	Stage Production Assistant	Vocational	1
TPA	0	391	Stage Production Technician	Vocational	1
TRA	0	049	Crane Operator	Vocational	2
TRA	0	070	Heavy Equipment Maintenance Technician	Vocational	1
TRA	0	071	Solid Waste Collection Equipment Operator	Vocational	1
TRA	0	080	Tractor Trailer Truck Driver	Vocational	2
TRA	0	084	Truck Driver Heavy Florida Class "B"	Vocational	1
TRA	0	086	Tractor Operator	Vocational	1
TRA	0	087	Offroad Equipment Operator 1	Vocational	2
TRA	0	088	Offroad Equipment Operator 2	Vocational	2
TRA	0	180	Packer	Vocational	1
TRA	0	181	Material Handler	Vocational	1
TRA	0	182	Shipping, Receiving and Traffic Clerk	Vocational	1
TRA	0	183	Logistics Technician	Vocational	1
VIC	0	301	Advanced Multimedia Computer Presentations	Practical Arts	0.5

## SCIENCE

### Criteria for Awarding High School Subject Area Credit in Science:

- Since all high school science courses (with lab) are awarded 1.0 high school science credits, then all college-level dual enrollment science courses (with lab) will be awarded 1.0 high school science credits.
- College-level dual enrollment science courses taken without a lab component will be awarded 0.5 high school science credits.
- Note: Section 1003.428(2)(a)3, Florida Statutes, states that high school graduation requirements include successful completion of "Three credits in science, two of which must have a laboratory component." Regardless of the number of science credits earned through dual enrollment, the requirement of two sciences with a lab component must be met to graduate.

Section 1003.428, Florida Statutes, requires three credits in science. One of the three credits must be Biology I or a series of courses equivalent to Biology I, one credit must be chemistry or physics or a series of courses equivalent to chemistry or physics, and one credit must be an equally rigorous course.

Biology I. Faculty reviewers have determined that the content in the sequence of BSC x010 and BSC x011 is comparable to the standards for Biology I and therefore may be used as preparation for the associated End-of-Course (EOC) assessment. BSC x010 and BSC x011 each may be assigned as an "equally rigorous" science course, but both must be completed for equivalency to Biology I and as preparation for the Biology I EOC.

POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
AST	X	002	Introduction To Astronomy (Lecture Only)	Equally Rigorous	0.5
AST	X	002/002L	Introduction To Astronomy (Lecture and Lab Course)	Equally Rigorous	1.0
AST	X	002C	Introduction To Astronomy (Combined Lecture and Lab)	Equally Rigorous	1.0



POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
AST	X	003	Descriptive Astronomy of Solar System (Lecture Only)	Equally Rigorous	0.5
AST	X	003/003L	Descriptive Astronomy of Solar System (Lecture and Lab Course)	Equally Rigorous	1.0
AST	X	003C	Descriptive Astronomy of Solar System (Combined Lecture and Lab)	Equally Rigorous	1.0
AST	X	004	Descriptive Stellar Astronomy (Lecture Only)	Equally Rigorous	0.5
AST	X	004/004L	Descriptive Stellar Astronomy (Lecture and Lab Course)	Equally Rigorous	1.0
AST	X	004C	Descriptive Stellar Astronomy (Combined Lecture and Lab)	Equally Rigorous	1.0
AST	X	005	Astronomy I (Lecture Only)	Equally Rigorous	0.5
AST	X	005/005L	Astronomy I (Lecture and Lab Course)	Equally Rigorous	1.0
AST	X	005C	Astronomy I (Combined Lecture and Lab)	Equally Rigorous	1.0
AST	X	006	Astronomy II (Lecture Only)	Equally Rigorous	0.5
AST	X	006/006L	Astronomy II (Lecture and Lab Course)	Equally Rigorous	1.0
AST	X	006C	Astronomy II (Combined Lecture and Lab)	Equally Rigorous	1.0
AST	X	100	Solar System Astronomy (Lecture Only)	Equally Rigorous	0.5
AST	X	100/100L	Solar System Astronomy (Lecture and Lab Course)	Equally Rigorous	1.0
AST	X	100C	Solar System Astronomy (Combined Lecture and Lab)	Equally Rigorous	1.0
BOT	X	000	Plant Science (Lecture Only)	Equally Rigorous	0.5
BOT	X	000/000L	Plant Science (Lecture and Lab Course)	Equally Rigorous	1.0
BOT	X	000C	Plant Science (Combined Lecture and Lab)	Equally Rigorous	1.0
BOT	X	010	Introductory Botany (Lecture Only)	Equally Rigorous	0.5
BOT	X	010/010L	Introductory Botany (Lecture and Lab Course)	Equally Rigorous	1.0
BOT	X	010C	Introductory Botany (Combined Lecture and Lab)	Equally Rigorous	1.0
BOT	X	011	Botany (Lecture Only)	Equally Rigorous	0.5
BOT	X	011/011L	Botany (Lecture and Lab Course)	Equally Rigorous	1.0
BOT	X	011C	Botany (Combined Lecture and Lab)	Equally Rigorous	1.0
BOT	X	015	Honors Introduction to Plant Biology (Lecture Only)	Equally Rigorous	0.5
BOT	X	015/015L	Honors Introduction to Plant Biology (Lecture and Lab Course)	Equally Rigorous	1.0
BOT	X	015C	Honors Introduction to Plant Biology (Combined Lecture and Lab)	Equally Rigorous	1.0
BOT	X	153	Local Flora (Lecture Only)	Equally Rigorous	0.5
BOT	X	153/153L	Local Flora (Lecture and Lab Course)	Equally Rigorous	1.0
BOT	X	153C	Local Flora (Combined Lecture and Lab)	Equally Rigorous	1.0
BOT	X	501	Introductory Plant Physiology (Lecture Only)	Equally Rigorous	0.5
BOT	X	501/501L	Introductory Plant Physiology (Lecture and Lab Course)	Equally Rigorous	1.0
BOT	X	501C	Introductory Plant Physiology (Combined Lecture and Lab)	Equally Rigorous	1.0
BOT	X	710	Basic Plant Taxonomy (Lecture Only)	Equally Rigorous	0.5
BOT	X	710/710L	Basic Plant Taxonomy (Lecture and Lab Course)	Equally Rigorous	1.0
BOT	X	710C	Basic Plant Taxonomy (Combined Lecture and Lab)	Equally Rigorous	1.0
BSC	X	001	Introduction to Biology (Lecture Only)	Equally Rigorous	0.5
BSC	X	001/001L	Introduction to Biology (Lecture and Lab Course)	Equally Rigorous	1.0
BSC	X	001C	Introduction to Biology (Combined Lecture and Lab)	Equally Rigorous	1.0
BSC	X	005	General Biology (Non-Majors) (Lecture Only)	Equally Rigorous	0.5
BSC	X	005/005L	General Biology (Non-Majors) (Combined Lecture and Lab)	Equally Rigorous	1.0
BSC	X	005C	General Biology (Non-Majors) (Combined Lecture and Lab)	Equally Rigorous	1.0
BSC	X	006	General Biology (Lecture Only)	Equally Rigorous	0.5
BSC	X	006/006L	General Biology (Lecture And Lab Course)	Equally Rigorous	1.0
BSC	X	006C	General Biology (Combined Lecture And Lab)	Equally Rigorous	1.0
BSC	X	007	Life Sciences (Lecture Only)	Equally Rigorous	0.5
BSC	X	007/007L	Life Sciences (Lecture and Lab Course)	Equally Rigorous	1.0
BSC	X	007C	Life Sciences (Combined Lecture and Lab)	Equally Rigorous	1.0
BSC	X	008	Bio Sci II: Evolution, Ecology & Behavior (Lecture Only)	Equally Rigorous	0.5
BSC	X	008/008L	Bio Sci II: Evolution, Ecology & Behavior (Lecture and Lab Course)	Equally Rigorous	1.0
BSC	X	008C	Bio Sci II: Evolution, Ecology & Behavior (Combined Lecture and Lab)	Equally Rigorous	1.0
BSC	X	009	Introduction To Biology (Lecture Only)	Equally Rigorous	0.5
BSC	X	009/009L	Introduction To Biology (Lecture and Lab Course)	Equally Rigorous	1.0
BSC	X	009C	Introduction To Biology (Combined Lecture and Lab)	Equally Rigorous	1.0



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BSC	X	010	General Biology (Lecture Only)	Biology I (with BSCX011) or Equally Rigorous	0.5
BSC	X	010/010L	General Biology (Lecture and Lab Course)	Biology I (with BSCX011) or Equally Rigorous	1.0
BSC	X	010C	General Biology (Combined Lecture and Lab)	Biology I (with BSCX011) or Equally Rigorous	1.0
BSC	X	011	General Biology (Lecture Only)	Biology I (with BSCX010) or Equally Rigorous	0.5
BSC	X	011/011L	General Biology (Lecture and Lab Course)	Biology I (with BSCX010) or Equally Rigorous	1.0
BSC	X	011C	General Biology (Combined Lecture and Lab)	Biology I (with BSCX010) or Equally Rigorous	1.0
BSC	X	012	General Biology: Habitats & Organisms (Lecture Only)	Equally Rigorous	0.5
BSC	X	012/012L	General Biology: Habitats & Organisms (Lecture and Lab Course)	Equally Rigorous	1.0
BSC	X	012C	General Biology: Habitats & Organisms (Combined Lecture and Lab)	Equally Rigorous	1.0
BSC	X	020	Human Biology (Lecture Only)	Equally Rigorous	0.5
BSC	X	020/020L	Human Biology (Lecture and Lab Course)	Equally Rigorous	1.0
BSC	X	020C	Human Biology (Combined Lecture and Lab)	Equally Rigorous	1.0
BSC	X	022	Biology of Aging (Lecture Only)	Equally Rigorous	0.5
BSC	X	022/002L	Biology of Aging (Lecture and Lab Course)	Equally Rigorous	1.0
BSC	X	022C	Biology of Aging (Combined Lecture and Lab)	Equally Rigorous	1.0
BSC	X	023	Human Biology (Lecture Only)	Equally Rigorous	0.5
BSC	X	023/023L	Human Biology (Lecture and Lab Course)	Equally Rigorous	1.0
BSC	X	023C	Human Biology (Combined Lecture and Lab)	Equally Rigorous	1.0
BSC	X	024	Human Species (Lecture Only)	Equally Rigorous	0.5
BSC	X	024/024L	Human Species (Lecture and Lab Course)	Equally Rigorous	1.0
BSC	X	024C	Human Species (Combined Lecture and Lab)	Equally Rigorous	1.0
BSC	X	025	Nutrition and Drugs (Lecture Only)	Equally Rigorous	0.5
BSC	X	025/025L	Nutrition and Drugs (Lecture and Lab Only)	Equally Rigorous	1.0
BSC	X	025C	Nutrition and Drugs (Combined Lecture and Lab)	Equally Rigorous	1.0
BSC	X	040	Honors Biology I (Lecture Only)	Equally Rigorous	0.5
BSC	X	040/040L	Honors Biology I (Lecture and Lab Course)	Equally Rigorous	1.0
BSC	X	040C	Honors Biology I (Combined Lecture and Lab)	Equally Rigorous	1.0
BSC	X	041	Honors Biology II (Lecture Only)	Equally Rigorous	0.5
BSC	X	041/041L	Honors Biology II (Lecture and Lab Course)	Equally Rigorous	1.0
BSC	X	041C	Honors Biology II (Combined Lecture and Lab)	Equally Rigorous	1.0
BSC	X	050	Man & Environment (Lecture Only)	Equally Rigorous	0.5
BSC	X	050/050L	Man & Environment (Lecture and Lab Course)	Equally Rigorous	1.0
BSC	X	050C	Man & Environment (Combined Lecture and Lab)	Equally Rigorous	1.0
BSC	X	051	Specialized Environmental Biology (Lecture Only)	Equally Rigorous	0.5
BSC	X	051/051L	Specialized Environmental Biology (Lecture And Lab Course)	Equally Rigorous	1.0
BSC	X	051C	Specialized Environmental Biology (Combined Lecture And Lab)	Equally Rigorous	1.0
BSC	X	080	Anatomy & Physiology (1 Sem.) (Non-Hs Maj.) No Prereq (Lecture Only)	Equally Rigorous	0.5
BSC	X	080/080L	Anatomy & Physiology (1 Sem.) (Non-Hs Maj.) No Prereq (Lecture and Lab Course)	Equally Rigorous	1.0
BSC	X	080C	Anatomy & Physiology (1 Sem.) (Non-Hs Maj.) No Prereq (Combined Lecture and Lab)	Equally Rigorous	1.0
BSC	X	083	Human Anatomy (Lecture Only)	Equally Rigorous	0.5
BSC	X	083/083L	Human Anatomy (Lecture and Lab Course)	Equally Rigorous	1.0
BSC	X	083C	Human Anatomy (Combined Lecture and Lab)	Equally Rigorous	1.0
BSC	X	084	Anatomy & Physiology I (Lecture Only)	Equally Rigorous	0.5
BSC	X	084/084L	Anatomy & Physiology I (Lecture and Lab Course)	Equally Rigorous	1.0
BSC	X	084C	Anatomy & Physiology I (Combined Lecture and Lab)	Equally Rigorous	1.0



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BSC	X	085	Anatomy & Physiology I (Lecture Only)	Equally Rigorous	0.5
BSC	X	085/085L	Anatomy & Physiology I (Lecture and Lab Course)	Equally Rigorous	1.0
BSC	X	085C	Anatomy & Physiology I (Combined Lecture and Lab)	Equally Rigorous	1.0
BSC	X	086	Anatomy & Physiology II (Lecture Only)	Equally Rigorous	0.5
BSC	X	086/086L	Anatomy & Physiology II (Lecture and Lab Course)	Equally Rigorous	1.0
BSC	X	086C	Anatomy & Physiology II (Combined Lecture and Lab)	Equally Rigorous	1.0
BSC	X	088	Human Physiology (Physiology Only) (Hs Maj.) No Prereq (Lecture Only)	Equally Rigorous	0.5
BSC	X	088/088L	Human Physiology (Physiology Only) (Hs Maj.) No Prereq (Lecture and Lab Course)	Equally Rigorous	1.0
BSC	X	088C	Human Physiology (Physiology Only) (Hs Maj.) No Prereq (Combined Lecture and Lab)	Equally Rigorous	1.0
BSC	X	092	Anatomy & Physiology (1 Sem) (Hs Maj.) With Prereq (Lecture Only)	Equally Rigorous	0.5
BSC	X	092/092L	Anatomy & Physiology (1 Sem) (Hs Maj.) With Prereq (Lecture and Lab Course)	Equally Rigorous	1.0
BSC	X	092C	Anatomy & Physiology (1 Sem) (Hs Maj.) With Prereq (Combined Lecture and Lab)	Equally Rigorous	1.0
BSC	X	093	Anatomy & Physiology I (Lecture Only)	Equally Rigorous	0.5
BSC	X	093/093L	Anatomy & Physiology I (Lecture and Lab Course)	Equally Rigorous	1.0
BSC	X	093C	Anatomy & Physiology I (Combined Lecture and Lab)	Equally Rigorous	1.0
BSC	X	094	Anatomy & Physiology II (Lecture Only)	Equally Rigorous	0.5
BSC	X	094/094L	Anatomy & Physiology II (Lecture and Lab Course)	Equally Rigorous	1.0
BSC	X	094C	Anatomy & Physiology II (Combined Lecture and Lab)	Equally Rigorous	1.0
BSC	X	250	Flora & Fauna of Florida (Lecture Only)	Equally Rigorous	0.5
BSC	X	250/250L	Flora & Fauna of Florida (Lecture and Lab Course)	Equally Rigorous	1.0
BSC	X	250C	Flora & Fauna of Florida (Combined Lecture and Lab)	Equally Rigorous	1.0
BSC	X	254	Introductory Tropical Biology (Lecture Only)	Equally Rigorous	0.5
BSC	X	254/254L	Introductory Tropical Biology (Lecture and Lab Course)	Equally Rigorous	1.0
BSC	X	254C	Introductory Tropical Biology (Combined Lecture and Lab)	Equally Rigorous	1.0
BSC	X	300	Biology Systems I (Lecture Only)	Equally Rigorous	0.5
BSC	X	300/300L	Biology Systems I (Lecture And Lab Course)	Equally Rigorous	1.0
BSC	X	300C	Biology Systems I (Combined Lecture And Lab)	Equally Rigorous	1.0
BSC	X	301	Biological Systems II (Lecture Only)	Equally Rigorous	0.5
BSC	X	301/301L	Biological Systems II (Lecture And Lab)	Equally Rigorous	1.0
BSC	X	301C	Biological Systems II (Combined Lecture And Lab)	Equally Rigorous	1.0
BSC	X	311	Introduction To Marine Biology (Lecture Only)	Equally Rigorous	0.5
BSC	X	311/311L	Introduction To Marine Biology (Lecture and Lab Course)	Equally Rigorous	1.0
BSC	X	311C	Introduction To Marine Biology (Combined Lecture and Lab)	Equally Rigorous	1.0
BSC	X	312	Marine Biology (Broad Concepts) (Lecture Only)	Equally Rigorous	0.5
BSC	X	312/312L	Marine Biology (Broad Concepts) (Lecture and Lab Course)	Equally Rigorous	1.0
BSC	X	312C	Marine Biology (Broad Concepts) (Combined Lecture and Lab)	Equally Rigorous	1.0
BSC	X	420	Biotechnology (Lecture Only)	Equally Rigorous	0.5
BSC	X	420/420L	Biotechnology (Lecture and Lab Course)	Equally Rigorous	1.0
BSC	X	420C	Biotechnology (Combined Lecture and Lab)	Equally Rigorous	1.0
BSC	X	421	Biotechnology In Industry (Lecture Only)	Equally Rigorous	0.5
BSC	X	421/421L	Biotechnology In Industry (Lecture and Lab Course)	Equally Rigorous	1.0
BSC	X	421C	Biotechnology In Industry (Combined Lecture and Lab)	Equally Rigorous	1.0
BSC	X	427	Biotechnology Methods II (Lecture Only)	Equally Rigorous	0.5
BSC	X	427/427L	Biotechnology Methods II (Lecture and Lab Course)	Equally Rigorous	1.0
BSC	X	427C	Biotechnology Methods II (Combined Lecture and Lab )	Equally Rigorous	1.0
CHM	X	020	Chemical Science (Lecture Only)	Equally Rigorous	0.5
CHM	X	020/020L	Chemical Science (Lecture and Lab Course)	Equally Rigorous	1.0
CHM	X	020C	Chemical Science (Combined Lecture and Lab)	Equally Rigorous	1.0
CHM	X	021	Chemistry for Liberal Studies II (Lecture Only)	Equally Rigorous	0.5
CHM	X	021/021L	Chemistry for Liberal Studies II (Lecture and Lab Course)	Equally Rigorous	1.0
CHM	X	021C	Chemistry for Liberal Studies II (Combined Lecture and Lab)	Equally Rigorous	1.0
CHM	X	022	General Chemistry (Lecture Only)	Equally Rigorous	0.5
CHM	X	022/022L	General Chemistry (Lecture and Lab Course)	Equally Rigorous	1.0
CHM	X	022C	General Chemistry (Combined Lecture and Lab)	Equally Rigorous	1.0
CHM	X	023	General Chemistry II (Lecture Only)	Equally Rigorous	0.5
CHM	X	023/023L	General Chemistry II (Lecture and Lab Course)	Equally Rigorous	1.0
CHM	X	023C	General Chemistry II (Combined Lecture and Lab)	Equally Rigorous	1.0



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CHM	X	025	Introduction to Chemistry (Lecture Only)	Equally Rigorous	0.5
CHM	X	025/025L	Introduction to Chemistry (Lecture and Lab Course)	Equally Rigorous	1.0
CHM	X	025C	Introduction to Chemistry (Combined Lecture and Lab)	Equally Rigorous	1.0
CHM	X	026	Advanced Chemical Calculations (Lecture Only)	Equally Rigorous	0.5
CHM	X	026/026L	Advanced Chemical Calculations (Lecture and Lab Course)	Equally Rigorous	1.0
CHM	X	026C	Advanced Chemical Calculations (Combined Lecture and Lab)	Equally Rigorous	1.0
CHM	X	030	Elementary Chemistry (Lecture Only)	Equally Rigorous	0.5
CHM	X	030/030L	Elementary Chemistry (Lecture and Lab Course)	Equally Rigorous	1.0
CHM	X	030C	Elementary Chemistry (Combined Lecture and Lab)	Equally Rigorous	1.0
CHM	X	031	Sci Allied Fields-Gen/Org/Biochem(2 of 2) (Lecture Only)	Equally Rigorous	0.5
CHM	X	031/031L	Sci Allied Fields-Gen/Org/Biochem(2 of 2) (Lecture and Lab Course)	Equally Rigorous	1.0
CHM	X	031C	Sci Allied Fields-Gen/Org/Biochem(2 of 2) (Combined Lecture and Lab)	Equally Rigorous	1.0
CHM	X	032	Gen Chem Sci Allied Fields(One Semester) (Lecture Only)	Equally Rigorous	0.5
CHM	X	032/032L	Gen Chem Sci Allied Fields(One Semester) (Lecture and Lab Course)	Equally Rigorous	1.0
CHM	X	032C	Gen Chem Sci Allied Fields(One Semester) (Combined Lecture and Lab)	Equally Rigorous	1.0
CHM	X	033	Sci Allied Fields-Gen/Org/Biochem(1 Sem) (Lecture Only)	Equally Rigorous	0.5
CHM	X	033/033L	Sci Allied Fields-Gen/Org/Biochem(1 Sem) (Lecture and Lab Course)	Equally Rigorous	1.0
CHM	X	033C	Sci Allied Fields-Gen/Org/Biochem(1 Sem) (Combined Lecture and Lab)	Equally Rigorous	1.0
CHM	X	035	Expanded General Chemistry (1 of 2) (Lecture Only)	Equally Rigorous	0.5
CHM	X	035/035L	Expanded General Chemistry (1 of 2) (Lecture and Lab Course)	Equally Rigorous	1.0
CHM	X	035C	Expanded General Chemistry (1 of 2) (Combined Lecture and Lab)	Equally Rigorous	1.0
CHM	X	040	General Chem (Expanded Sequence:1 of 3) (Lecture Only)	Equally Rigorous	0.5
CHM	X	040/040L	General Chem (Expanded Sequence:1 of 3) (Lecture and Lab Course)	Equally Rigorous	1.0
CHM	X	040C	General Chem (Expanded Sequence:1 of 3) (Combined Lecture and Lab)	Equally Rigorous	1.0
CHM	X	041	General Chem (Expanded Sequence:2 of 3) (Lecture Only)	Equally Rigorous	0.5
CHM	X	041/041L	General Chem (Expanded Sequence:2 of 3) (Lecture and Lab Course)	Equally Rigorous	1.0
CHM	X	041C	General Chem (Expanded Sequence:2 of 3) (Combined Lecture and Lab)	Equally Rigorous	1.0
CHM	X	045	General Chemistry (Lecture Only)	Equally Rigorous	0.5
CHM	X	045/045L	General Chemistry I (Lecture and Lab Course)	Equally Rigorous	1.0
CHM	X	045C	General Chemistry I (Combined Lecture and Lab)	Equally Rigorous	1.0
CHM	X	046	General Chemistry (Lecture Only)	Equally Rigorous	0.5
CHM	X	046/046L	General Chemistry (Lecture and Lab Course)	Equally Rigorous	1.0
CHM	X	046C	General Chemistry (Combined Lecture and Lab)	Equally Rigorous	1.0
CHM	X	047	General Chemistry (Lecture Only)	Equally Rigorous	0.5
CHM	X	047/047L	General Chemistry (Lecture and Lab Course)	Equally Rigorous	1.0
CHM	X	047C	General Chemistry (Combined Lecture and Lab)	Equally Rigorous	1.0
CHM	X	050	General Chemistry and Qualitative Analysis (Lecture Only)	Equally Rigorous	0.5
CHM	X	050/050L	General Chemistry and Qualitative Analysis (Lecture and Lab Course)	Equally Rigorous	1.0
CHM	X	050C	General Chemistry and Qualitative Analysis (Combined Lecture and Lab)	Equally Rigorous	1.0
CHM	X	051	Honors: General Chemistry ( 2 of 2) (Lecture Only)	Equally Rigorous	0.5
CHM	X	051/051L	Honors: General Chemistry ( 2 of 2) (Lecture and Lab Course)	Equally Rigorous	1.0
CHM	X	051C	Honors: General Chemistry ( 2 of 2) (Combined Lecture and Lab)	Equally Rigorous	1.0
CHM	X	083	Chemistry In Modern Life (Lecture Only)	Equally Rigorous	0.5
CHM	X	083/083L	Chemistry In Modern Life (Lecture and Lab Course)	Equally Rigorous	1.0
CHM	X	083C	Chemistry In Modern Life (Combined Lecture and Lab)	Equally Rigorous	1.0
CHM	X	084	Environmental Chemistry (Lecture Only)	Equally Rigorous	0.5
CHM	X	084/084L	Environmental Chemistry (Lecture and Lab Course)	Equally Rigorous	1.0
CHM	X	084C	Environmental Chemistry (Combined Lecture and Lab)	Equally Rigorous	1.0
CHM	X	085	Honors Environmental Chemistry (Lecture Only)	Equally Rigorous	0.5
CHM	X	085/085L	Honors Environmental Chemistry (Lecture and Lab Course)	Equally Rigorous	1.0
CHM	X	085C	Honors Environmental Chemistry (Combined Lecture and Lab)	Equally Rigorous	1.0
CHM	X	120	Quantitative Analysis (Lecture Only)	Equally Rigorous	0.5
CHM	X	120/120L	Quantitative Analysis (Lecture and Lab Course)	Equally Rigorous	1.0
CHM	X	120C	Quantitative Analysis (Combined Lecture and Lab)	Equally Rigorous	1.0



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CHM	X	121	Honors Quantitative Analysis (Lecture Only)	Equally Rigorous	0.5
CHM	X	121/121L	Honors Quantitative Analysis (Lecture and Lab Course)	Equally Rigorous	1.0
CHM	X	121C	Honors Quantitative Analysis (Combined Lecture and Lab)	Equally Rigorous	1.0
CHM	X	122	Introduction To Analytical Chemistry (Lecture Only)	Equally Rigorous	0.5
CHM	X	122/122L	Introduction To Analytical Chemistry (Lecture and Lab Course)	Equally Rigorous	1.0
CHM	X	122C	Introduction To Analytical Chemistry (Combined Lecture and Lab)	Equally Rigorous	1.0
CHM	X	124	Quantitative Analysis (Lecture Only)	Equally Rigorous	0.5
CHM	X	124/124L	Quantitative Analysis (Lecture and Lab Course)	Equally Rigorous	1.0
CHM	X	124C	Quantitative Analysis (Combined Lecture and Lab)	Equally Rigorous	1.0
CHM	X	132	Chemical Instrumentation Survey (Lecture Only)	Equally Rigorous	0.5
CHM	X	132/132L	Chemical Instrumentation Survey (Lecture and Lab Course)	Equally Rigorous	1.0
CHM	X	132C	Chemical Instrumentation Survey W/Lab (Combined Lecture and Lab)	Equally Rigorous	1.0
CHM	X	200	Brief Organic Chemistry (Lecture Only)	Equally Rigorous	0.5
CHM	X	200/200L	Brief Organic Chemistry (Lecture and Lab Course)	Equally Rigorous	1.0
CHM	X	200C	Brief Organic Chemistry (Combined Lecture and Lab)	Equally Rigorous	1.0
CHM	X	205	Survey of Organic/Bio Chemistry (Lecture Only)	Equally Rigorous	0.5
CHM	X	205/205L	Survey of Organic/Bio Chemistry (Lecture and Lab Course)	Equally Rigorous	1.0
CHM	X	205C	Survey of Organic/Bio Chemistry (Combined Lecture and Lab)	Equally Rigorous	1.0
CHM	X	210	Organic Chemistry (Lecture Only)	Equally Rigorous	0.5
CHM	X	210/210L	Organic Chemistry (Lecture and Lab Course)	Equally Rigorous	1.0
CHM	X	210C	Organic Chemistry (Combined Lecture and Lab)	Equally Rigorous	1.0
CHM	X	211	Organic Chemistry II (Lecture Only)	Equally Rigorous	0.5
CHM	X	211/211L	Organic Chemistry II (Lecture and Lab Course)	Equally Rigorous	1.0
CHM	X	211C	Organic Chemistry II (Combined Lecture and Lab)	Equally Rigorous	1.0
ENY	X	040	The Insects (Lecture Only)	Equally Rigorous	0.5
ENY	X	040/040L	The Insects (Lecture and Lab Course)	Equally Rigorous	1.0
ENY	X	040C	The Insects (Combined Lecture and Lab)	Equally Rigorous	1.0
ESC	X	000	Earth Science (Lecture Only)	Equally Rigorous	0.5
ESC	X	000/000L	Earth Science (Lecture and Lab Course)	Equally Rigorous	1.0
ESC	X	000C	Earth Science (Combined Lecture and Lab)	Equally Rigorous	1.0
ESC	X	070	Global Change (Lecture Only)	Equally Rigorous	0.5
ESC	X	070/070L	Global Change (Lecture and Lab Course)	Equally Rigorous	1.0
ESC	X	070C	Global Change (Combined Lecture and Lab)	Equally Rigorous	1.0
EVR	X	001	Introduction to Environmental Science (Lecture Only)	Equally Rigorous	0.5
EVR	X	001/001L	Introduction to Environmental Science (Lecture and Lab Course)	Equally Rigorous	1.0
EVR	X	001C	Introduction to Environmental Science (Combined Lecture and Lab)	Equally Rigorous	1.0
EVS	X	001	Introduction to Environmental Sciences (Lecture Only)	Equally Rigorous	0.5
EVS	X	001/001L	Introduction to Environmental Sciences (Lecture and Lab Course)	Equally Rigorous	1.0
EVS	X	001C	Introduction to Environmental Sciences (Combined Lecture and Lab)	Equally Rigorous	1.0
GLY	X	000	Introduction to Geology (Lecture Only)	Equally Rigorous	0.5
GLY	X	000/000L	Introduction to Geology (Lecture and Lab Course)	Equally Rigorous	1.0
GLY	X	000C	Introduction to Geology (Combined Lecture and Lab)	Equally Rigorous	1.0
GLY	X	001	Elements of Earth Science (Lecture Only)	Equally Rigorous	0.5
GLY	X	001/001L	Elements of Earth Science (Lecture and Lab Course)	Equally Rigorous	1.0
GLY	X	001C	Elements of Earth Science (Combined Lecture and Lab)	Equally Rigorous	1.0
GLY	X	010	Physical Geology (Lecture Only)	Equally Rigorous	0.5
GLY	X	010/010L	Physical Geology (Lecture and Lab Course)	Equally Rigorous	1.0
GLY	X	010C	Physical Geology (Combined Lecture and Lab)	Equally Rigorous	1.0
GLY	X	030	Environmental Geology (Lecture Only)	Equally Rigorous	0.5
GLY	X	030/030L	Environmental Geology (Lecture and Lab Course)	Equally Rigorous	1.0
GLY	X	030C	Environmental Geology (Combined Lecture and Lab)	Equally Rigorous	1.0
GLY	X	050	Science, Earth and Life (Lecture Only)	Equally Rigorous	0.5
GLY	X	050/050L	Science, Earth and Life (Lecture and Lab Course)	Equally Rigorous	1.0
GLY	X	050C	Science, Earth and Life (Combined Lecture and Lab)	Equally Rigorous	1.0
GLY	X	080	Introduction to Marine Sciences (Lecture Only)	Equally Rigorous	0.5
GLY	X	080/080L	Introduction to Marine Sciences (Lecture and Lab Course)	Equally Rigorous	1.0
GLY	X	080C	Introduction to Marine Sciences (Combined Lecture and Lab)	Equally Rigorous	1.0



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GLY	X	100	Historical Geology(Lecture Only)	Equally Rigorous	0.5
GLY	X	100/100L	Historical Geology (Lecture and Lab Course)	Equally Rigorous	1.0
GLY	X	100C	Historical Geology (Combined Lecture and Lab)	Equally Rigorous	1.0
GLY	X	103	History of Earth and Organisms (Lecture Only)	Equally Rigorous	0.5
GLY	X	103/103L	History of Earth and Organisms (Lecture and Lab Course)	Equally Rigorous	1.0
GLY	X	103C	History of Earth and Organisms (Combined Lecture and Lab)	Equally Rigorous	1.0
GLY	X	112	Earth Through Time (Lecture Only)	Equally Rigorous	0.5
GLY	X	112/112L	Earth Through Time (Lecture and Lab Course)	Equally Rigorous	1.0
GLY	X	112C	Earth Through Time (Combined Lecture and Lab)	Equally Rigorous	1.0
GLY	X	151	Geology & Environment of FL (Lecture Only)	Equally Rigorous	0.5
GLY	X	151/151L	Geology & Environment of FL (Lecture and Lab Course)	Equally Rigorous	1.0
GLY	X	151C	Geology & Environment of FL (Combined Lecture and Lab)	Equally Rigorous	1.0
GLY	X	171	Physiographic Features of The U.S. (Lecture Only)	Equally Rigorous	0.5
GLY	X	171/171L	Physiographic Features of The U.S. (Lecture and Lab Course)	Equally Rigorous	1.0
GLY	X	171C	Physiographic Features of The U.S. (Combined Lecture and Lab)	Equally Rigorous	1.0
GLY	X	730	Marine Geology(Lecture Only)	Equally Rigorous	0.5
GLY	X	730/730L	Marine Geology (Lecture and Lab Course)	Equally Rigorous	1.0
GLY	X	730C	Marine Geology (Combined Lecture and Lab)	Equally Rigorous	1.0
IDS	X	152	Ecology, Pollution, and Man (Lecture Only)	Equally Rigorous	0.5
IDS	X	152/152L	Ecology, Pollution, and Man (Lecture and Lab Course)	Equally Rigorous	1.0
IDS	X	152C	Ecology, Pollution, and Man (Combined Lecture and Lab)	Equally Rigorous	1.0
ISC	X	001	Integrated "Principles" of Science (Lecture Only)	Equally Rigorous	0.5
ISC	X	001/001L	Integrated "Principles" of Science (Lecture and Lab Course)	Equally Rigorous	1.0
ISC	X	001C	Integrated "Principles" of Science (Combined Lecture and Lab)	Equally Rigorous	1.0
ISC	X	002	Integrated Principles of Science (cont.) (Lecture Only)	Equally Rigorous	0.5
ISC	X	002/002L	Integrated Principles of Science (cont.) (Lecture and Lab Course)	Equally Rigorous	1.0
ISC	X	002C	Integrated Principles of Science (cont.) (Combined Lecture and Lab)	Equally Rigorous	1.0
ISC	X	003	Global Change, Its Scientific and Human Dimensions(Lecture Only)	Equally Rigorous	0.5
ISC	X	003/003L	Global Change, Its Scientific and Human Dimensions (Lecture and Lab Course)	Equally Rigorous	1.0
ISC	X	003C	Global Change, Its Scientific and Human Dimensions(Combined Lecture and Lab)	Equally Rigorous	1.0
ISC	X	004	Integrated Natural Science I: Science That Matters (Lecture Only)	Equally Rigorous	0.5
ISC	X	004/004L	Integrated Natural Science I: Science That Matters (Lecture and Lab Course)	Equally Rigorous	1.0
ISC	X	004C	Integrated Natural Science I: Science That Matters (Combined Lecture and Lab)	Equally Rigorous	1.0
ISC	X	005	Integrated Natural Science II: Science That Matters (Lecture Only)	Equally Rigorous	0.5
ISC	X	005/005L	Integrated Natural Science II: Science That Matters (Lecture and Lab Course)	Equally Rigorous	1.0
ISC	X	005C	Integrated Natural Science II: Science That Matters (Combined Lecture and Lab)	Equally Rigorous	1.0
ISC	X	006	Wide World of Science I (Lecture Only)	Equally Rigorous	0.5
ISC	X	006/006L	Wide World of Science I (Lecture and Lab Course)	Equally Rigorous	1.0
ISC	X	006C	Wide World of Science I (Combined Lecture and Lab)	Equally Rigorous	1.0
ISC	X	007	Wide World of Science II (Lecture Only)	Equally Rigorous	0.5
ISC	X	007/007L	Wide World of Science II (Lecture and Lab Course)	Equally Rigorous	1.0
ISC	X	007C	Wide World of Science II (Combined Lecture and Lab)	Equally Rigorous	1.0
ISC	X	140	Earth and its Environment (Lecture Only)	Equally Rigorous	0.5
ISC	X	140/140L	Earth and its Environment (Lecture and Lab Course)	Equally Rigorous	1.0
ISC	X	140C	Earth and its Environment (Combined Lecture and Lab)	Equally Rigorous	1.0
ISC	X	141	Earth, Sea, and Sky (Lecture Only)	Equally Rigorous	0.5
ISC	X	141/141L	Earth, Sea, and Sky (Lecture and Lab Course)	Equally Rigorous	1.0
ISC	X	141C	Earth, Sea, and Sky (Combined Lecture and Lab)	Equally Rigorous	1.0
MCB	X	000	Intro Microbiology: No Prerequisites (Lecture Only)	Equally Rigorous	0.5
MCB	X	000/000L	Intro Microbiology: No Prerequisites (Lecture and Lab Course)	Equally Rigorous	1.0
MCB	X	000C	Intro Microbiology: No Prerequisites (Combined Lecture and Lab)	Equally Rigorous	1.0



POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
MCB	X	004	Introductory Microbiology: Biology/ Chemistry Prerequisite (Lecture Only)	Equally Rigorous	0.5
MCB	X	004/004L	Introductory Microbiology: Biology/ Chemistry Prerequisite (Lecture and Lab Course)	Equally Rigorous	1.0
MCB	X	004C	Introductory Microbiology: Biology/ Chemistry Prerequisite (Combined Lecture and Lab)	Equally Rigorous	1.0
MCB	X	010	Microbiology (Lecture Only)	Equally Rigorous	0.5
MCB	X	010/010L	Microbiology (Lecture and Lab Course)	Equally Rigorous	1.0
MCB	X	010C	Microbiology (Combined Lecture and Lab)	Equally Rigorous	1.0
MCB	X	013	Microbiology (Lecture Only)	Equally Rigorous	0.5
MCB	X	013/013L	Microbiology (Lecture and Lab Course)	Equally Rigorous	1.0
MCB	X	013C	Microbiology (Combined Lecture and Lab)	Equally Rigorous	1.0
MCB	X	020	MICROBIOLOGY (Lecture Only)	Equally Rigorous	0.5
MCB	X	020/020L	MICROBIOLOGY (Lecture and Lab Course)	Equally Rigorous	1.0
MCB	X	020C	MICROBIOLOGY (Combined Lecture and Lab)	Equally Rigorous	1.0
MCB	X	278	Intro to Epidemiology of Infectious Diseases W/Lab-Bs 1006c (Lecture Only)	Equally Rigorous	0.5
MCB	X	278/278L	Intro to Epidemiology of Infectious Diseases W/Lab-Bs 1006c (Lecture and Lab Course)	Equally Rigorous	1.0
MCB	X	278C	Intro to Epidemiology of Infectious Diseases W/Lab-Bs 1006c (Combined Lecture and Lab)	Equally Rigorous	1.0
MET	X	001	Weather & Climate - General Survey (Lecture Only)	Equally Rigorous	0.5
MET	X	001/001L	Weather & Climate - General Survey (Lecture and Lab Course)	Equally Rigorous	1.0
MET	X	001C	Weather & Climate - General Survey (Combined Lecture and Lab)	Equally Rigorous	1.0
MET	X	010	Meteorology (Lecture Only)	Equally Rigorous	0.5
MET	X	010/010L	Meteorology (Lecture and Lab Course)	Equally Rigorous	1.0
MET	X	010C	Meteorology (Combined Lecture and Lab)	Equally Rigorous	1.0
MET	X	101	General Climatology-Physical Processes (Lecture Only)	Equally Rigorous	0.5
MET	X	101/101L	General Climatology-Physical Processes (Lecture and Lab Course)	Equally Rigorous	1.0
MET	X	101C	General Climatology-Physical Processes (Combined Lecture and Lab)	Equally Rigorous	1.0
MET	X	700	General Meteorology – Majors (Lecture Only)	Equally Rigorous	0.5
MET	X	700/700L	General Meteorology – Majors (Lecture and Lab Course)	Equally Rigorous	1.0
MET	X	700C	General Meteorology – Majors (Combined Lecture and Lab)	Equally Rigorous	1.0
OCB	X	000	Survey of Marine Biology (Lecture Only)	Equally Rigorous	0.5
OCB	X	000/000L	Survey of Marine Biology (Lecture and Lab Course)	Equally Rigorous	1.0
OCB	X	000C	Survey of Marine Biology (Combined Lecture and Lab)	Equally Rigorous	1.0
OCB	X	003	Marine Biology (Lecture Only)	Equally Rigorous	0.5
OCB	X	003/003L	Marine Biology (Lecture and Lab Course)	Equally Rigorous	1.0
OCB	X	003C	Marine Biology (Combined Lecture and Lab)	Equally Rigorous	1.0
OCB	X	010	Introduction to Marine Biology (Lecture Only)	Equally Rigorous	0.5
OCB	X	010/010L	Introduction to Marine Biology (Lecture and Lab Course)	Equally Rigorous	1.0
OCB	X	010C	Introduction to Marine Biology (Combined Lecture and Lab)	Equally Rigorous	1.0
OCB	X	013	Introduction to Marine Biology (Lecture Only)	Equally Rigorous	0.5
OCB	X	013/013L	Introduction to Marine Biology (Lecture and Lab Course)	Equally Rigorous	1.0
OCB	X	013C	Introduction to Marine Biology (Combined Lecture and Lab)	Equally Rigorous	1.0
OCB	X	630	Introduction to Marine Ecology (Lecture only)	Equally Rigorous	0.5
OCB	X	630/630L	Introduction to Marine Ecology (Lecture and Lab Course)	Equally Rigorous	1.0
OCB	X	630C	Introduction to Marine Ecology (Combined Lecture and Lab)	Equally Rigorous	1.0
OCE	X	000	The Marine Environment (Lecture Only)	Equally Rigorous	0.5
OCE	X	000/000L	The Marine Environment (Lecture and Lab Course)	Equally Rigorous	1.0
OCE	X	000C	The Marine Environment (Combined Lecture and Lab)	Equally Rigorous	1.0
OCE	X	001	Survey of Oceanography (Lecture Only)	Equally Rigorous	0.5
OCE	X	001/001L	Survey of Oceanography (Lecture and Lab Course)	Equally Rigorous	1.0
OCE	X	001C	Survey of Oceanography (Combined Lecture and Lab)	Equally Rigorous	1.0
OCE	X	002	Survey of Oceanography II (Lecture Only)	Equally Rigorous	0.5
OCE	X	002/002L	Survey of Oceanography II (Lecture and Lab Course)	Equally Rigorous	1.0
OCE	X	002C	Survey of Oceanography II (Combined Lecture and Lab)	Equally Rigorous	1.0



POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
OCE	X	005	Survey of Oceanography (Oceanus) (Lecture Only)	Equally Rigorous	0.5
OCE	X	005/005L	Survey of Oceanography (Oceanus) (Lecture and Lab Course)	Equally Rigorous	1.0
OCE	X	005C	Survey of Oceanography (Oceanus) (Combined Lecture and Lab)	Equally Rigorous	1.0
OCE	X	006	Marine Science (Lecture Only)	Equally Rigorous	0.5
OCE	X	006/006L	Marine Science (Lecture and Lab Course)	Equally Rigorous	1.0
OCE	X	006C	Marine Science (Combined Lecture and Lab)	Equally Rigorous	1.0
OCE	X	008	Oceanography (Lecture Only)	Equally Rigorous	0.5
OCE	X	008/008L	Oceanography (Lecture and Lab Course)	Equally Rigorous	1.0
OCE	X	008C	Oceanography (Combined Lecture and Lab)	Equally Rigorous	1.0
OCP	X	550	Global Climate Change: Oceanic/Atmospheric Interactions (Lecture Only)	Equally Rigorous	0.5
OCP	X	550/550L	Global Climate Change: Oceanic/Atmospheric Interactions (Lecture and Lab Course)	Equally Rigorous	1.0
OCP	X	550C	Global Climate Change: Oceanic/Atmospheric Interactions (Combined Lecture and Lab)	Equally Rigorous	1.0
PCB	X	011	Functional Biology (Lecture Only)	Equally Rigorous	0.5
PCB	X	011/011L	Functional Biology (Lecture and Lab Course)	Equally Rigorous	1.0
PCB	X	011C	Functional Biology (Combined Lecture and Lab)	Equally Rigorous	1.0
PCB	X	030	Introduction to Ecology (Lecture Only)	Equally Rigorous	0.5
PCB	X	030/030L	Introduction to Ecology (Lecture and Lab Course)	Equally Rigorous	1.0
PCB	X	030C	Introduction to Ecology (Combined Lecture and Lab)	Equally Rigorous	1.0
PCB	X	033	General Intro Ecology: Prereq. (Lecture Only)	Equally Rigorous	0.5
PCB	X	033/033L	General Intro Ecology: Prereq. (Lecture and Lab Course)	Equally Rigorous	1.0
PCB	X	033C	General Intro Ecology: Prereq. (Combined Lecture and Lab)	Equally Rigorous	1.0
PCB	X	035	Concepts of Ecology (Lecture Only)	Equally Rigorous	0.5
PCB	X	035/035L	Concepts of Ecology (Lecture and Lab Course)	Equally Rigorous	1.0
PCB	X	035C	Concepts of Ecology (Combined Lecture and Lab)	Equally Rigorous	1.0
PCB	X	050	Intro Genetics (Non-Majors) (Lecture Only)	Equally Rigorous	0.5
PCB	X	050/050L	Intro Genetics (Non-Majors) (Lecture and Lab Course)	Equally Rigorous	1.0
PCB	X	050C	Intro Genetics (Non-Majors) (Combined Lecture and Lab)	Equally Rigorous	1.0
PCB	X	061	Genetics (Lecture Only)	Equally Rigorous	0.5
PCB	X	061/061L	Genetics (Lecture and Lab Course)	Equally Rigorous	1.0
PCB	X	061C	Genetics (Combined Lecture and Lab)	Equally Rigorous	1.0
PCB	X	099	Foundations of Human Physiology (Lecture Only)	Equally Rigorous	0.5
PCB	X	099/099L	Foundations of Human Physiology (Lecture and Lab Course)	Equally Rigorous	1.0
PCB	X	099C	Foundations of Human Physiology (Combined Lecture and Lab)	Equally Rigorous	1.0
PCB	X	131	Cell Biology (Lecture Only)	Equally Rigorous	0.5
PCB	X	131/131L	Cell Biology (Lecture and Lab Course)	Equally Rigorous	1.0
PCB	X	131C	Cell Biology (Combined Lecture and Lab)	Equally Rigorous	1.0
PCB	X	300	Aquatic Biology (Lecture Only)	Equally Rigorous	0.5
PCB	X	300/300L	Aquatic Biology (Lecture and Lab Course)	Equally Rigorous	1.0
PCB	X	300C	Aquatic Biology (Combined Lecture and Lab)	Equally Rigorous	1.0
PCB	X	304	River Ecology (Lecture Only)	Equally Rigorous	0.5
PCB	X	304/304L	River Ecology (Lecture and Lab Course)	Equally Rigorous	1.0
PCB	X	304C	River Ecology(Combined Lecture and Lab)	Equally Rigorous	1.0
PCB	X	308	Natural History of Florida's Rivers (Lecture Only)	Equally Rigorous	0.5
PCB	X	308/308L	Natural History of Florida's Rivers (Lecture and Lab Course)	Equally Rigorous	1.0
PCB	X	308C	Natural History of Florida's Rivers (Combined Lecture and Lab)	Equally Rigorous	1.0
PCB	X	435	Florida Environmental Systems (Lecture Only)	Equally Rigorous	0.5
PCB	X	435/435L	Florida Environmental Systems (Lecture and Lab Course)	Equally Rigorous	1.0
PCB	X	435C	Florida Environmental Systems (Combined Lecture and Lab)	Equally Rigorous	1.0
PCB	X	440	Basic Florida Ecology (Lecture Only)	Equally Rigorous	0.5
PCB	X	440/440L	Basic Florida Ecology (Lecture and Lab Course)	Equally Rigorous	1.0
PCB	X	440C	Basic Florida Ecology (Combined Lecture and Lab)	Equally Rigorous	1.0
PCB	X	610	Intro Genetics and Evolution (Lecture Only)	Equally Rigorous	0.5
PCB	X	610/610L	Intro Genetics and Evolution (Lecture and Lab Course)	Equally Rigorous	1.0
PCB	X	610C	Intro Genetics and Evolution (Combined Lecture and Lab)	Equally Rigorous	1.0



POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
PCB	X	703	Human Physiology I (Lecture Only)	Equally Rigorous	0.5
PCB	X	703/703L	Human Physiology I (Lecture and Lab Course)	Equally Rigorous	1.0
PCB	X	703C	Human Physiology I (Combined Lecture and Lab)	Equally Rigorous	1.0
PHY	X	001	Technical Phys (Single Course Overview) (Lecture Only)	Equally Rigorous	0.5
PHY	X	001/001L	Technical Phys (Single Course Overview) (Lecture and Lab Course)	Equally Rigorous	1.0
PHY	X	001C	Technical Phys (Single Course Overview) (Combined Lecture and Lab)	Equally Rigorous	1.0
PHY	X	004	Tech Phys I (Lecture Only)	Equally Rigorous	0.5
PHY	X	004/004L	Tech Phys I (Lecture and Lab Course)	Equally Rigorous	1.0
PHY	X	004C	Tech Phys I (Combined Lecture and Lab)	Equally Rigorous	1.0
PHY	X	005	Applied Physics II (Lecture Only)	Equally Rigorous	0.5
PHY	X	005/005L	Applied Physics II (Lecture and Lab Course)	Equally Rigorous	1.0
PHY	X	005C	Applied Physics II (Combined Lecture and Lab)	Equally Rigorous	1.0
PHY	X	007	Physics for Health Related Technologies (Lecture Only)	Equally Rigorous	0.5
PHY	X	007/007L	Physics for Health Related Technologies (Lecture and Lab Course)	Equally Rigorous	1.0
PHY	X	007C	Physics for Health Related Technologies (Combined Lecture and Lab)	Equally Rigorous	1.0
PHY	X	020	Physical Science (Lecture Only)	Equally Rigorous	0.5
PHY	X	020/020L	Physical Science (Lecture and Lab Course)	Equally Rigorous	1.0
PHY	X	020C	Physical Science (Combined Lecture and Lab)	Equally Rigorous	1.0
PHY	X	023	Survey of General Physics (Lecture Only)	Equally Rigorous	0.5
PHY	X	023/023L	Survey of General Physics (Lecture and Lab Course)	Equally Rigorous	1.0
PHY	X	023C	Survey of General Physics (Combined Lecture and Lab)	Equally Rigorous	1.0
PHY	X	025	Basic Physics (One Semester) (Lecture Only)	Equally Rigorous	0.5
PHY	X	025/025L	Basic Physics (One Semester) (Lecture and Lab Course)	Equally Rigorous	1.0
PHY	X	025C	Basic Physics (One Semester) (Combined Lecture and Lab)	Equally Rigorous	1.0
PHY	X	033	Descriptive Classical and Modern Physics (Lecture Only)	Equally Rigorous	0.5
PHY	X	033/033L	Descriptive Classical and Modern Physics (Lecture and Lab Course)	Equally Rigorous	1.0
PHY	X	033C	Descriptive Classical and Modern Physics (Combined Lecture and Lab)	Equally Rigorous	1.0
PHY	X	048	General Physics (Lecture Only)	Equally Rigorous	0.5
PHY	X	048/048L	General Physics With Calculus (Lecture and Lab Course)	Equally Rigorous	1.0
PHY	X	048C	General Physics With Calculus (Combined Lecture and Lab)	Equally Rigorous	1.0
PHY	X	049	General Physics With Calculus II (Lecture Only)	Equally Rigorous	0.5
PHY	X	049/049L	General Physics With Calculus II (Lecture and Lab Course)	Equally Rigorous	1.0
PHY	X	049C	General Physics With Calculus II (Combined Lecture and Lab)	Equally Rigorous	1.0
PHY	X	053	General Physics I (Lecture Only)	Equally Rigorous	0.5
PHY	X	053/053L	General Physics I (Lecture and Lab Course)	Equally Rigorous	1.0
PHY	X	053C	General Physics I (Combined Lecture and Lab)	Equally Rigorous	1.0
PHY	X	054	General Physics II (Lecture Only)	Equally Rigorous	0.5
PHY	X	054/054L	General Physics II (Lecture and Lab Course)	Equally Rigorous	1.0
PHY	X	054C	General Physics II (Combined Lecture and Lab)	Equally Rigorous	1.0
PHY	X	101	Elements of Modern Physics (Lecture Only)	Equally Rigorous	0.5
PHY	X	101/101L	Elements of Modern Physics (Lecture and Lab Course)	Equally Rigorous	1.0
PHY	X	101C	Elements of Modern Physics (Combined Lecture and Lab)	Equally Rigorous	1.0
PHY	X	105	Modern Physics (Lecture Only)	Equally Rigorous	0.5
PHY	X	105/105L	Modern Physics (Lecture and Lab Course)	Equally Rigorous	1.0
PHY	X	105C	Modern Physics (Combined Lecture and Lab)	Equally Rigorous	1.0
PHY	X	420	Elementary Wave Theory (Lecture Only)	Equally Rigorous	0.5
PHY	X	420/420L	Elementary Wave Theory (Lecture and Lab Course)	Equally Rigorous	1.0
PHY	X	420C	Elementary Wave Theory (Combined Lecture and Lab)	Equally Rigorous	1.0
PSB	X	000	Basic Psychobiology (Lecture Only)	Equally Rigorous	0.5
PSB	X	000/000L	Basic Psychobiology (Lecture and Lab Course)	Equally Rigorous	1.0
PSB	X	000C	Basic Psychobiology (Combined Lecture and Lab)	Equally Rigorous	1.0
PSC	X	001	Ideas and Philosophy of Science (Lecture Only)	Equally Rigorous	0.5
PSC	X	001/001L	Ideas and Philosophy of Science (Lecture and Lab Course)	Equally Rigorous	1.0
PSC	X	001C	Ideas and Philosophy of Science (Combined Lecture and Lab)	Equally Rigorous	1.0
PSC	X	020	Fundamentals of Physical Science (Lecture Only)	Equally Rigorous	0.5
PSC	X	020/020L	Fundamentals of Physical Science (Lecture and Lab Course)	Equally Rigorous	1.0
PSC	X	020C	Fundamentals of Physical Science (Combined Lecture and Lab)	Equally Rigorous	1.0



POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
PSC	X	104	Physical Science Survey (Lecture Only)	Equally Rigorous	0.5
PSC	X	104/104L	Physical Science Survey (Lecture and Lab Course)	Equally Rigorous	1.0
PSC	X	104C	Physical Science Survey (Combined Lecture and Lab)	Equally Rigorous	1.0
PSC	X	121	General Physical Sciences (Lecture Only)	Equally Rigorous	0.5
PSC	X	121/121L	General Physical Sciences (Lecture and Lab Course)	Equally Rigorous	1.0
PSC	X	121C	General Physical Sciences (Combined Lecture and Lab)	Equally Rigorous	1.0
PSC	X	311	Fundamentals of Astronomy and Geology (Lecture Only)	Equally Rigorous	0.5
PSC	X	311/311L	Fundamentals of Astronomy and Geology (Lecture and Lab Course)	Equally Rigorous	1.0
PSC	X	311C	Fundamentals of Astronomy and Geology (Combined Lecture and Lab)	Equally Rigorous	1.0
PSC	X	321	Fundamentals of Physics and Astronomy (Lecture Only)	Equally Rigorous	0.5
PSC	X	321/321L	Fundamentals of Physics and Astronomy (Lecture and Lab Course)	Equally Rigorous	1.0
PSC	X	321C	Fundamentals of Physics and Astronomy (Combined Lecture and Lab)	Equally Rigorous	1.0
PSC	X	331	Fundamentals of Chemistry & Geology (Lecture Only)	Equally Rigorous	0.5
PSC	X	331/331L	Fundamentals of Chemistry & Geology (Lecture and Lab Course)	Equally Rigorous	1.0
PSC	X	331C	Fundamentals of Chemistry & Geology (Combined Lecture and Lab)	Equally Rigorous	1.0
PSC	X	341	Physical Science (Lecture Only)	Equally Rigorous	0.5
PSC	X	341/341L	Physical Science (Lecture and Lab Course)	Equally Rigorous	1.0
PSC	X	341C	Physical Science (Combined Lecture and Lab)	Equally Rigorous	1.0
PSC	X	512	Physical Science & the Environment (Lecture Only)	Equally Rigorous	0.5
PSC	X	512/512L	Physical Science & the Environment (Lecture and Lab Course)	Equally Rigorous	1.0
PSC	X	512C	Physical Science & the Environment (Combined Lecture and Lab)	Equally Rigorous	1.0
STS	X	300	Human Anatomy and Physiology (Lecture Only)	Equally Rigorous	0.5
STS	X	300/300L	Human Anatomy and Physiology (Lecture and Lab Course)	Equally Rigorous	1.0
STS	X	300C	Human Anatomy and Physiology (Combined Lecture and Lab)	Equally Rigorous	1.0
ZOO	X	010	General Zoology (Lecture Only)	Equally Rigorous	0.5
ZOO	X	010/010L	General Zoology (Lecture and Lab Course)	Equally Rigorous	1.0
ZOO	X	010C	General Zoology (Combined Lecture and Lab)	Equally Rigorous	1.0
ZOO	X	203	General Invertebrate Zoo (Prereq) (Lecture Only)	Equally Rigorous	0.5
ZOO	X	203/230L	General Invertebrate Zoo (Prereq) (Lecture and Lab Course)	Equally Rigorous	1.0
ZOO	X	203C	General Invertebrate Zoo (Prereq) (Combined Lecture and Lab)	Equally Rigorous	1.0
ZOO	X	205	Advanced Invertebrate Zoology (Lecture Only)	Equally Rigorous	0.5
ZOO	X	205/205L	Advanced Invertebrate Zoology (Lecture and Lab Course)	Equally Rigorous	1.0
ZOO	X	205C	Advanced Invertebrate Zoology (Combined Lecture and Lab)	Equally Rigorous	1.0
ZOO	X	303	General Vertebrate Zoology (Lecture Only)	Equally Rigorous	0.5
ZOO	X	303/303L	General Vertebrate Zoology (Lecture and Lab Course)	Equally Rigorous	1.0
ZOO	X	303C	General Vertebrate Zoology (Combined Lecture and Lab)	Equally Rigorous	1.0
ZOO	X	503	Intro to Comparative Animal Behavior (Lecture Only)	Equally Rigorous	0.5
ZOO	X	503/503L	Intro to Comparative Animal Behavior (Lecture and Lab Course)	Equally Rigorous	1.0
ZOO	X	503C	Intro to Comparative Animal Behavior (Combined Lecture and Lab)	Equally Rigorous	1.0
ZOO	X	710	Comparative Vertebrate Anatomy (Lecture Only)	Equally Rigorous	0.5
ZOO	X	710/710L	Comparative Vertebrate Anatomy (Lecture and Lab Course)	Equally Rigorous	1.0
ZOO	X	710C	Comparative Vertebrate Anatomy (Combined Lecture and Lab)	Equally Rigorous	1.0

## SOCIAL STUDIES

Social studies requirements for high school graduation in Florida are prescribed by statute. Unless indicated on the list below, all college social science courses taken through dual enrollment receive elective credit.

*United States History.* Faculty reviewers have determined that the content in the sequence of AMH x010 and AMH x020 is comparable to the standards for United States History and therefore may be used as preparation for the associated End-of-Course (EOC) assessment. For any other AMH course or set of courses taken through dual enrollment, the school district and postsecondary institution may determine if that course or set of courses may be used as preparation for the U.S. History EOC. The AMH courses on this list, or those designated by the school district, may each satisfy 0.5 U.S. History credits toward high school graduation.

*Economics.* Section 1003.4282(3)(d), FS, requires one-half credit in economics, which must include financial literacy. The district and college will determine if the local postsecondary economics course meets this requirement.

POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
AMH	X	010	Introductory Survey To 1877	Social Studies: United States History (EOC)	0.5
AMH	X	011	Introductory Survey To 1877: Honors	Social Studies: United States History (EOC)	0.5
AMH	X	020	Introductory Survey Since 1877	Social Studies: United States History	0.5
AMH	X	041	Survey of the American Experience I	Social Studies: United States History	0.5
AMH	X	042	Survey of Social and Cultural History Since 1865	Social Studies: United States History	0.5
AMH	X	050	Survey of the American Experience II	Social Studies: United States History	0.5
POS	X	041	American Government I	Social Studies: United States Government	0.5
POS	X	042	American Government	Social Studies: United States Government	0.5
POS	X	049	American Government	Social Studies: United States Government	0.5
POS	X	050	American Government 1, Honors	Social Studies: United States Government	0.5
WOH	X	001	World Civilization	Social Studies: World History	0.5
WOH	X	012	World History To 1500	Social Studies: World History	0.5
WOH	X	022	World History 1500 To Present	Social Studies: World History	0.5
WOH	X	023	Modern World History	Social Studies: World History	0.5
WOH	X	030	World History Since 1815	Social Studies: World History	0.5





## Students Entering Grade Nine in the 2011-2012 School Year What Students and Parents Need to Know

### What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

### What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 reading (or ACT/SAT concordant score)
- Algebra I end-of-course (EOC) if Algebra I is taken after 2010-2011 or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)

Students must participate in the following EOC assessments:

- Algebra I (if enrolled after 2010-2011)
- Biology I (if enrolled after 2010-2011)
- Geometry (if enrolled after 2010-2011)
- U.S. History (if enrolled after 2011-2012)

### What is the credit acceleration program (CAP)?

This program allows a student to earn high school credit if the student passes a statewide course assessment without enrollment in the course. The courses include the following subjects:

- Algebra I
- Geometry
- U.S. History
- Biology I
- Algebra II



Photo courtesy of iStock/Thinkstock

### What are the requirements for the 24-credit standard diploma option?

<b>4 Credits English Language Arts (ELA)</b>
<b>4 Credits Mathematics</b>
<ul style="list-style-type: none"> <li>▪ One of which must be Algebra I and one of which must be Geometry</li> <li>▪ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry)</li> </ul>
<b>3 Credits Science</b>
<ul style="list-style-type: none"> <li>▪ One of which must be Biology I, two of which must have a laboratory component</li> <li>▪ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I)</li> <li>▪ An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I)</li> </ul>
<b>3 Credits Social Studies</b>
1 credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics
<b>1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts</b>
Eligible courses are specified in the Florida Course Code Directory at <a href="http://www.fldoe.org/articulation/CCD/default.asp">http://www.fldoe.org/articulation/CCD/default.asp</a> .
<b>1 Credit Physical Education</b>
To include the integration of health
<b>8 Elective Credits</b>
<b>1 Online Course</b>
Students must earn a 2.0 grade point average on a 4.0 scale.

### What is the distinction between the 18-credit ACCEL option and the 24-credit option?

- 3 elective credits instead of 8
- Physical Education is not required
- Online course is not required

All other graduation requirements for a 24-credit standard diploma must be met (per section 1003.4282(10)(d)1.-5., Florida Statutes [F.S.]).



## What are the requirements for standard diploma designations?

Scholar Diploma Designation
<p>In addition to meeting the 24-credit standard high school diploma requirements, a student must</p> <ul style="list-style-type: none"> <li>▪ Earn 1 credit in Algebra II;</li> <li>▪ Earn 1 credit in Statistics or an equally rigorous mathematics course;</li> <li>▪ Pass the Biology I EOC;</li> <li>▪ Earn 1 credit in Chemistry or Physics;</li> <li>▪ Earn 1 credit in a course equally rigorous to Chemistry or Physics;</li> <li>▪ Pass the U.S. History EOC;</li> <li>▪ Earn 2 credits in the same World Language; and</li> <li>▪ Earn at least 1 credit in AP, IB, AICE or a dual enrollment course.</li> </ul> <p>A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student</p> <ul style="list-style-type: none"> <li>▪ Takes the respective AP, IB or AICE assessment; and</li> <li>▪ Earns the minimum score to earn college credit.</li> </ul>
Merit Diploma Designation
<ul style="list-style-type: none"> <li>▪ Meet the standard high school diploma requirements</li> <li>▪ Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)</li> </ul>

## Can a student who selects the 24-credit program graduate early?

Yes, a student who completes all the 24-credit program requirements for a standard diploma may graduate in fewer than eight semesters.

## Where is information on Bright Futures Scholarships located?

The Florida Bright Futures Scholarship Program rewards students for their academic achievements during high school by providing funding to attend a postsecondary institution in Florida. For more information, go to

<http://www.floridastudentfinancialaid.org/SSFAD/bf/>.

## What are the public postsecondary options?

SUS (State University System)
<p>Admission into Florida's public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements:</p> <ul style="list-style-type: none"> <li>▪ High school graduation with a standard diploma</li> <li>▪ Admission test scores</li> <li>▪ 16 credits of college preparatory academic courses</li> <li>▪ 4 English (3 with substantial writing)</li> <li>▪ 4 Mathematics (Algebra I level and above)</li> <li>▪ 3 Natural Science (2 with substantial lab)</li> <li>▪ 3 Social Science</li> <li>▪ 2 World Language (sequential, in the same language)</li> <li>▪ 2 approved electives</li> </ul> <p><a href="http://www.flbog.edu/forstudents/planning">http://www.flbog.edu/forstudents/planning</a></p>
The Florida College System
<p>Includes 28 state colleges. These institutions offer career-related certificates and two-year associate degrees that prepare students to transfer to a bachelor's degree program or to enter jobs requiring specific skills. Many also offer baccalaureate degrees in high-demand fields. Florida College System institutions have an open door policy. This means that students who have earned a standard high school diploma, have earned a high school equivalency diploma or have demonstrated success in postsecondary coursework will be admitted to an associate degree program.</p> <p><a href="http://www.fldoe.org/fcs">http://www.fldoe.org/fcs</a></p>
Career and Technical Centers
<p>Florida also offers students 46 accredited career and technical centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.</p> <p><a href="http://www.fldoe.org/workforce/pdf/DistrictTechnicalCenterDirectors.pdf">http://www.fldoe.org/workforce/pdf/DistrictTechnicalCenterDirectors.pdf</a></p>

## Where is information on financial aid located?

The Office of Student Financial Assistance State Programs administers a variety of postsecondary educational state-funded grants and scholarships.

<http://www.floridastudentfinancialaid.org/>

\* Policy adopted in rule by the district school board may require for any cohort of students that performance of a statewide, standardized EOC assessment constitute 30 percent of a student's final course grade



## Información Para los Estudiantes Inscritos en el Noveno Grado para el Año Escolar 2011-2012

### Lo Que los Estudiantes y Padres Necesitan Saber

#### ¿Cuáles son las opciones para los diplomas?

Los estudiantes deben completar exitosamente una de las opciones para el diploma:

- Diploma estándar de 24 créditos
- Opción Academically Challenging Curriculum to Enhance Learning (ACCEL)<sup>1</sup>
- Currículo de Advanced International Certificate of Education (AICE)<sup>2</sup>
- Currículo de International Baccalaureate (IB)<sup>3</sup>

#### ¿Cuáles son los requisitos de evaluación del estado\*?

Los estudiantes deben aprobar las siguientes evaluaciones estatales:

- Grado 10 Lectura (o calificación concordante de ACT/SAT)
- Álgebra I examen de fin de curso (EOC) si toma Álgebra I después de 2010-2011 o una calificación comparativa en el Examen de Preparación para la Educación Terciaria (P.E.R.T.).

Los estudiantes deben participar en las evaluaciones de EOC y los resultados constituyen 30% de la nota final del curso. Estas evaluaciones son para las siguientes asignaturas:

- Álgebra I (si se matricularon después de 2010-2011)
- Biología I (si se matricularon después de 2010-2011)
- Geometría (si se matricularon después de 2010-2011)
- Historia Estadounidense (si se matricularon después de 2011-2012)

#### ¿Qué es el *credit acceleration program* [programa de créditos acelerados] (CAP)?

Este programa le permite al estudiante obtener crédito en la escuela secundaria si aprueba una evaluación de curso estatal sin matricularse en el curso. Los cursos incluyen las siguientes asignaturas:

- Álgebra I
- Geometría
- Historia Estadounidense
- Biología I
- Álgebra II



Photo courtesy Chad Ryan  
McVay/Thinkstock

#### ¿Cuáles son los requisitos para la opción del diploma estándar?

<b>4 Créditos de Artes del Lenguaje Inglés (ELA)</b>
<b>4 Créditos de Matemáticas</b>
<ul style="list-style-type: none"> <li>▪ Uno debe ser en Álgebra I y uno debe ser en Geometría</li> <li>▪ Las certificaciones de industriales que conducen a créditos universitarios pueden reemplazar hasta dos créditos de matemáticas (excepto para Álgebra I y Geometría)</li> </ul>
<b>3 Créditos de Ciencias</b>
<ul style="list-style-type: none"> <li>▪ Uno debe ser en Biología I, dos deben ser en cursos que tienen un componente laboratorio.</li> <li>▪ Una certificación de industria que conduce a crédito universitario puede reemplazar hasta un crédito de ciencias (excepto el de Biología I)</li> <li>▪ Un curso de informática identificado como riguroso junto con una certificación de industria relacionada puede reemplazar hasta un crédito de ciencias (excepto para Biología I)</li> </ul>
<b>3 Créditos Ciencias Sociales</b>
1 crédito en Historia Mundial 1 crédito en Historia Estadounidense .5 crédito en Gobierno de los Estados Unidos .5 crédito en Economía
<b>1 Crédito en Artes Plásticas/Escénicas, Discurso y Debate, o Artes Prácticas*</b>
<b>1 Crédito Educación Física*</b>
Incluirá la integración de la salud
*Los cursos elegibles y sustituciones para los cursos elegibles son especificados en el Florida Course Code Directory [Directorio de los Códigos de Cursos de la Florida]: <a href="http://www.fldoe.org/articulation/CCD/default.asp">http://www.fldoe.org/articulation/CCD/default.asp</a> .
<b>8 Créditos Electivos</b>
<b>1 Curso en Línea</b>
Los estudiantes deben tener una puntuación promedio de las notas (GPA) de 2.0 en una escala de 4.0.



**¿Cuáles son los requisitos para la designación de diploma estándar?**

Designación Diploma de Becado
<p>Además de cumplir con los requisitos del diploma estándar de la escuela secundaria de 24 créditos, un estudiante debe</p> <ul style="list-style-type: none"> <li>▪ Ganar un crédito en Álgebra II;</li> <li>▪ Ganar un crédito en Estadísticas u otro curso igualmente riguroso de matemáticas;</li> <li>▪ Aprobar el EOC de Biología I;</li> <li>▪ Ganar un crédito en Química o Física;</li> <li>▪ Ganar un crédito en un curso igualmente riguroso que un curso de Química o Física;</li> <li>▪ Aprobar el EOC de la Historia Estadounidense;</li> <li>▪ Ganar 2 créditos en el mismo idioma extranjero; y</li> <li>▪ Ganar por lo menos un crédito en AP, IB, AICE, o cursos de nivel universitario.</li> </ul> <p>Un estudiante será eximido/a de la evaluación de Biología I o Historia Estadounidense si el/la estudiante está matriculado/a en un curso de AP, IB, o AICE Biología I o Historia Estadounidense y el/la estudiante</p> <ul style="list-style-type: none"> <li>▪ Toma la evaluación respectiva de AP, IB, o AICE;</li> <li>▪ Saca la calificación mínima para obtener crédito universitario.</li> </ul>
Designación Diploma de Mérito
<ul style="list-style-type: none"> <li>▪ Cumplir con los requisitos del diploma estándar de la escuela secundaria</li> <li>▪ Lograr una o más de una certificación de industria de la lista establecida (por s. 1003.492, F.S.)</li> </ul>

**¿Si un estudiante selecciona el programa de 24 créditos, se puede graduar temprano?**

Sí, un estudiante que completa todos los requisitos del programa de 24 créditos para obtener un diploma estándar se puede graduar en menos de ocho semestres.

**¿Cuál es la distinción entre la opción ACCEL de 18 créditos y la opción de 24 créditos?**

- 3 créditos electivos en vez de 8
- La Educación Física no es un requisito
- Tomar un curso en línea no es un requisito

Todos los otros requisitos para un diploma estándar de 24 créditos deben ser cumplidos (por sección 1003.4282(10)(d)1.-5., Estatutos de la Florida [F.S.]).

**¿Dónde se puede encontrar información sobre las becas de Bright Futures?**

El Programa Becario de Florida Bright Futures premia a los estudiantes por sus logros académicos durante la escuela secundaria proporcionándoles fondos para matricularse en una institución de educación terciaria en la Florida. Para obtener más información, visite:  
<http://www.floridastudentfinancialaid.org/SSFAD/bf/>.

**¿Cuáles son las opciones para las instituciones terciarias públicas?**

El Sistema Universitario Estatal (SUS)
<p>La admisión a las universidades públicas de la Florida es competitiva. Los estudiantes potenciales deben completar un currículo riguroso en la escuela secundaria y solicitar a más de una universidad para aumentar su probabilidad de aceptación. Para cumplir los requisitos de entrada para una de las universidades públicas de la Florida, un estudiante que está en proceso de entrar en la universidad por primera vez debe cumplir con los siguientes mínimos requisitos:</p> <ul style="list-style-type: none"> <li>▪ Graduación de la escuela secundaria con un diploma estándar</li> <li>▪ Resultados de prueba para la admisión</li> <li>▪ 16 créditos de cursos académicos preparatorios para la universidad</li> <li>▪ 4 Inglés (3 con redacción extensa)</li> <li>▪ 4 Matemáticas (Nivel Álgebra I y más avanzado)</li> <li>▪ 3 Ciencias Naturales (2 con laboratorio extensos)</li> <li>▪ 3 Ciencias Sociales</li> <li>▪ 2 Idioma Extranjero (secuencial, en el mismo idioma)</li> <li>▪ 2 electivos aprobados</li> </ul> <p><a href="http://www.flbog.edu/forstudents/planning">http://www.flbog.edu/forstudents/planning</a></p>
El Sistema de College de la Florida
<p>Incluye 28 colleges estatales. Estas instituciones ofrecen certificados relacionados con una carrera específica y diplomas que le preparan a los estudiantes a transferir a un programa de licenciatura u obtener un trabajo que requiere habilidades específicas. Muchos también ofrecen licenciaturas en campos con gran demanda. Las instituciones del Sistema de College de la Florida tienen una política de puertas abiertas. Esto quiere decir que los estudiantes que han obtenido un diploma estándar de la escuela secundaria, han obtenido un diploma de GED o han mostrado éxito en un cursado terciario serán admitidos a un programa de diplomado.</p> <p><a href="http://www.fldoe.org/fcs">http://www.fldoe.org/fcs</a></p>
Los Centros de Carreras y Carreras Técnicas
<p>La Florida también le ofrece a los estudiantes 46 centros de carreras y carreras técnicas acreditadas a través del estado que proporcionan la educación y certificación necesarias para trabajar en una carrera particular o campo técnico. Los programas son flexibles para los estudiantes y proporcionan educación industrial particular y entrenamiento para una gran variedad de ocupaciones.</p> <p><a href="http://www.fldoe.org/workforce/pdf/DistrictTechnicalCenterDirectors.pdf">http://www.fldoe.org/workforce/pdf/DistrictTechnicalCenterDirectors.pdf</a></p>

**¿Dónde se encuentra información sobre la ayuda financiera?**

El Office of Student Financial Assistance State Programs [Oficina de los Programas Estatales para la Ayuda Financiera estudiantil] administra una variedad de becas estatales educacionales para la educación terciaria.  
<http://www.floridastudentfinancialaid.org/>

- <sup>1</sup> Currículo Académico Exigente para Mejorar el Aprendizaje
- <sup>2</sup> Certificado de Educación Avanzada Internacional
- <sup>3</sup> Bachillerato Internacional



## Students Entering Grade Nine in the 2012-2013 School Year

### What Students and Parents Need to Know

#### What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

#### What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 reading (or ACT/SAT concordant score)
- Algebra I end-of-course (EOC) if Algebra I is taken after 2010-2011 or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)

Students must participate in the following EOC assessments:

- Algebra I (if enrolled after 2010-2011)
- Biology I (if enrolled after 2010-2011)
- Geometry (if enrolled after 2010-2011)
- U.S. History (if enrolled after 2011-2012) and performance on the EOC constitutes 30 percent of the final course grade

#### What is the credit acceleration program (CAP)?

This program allows a student to earn high school credit if the student passes a statewide course assessment without enrollment in the course. The courses include the following subjects:

- Algebra I
- Geometry
- U.S. History
- Biology I
- Algebra II



#### What are the requirements for the 24-credit standard diploma?

<b>4 Credits English Language Arts (ELA)</b>
<b>4 Credits Mathematics</b>
<ul style="list-style-type: none"> <li>▪ One of which must be Algebra I and one of which must be Geometry</li> <li>▪ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry)</li> </ul>
<b>3 Credits Science</b>
<ul style="list-style-type: none"> <li>▪ One of which must be Biology I, two of which must have a laboratory component</li> <li>▪ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I)</li> <li>▪ An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I)</li> </ul>
<b>3 Credits Social Studies</b>
1 credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics
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<b>1 Credit Physical Education</b>
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<b>8 Elective Credits</b>
<b>1 Online Course</b>
Students must earn a 2.0 grade point average on a 4.0 scale.

Photo courtesy of Digital Vision/Thinkstock

### What are the requirements for standard diploma designations?

Scholar Diploma Designation
<p>In addition to meeting the 24-credit standard high school diploma requirements, a student must</p> <ul style="list-style-type: none"> <li>▪ Earn 1 credit in Algebra II;</li> <li>▪ Earn 1 credit in Statistics or an equally rigorous mathematics course;</li> <li>▪ Pass the Biology I EOC;</li> <li>▪ Earn 1 credit in Chemistry or Physics;</li> <li>▪ Earn 1 credit in a course equally rigorous to Chemistry or Physics;</li> <li>▪ Pass the U.S. History EOC;</li> <li>▪ Earn 2 credits in the same World Language; and</li> <li>▪ Earn at least 1 credit in AP, IB, AICE or a dual enrollment course.</li> </ul> <p>A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student</p> <ul style="list-style-type: none"> <li>▪ Takes the respective AP, IB or AICE assessment; and</li> <li>▪ Earns the minimum score to earn college credit.</li> </ul>
Merit Diploma Designation
<ul style="list-style-type: none"> <li>▪ Meet the standard high school diploma requirements</li> <li>▪ Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)</li> </ul>

### Can a student who selects the 24-credit program graduate early?

Yes, a student who completes all the 24-credit program requirements for a standard diploma may graduate in fewer than eight semesters.

### What is the distinction between the 18-credit ACCEL option and the 24-credit option?

- 3 elective credits instead of 8
- Physical Education is not required
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All other graduation requirements for a 24-credit standard diploma must be met (per section 1003.4282(10)(d)1.-5., Florida Statutes [F.S.]).

### Where is information on Bright Futures Scholarships located?

The Florida Bright Futures Scholarship Program rewards students for their academic achievements during high school by providing funding to attend a postsecondary institution in Florida. For more information, go to

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The Florida College System
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Career and Technical Centers
<p>Florida also offers students 46 accredited career and technical centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.</p> <p><a href="http://www.fldoe.org/workforce/pdf/DistrictTechnicalCenterDirectors.pdf">http://www.fldoe.org/workforce/pdf/DistrictTechnicalCenterDirectors.pdf</a></p>

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## Información Para los Estudiantes Inscritos en el Noveno Grado para el Año Escolar 2012- 2013

### Lo Que los Estudiantes y Padres Necesitan Saber

#### ¿Cuáles son las opciones para los diplomas?

Los estudiantes deben completar exitosamente una de las opciones para el diploma:

- Diploma estándar de 24 créditos
- Opción Academically Challenging Curriculum to Enhance Learning (ACCEL)<sup>1</sup>
- Currículo de Advanced International Certificate of Education (AICE)<sup>2</sup>
- Currículo de International Baccalaureate (IB)<sup>3</sup>

#### ¿Cuáles son los requisitos de evaluación del estado\*?

Los estudiantes deben aprobar las siguientes evaluaciones estatales:

- Grado 10 Lectura (o calificación concordante de ACT/SAT)
- Álgebra I examen de fin de curso (EOC) si toman Álgebra I después de 2010-2011 o una calificación comparativa en el Examen de Preparación para la Educación Terciaria (P.E.R.T.)

Los estudiantes deben participar en las evaluaciones de EOC:

- Álgebra I (si se matricularon después de 2010-2011)
- Biología I (si se matricularon después de 2010-2011)
- Geometría (si se matricularon después de 2010-2011)
- Historia Estadounidense (si se matricularon después de 2011-2012) y los resultados del EOC constituyen 30% de la nota final del curso.

#### ¿Qué es el *credit acceleration program* [programa de créditos acelerados] (CAP)?

Este programa le permite al estudiante obtener crédito en la escuela secundaria si aprueba una evaluación de curso estatal sin matricularse en el curso. Los cursos incluyen las siguientes asignaturas:

- Álgebra I
- Geometría
- Historia Estadounidense
- Biología I
- Álgebra II



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#### ¿Cuáles son los requisitos para la opción del diploma estándar?

<b>4 Créditos de Artes del Lenguaje Inglés (ELA)</b>
<b>4 Créditos de Matemáticas</b>
<ul style="list-style-type: none"><li>▪ Uno debe ser en Álgebra I y uno debe ser en Geometría</li><li>▪ Las certificaciones de industriales que conducen a créditos universitarios pueden reemplazar hasta dos créditos de matemáticas (excepto para Álgebra I y Geometría)</li></ul>
<b>3 Créditos de Ciencias</b>
<ul style="list-style-type: none"><li>▪ Uno debe ser en Biología I, dos deben tener un componente laboratorio.</li><li>▪ Dos de los tres créditos requeridos deben tener un componente de laboratorio.</li><li>▪ Una certificación de industria que conduce a crédito universitario puede reemplazar hasta un crédito de ciencias (excepto el de Biología I)</li><li>▪ Un curso de informática identificado como riguroso junto con una certificación de industria relacionada puede reemplazar hasta un crédito de ciencias (excepto para Biología I)</li></ul>
<b>3 Créditos Ciencias Sociales</b>
1 crédito en Historia Mundial 1 crédito en Historia Estadounidense .5 crédito en Gobierno de los Estados Unidos .5 crédito en Economía
<b>1 Crédito en Artes Plásticas/Escénicas, Discurso y Debate, o Artes Prácticas*</b>
<b>1 Crédito Educación Física*</b>
Incluirá la integración de la salud
*Los cursos elegibles y sustituciones para los cursos elegibles son especificados en el Florida Course Code Directory [Directorio de los Códigos de Cursos de la Florida]: <a href="http://www.fldoe.org/articulation/CCD/default.asp">http://www.fldoe.org/articulation/CCD/default.asp</a> .
<b>8 Créditos Electivos</b>
<b>1 Curso en Línea</b>
Los estudiantes deben tener una puntuación promedio de las notas (GPA) de 2.0 en una escala de 4.0.



## ¿Cuáles son los requisitos para la designación de diploma estándar?

Designación Diploma de Becado
<p>Además de cumplir con los requisitos del diploma estándar de la escuela secundaria de 24 créditos, un estudiante debe</p> <ul style="list-style-type: none"> <li>▪ Ganar un crédito en Álgebra II;</li> <li>▪ Ganar un crédito en Estadísticas u otro curso igualmente riguroso de matemáticas;</li> <li>▪ Aprobar el EOC de Biología I;</li> <li>▪ Ganar un crédito en Química o Física;</li> <li>▪ Ganar un crédito en un curso igualmente riguroso que un curso de Química o Física;</li> <li>▪ Aprobar el EOC de la Historia Estadounidense;</li> <li>▪ Ganar 2 créditos en el mismo idioma extranjero; y</li> <li>▪ Ganar por lo menos un crédito en AP, IB, AICE, o cursos de nivel universitario.</li> </ul> <p>Un estudiante será eximido/a de la evaluación de Biología I o Historia Estadounidense si el/la estudiante está matriculado/a en un curso de AP, IB, o AICE Biología I o Historia Estadounidense y el/la estudiante</p> <ul style="list-style-type: none"> <li>▪ Toma la evaluación respectiva de AP, IB, o AICE;</li> <li>▪ Saca la calificación mínima para obtener crédito universitario.</li> </ul>
Designación Diploma de Mérito
<ul style="list-style-type: none"> <li>▪ Cumplir con los requisitos del diploma estándar de la escuela secundaria</li> <li>▪ Lograr una o más de una certificación de industria de la lista establecida (por s. 1003.492, F.S.)</li> </ul>

## ¿Si un estudiante selecciona el programa de 24 créditos, se puede graduar temprano?

Sí, un estudiante que completa todos los requisitos del programa de 24 créditos para obtener un diploma estándar se puede graduar en menos de ocho semestres.

## ¿Cuál es la distinción entre la opción ACCEL de 18 créditos y la opción de 24 créditos?

- 3 créditos electivos en vez de 8
- La Educación Física no es un requisito
- Tomar un curso en línea no es un requisito

Todos los otros requisitos para un diploma estándar de 24 créditos deben ser cumplidos (por sección 1003.4282(10)(d)1.-5., Estatutos de la Florida [F.S.]).

## ¿Dónde se puede encontrar información sobre las becas de Bright Futures?

El Programa Becario de Florida Bright Futures premia a los estudiantes por sus logros académicos durante la escuela secundaria proporcionándoles fondos para matricularse en una institución de educación terciaria en la Florida. Para obtener más información, visite:  
<http://www.floridastudentfinancialaid.org/SSFAD/bf/>.

## ¿Cuáles son las opciones para las instituciones terciarias públicas?

El Sistema Universitario Estatal (SUS)
<p>La admisión a las universidades públicas de la Florida es competitiva. Los estudiantes potenciales deben completar un currículo riguroso en la escuela secundaria y solicitar a más de una universidad para aumentar su probabilidad de aceptación. Para cumplir los requisitos de entrada para una de las universidades públicas de la Florida, un estudiante que está en proceso de entrar en la universidad por primera vez debe cumplir con los siguientes mínimos requisitos:</p> <ul style="list-style-type: none"> <li>▪ Graduación de la escuela secundaria con un diploma estándar</li> <li>▪ Resultados de prueba para la admisión</li> <li>▪ 16 créditos de cursos académicos preparatorios para la universidad</li> <li>▪ 4 Inglés (3 con redacción extensa)</li> <li>▪ 4 Matemáticas (Nivel Álgebra I y más avanzado)</li> <li>▪ 3 Ciencias Naturales (2 con laboratorio extensos)</li> <li>▪ 3 Ciencias Sociales</li> <li>▪ 2 Idioma Extranjero (secuencial, en el mismo idioma)</li> <li>▪ 2 electivos aprobados</li> </ul> <p><a href="http://www.flbog.edu/forstudents/planning">http://www.flbog.edu/forstudents/planning</a></p>
El Sistema de College de la Florida
<p>Incluye 28 colleges estatales. Estas instituciones ofrecen certificados relacionados con una carrera específica y diplomas que le preparan a los estudiantes a transferir a un programa de licenciatura u obtener un trabajo que requiere habilidades específicas. Muchos también ofrecen licenciaturas en campos con gran demanda. Las instituciones del Sistema de College de la Florida tienen una política de puertas abiertas. Esto quiere decir que los estudiantes que han obtenido un diploma estándar de la escuela secundaria, han obtenido un diploma de GED o han mostrado éxito en un cursado terciario serán admitidos a un programa de diplomado.</p> <p><a href="http://www.fldoe.org/fcs">http://www.fldoe.org/fcs</a></p>
Los Centros de Carreras y Carreras Técnicas
<p>La Florida también le ofrece a los estudiantes 46 centros de carreras y carreras técnicas acreditadas a través del estado que proporcionan la educación y certificación necesarias para trabajar en una carrera particular o campo técnico. Los programas son flexibles para los estudiantes y proporcionan educación industrial particular y entrenamiento para una gran variedad de ocupaciones.</p> <p><a href="http://www.fldoe.org/workforce/pdf/DistrictTechnicalCenterDirectors.pdf">http://www.fldoe.org/workforce/pdf/DistrictTechnicalCenterDirectors.pdf</a></p>

## ¿Dónde se encuentra información sobre la ayuda financiera?

El Office of Student Financial Assistance State Programs [Oficina de los Programas Estatales para la Ayuda Financiera estudiantil] administra una variedad de becas estatales educacionales para la educación terciaria.  
<http://www.floridastudentfinancialaid.org/>

- <sup>1</sup> Currículo Académico Exigente para Mejorar el Aprendizaje
- <sup>2</sup> Certificado de Educación Avanzada Internacional
- <sup>3</sup> Bachillerato Internacional

## Students Entering Grade Nine in the 2013-2014 School Year

### What Students and Parents Need to Know

#### What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

#### What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 ELA (or ACT/SAT concordant score)
- Algebra I end-of-course (EOC) or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)

Students must participate in the EOC assessments and the results constitute 30 percent of the final course grade. These assessments are in the following subjects:

- Algebra I
- Biology I
- Geometry
- U.S. History
- Algebra II (if enrolled)

#### What is the credit acceleration program (CAP)?

This program allows a student to earn high school credit if the student passes a statewide course assessment without enrollment in the course. The courses include the following subjects:

- Algebra I
- Geometry
- U.S. History
- Biology I
- Algebra II



#### What are the requirements for the 24-credit standard diploma option?

<b>4 Credits English Language Arts (ELA)</b>
<ul style="list-style-type: none"> <li>▪ ELA I, II III, IV</li> <li>▪ ELA honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) and dual enrollment courses may satisfy this requirement</li> </ul>
<b>4 Credits Mathematics</b>
<ul style="list-style-type: none"> <li>▪ One of which must be Algebra I and one of which must be Geometry</li> <li>▪ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry)</li> </ul>
<b>3 Credits Science</b>
<ul style="list-style-type: none"> <li>▪ One of which must be Biology I, two of which must be equally rigorous science courses.</li> <li>▪ Two of the three required credits must have a laboratory component.</li> <li>▪ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I)</li> <li>▪ An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I)</li> </ul>
<b>3 Credits Social Studies</b>
1 credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics with Financial Literacy
<b>1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts*</b>
<b>1 Credit Physical Education*</b>
To include the integration of health
*Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory at <a href="http://www.fldoe.org/articulation/CCD/default.asp">http://www.fldoe.org/articulation/CCD/default.asp</a> .
<b>8 Elective Credits</b>
<b>1 Online Course</b>
Students must earn a 2.0 grade point average on a 4.0 scale.

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**What are the requirements for standard diploma designations?**

Scholar Diploma Designation
<p>In addition to meeting the 24-credit standard high school diploma requirements, a student must</p> <ul style="list-style-type: none"> <li>▪ Earn 1 credit in Algebra II;</li> <li>▪ Earn 1 credit in Statistics or an equally rigorous mathematics course;</li> <li>▪ Pass the Biology I EOC;</li> <li>▪ Earn 1 credit in Chemistry or Physics;</li> <li>▪ Earn 1 credit in a course equally rigorous to Chemistry or Physics;</li> <li>▪ Pass the U.S. History EOC;</li> <li>▪ Earn 2 credits in the same World Language; and</li> <li>▪ Earn at least 1 credit in AP, IB, AICE or a dual enrollment course.</li> </ul> <p>A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student</p> <ul style="list-style-type: none"> <li>▪ Takes the respective AP, IB or AICE assessment; and</li> <li>▪ Earns the minimum score to earn college credit.</li> </ul>
Merit Diploma Designation
<ul style="list-style-type: none"> <li>▪ Meet the standard high school diploma requirements</li> <li>▪ Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)</li> </ul>

**Can a student who selects the 24-credit program graduate early?**

Yes, a student who completes all the 24-credit program requirements for a standard diploma may graduate in fewer than eight semesters.

**What is the distinction between the 18-credit ACCEL option and the 24-credit option?**

- 3 elective credits instead of 8
- Physical Education is not required
- Online course is not required

All other graduation requirements for a 24-credit standard diploma must be met (per section 1003.4282(10)(d)1.-5., Florida Statutes [F.S.]).

**Where is information on Bright Futures Scholarships located?**

The Florida Bright Futures Scholarship Program rewards students for their academic achievements during high school by providing funding to attend a postsecondary institution in Florida. For more information, go to <http://www.floridastudentfinancialaid.org/SSFAD/bf/>.

**What are the public postsecondary options?**

State University System
<p>Admission into Florida's public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements:</p> <ul style="list-style-type: none"> <li>▪ High school graduation with a standard diploma</li> <li>▪ Admission test scores</li> <li>▪ 16 credits of college preparatory academic courses</li> <li>▪ 4 English (3 with substantial writing)</li> <li>▪ 4 Mathematics (Algebra I level and above)</li> <li>▪ 3 Natural Science (2 with substantial lab)</li> <li>▪ 3 Social Science</li> <li>▪ 2 World Language (sequential, in the same language)</li> <li>▪ 2 approved electives</li> </ul> <p><a href="http://www.flbog.edu/forstudents/planning">http://www.flbog.edu/forstudents/planning</a></p>
The Florida College System
<p>Includes 28 state colleges. These institutions offer career-related certificates and two-year associate degrees that prepare students to transfer to a bachelor's degree program or to enter jobs requiring specific skills. Many also offer baccalaureate degrees in high-demand fields. Florida College System institutions have an open door policy. This means that students who have earned a standard high school diploma, have earned a high school equivalency diploma or have demonstrated success in postsecondary coursework will be admitted to an associate degree program.</p> <p><a href="http://www.fldoe.org/fcs">http://www.fldoe.org/fcs</a></p>
Career and Technical Centers
<p>Florida also offers students 46 accredited career and technical centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.</p> <p><a href="http://www.fldoe.org/workforce/pdf/DistrictTechnicalCenterDirectors.pdf">http://www.fldoe.org/workforce/pdf/DistrictTechnicalCenterDirectors.pdf</a></p>

**Where is information on financial aid located?**

The Office of Student Financial Assistance State Programs administers a variety of postsecondary educational state-funded grants and scholarships.

<http://www.floridastudentfinancialaid.org/>





## Información Para los Estudiantes Inscritos en el Noveno Grado para el Año Escolar 2013- 2014 Lo Que los Estudiantes y Padres Necesitan Saber

### ¿Cuáles son las opciones para los diplomas?

Los estudiantes deben completar exitosamente una de las opciones para el diploma:

- Diploma estándar de 24 créditos
- Opción Academically Challenging Curriculum to Enhance Learning (ACCEL)<sup>1</sup>
- Currículo de Advanced International Certificate of Education (AICE)<sup>2</sup>
- Currículo de International Baccalaureate (IB)<sup>3</sup>

### ¿Cuáles son los requisitos de evaluación del estado?

Los estudiantes deben aprobar las siguientes evaluaciones estatales:

- Grado 10 ELA (o calificación concordante de ACT/SAT)
- Álgebra I examen de fin de curso (EOC) o una calificación comparativa en el Examen de Preparación para la Educación Terciaria (P.E.R.T.)

Los estudiantes deben participar en las evaluaciones de EOC y los resultados constituyen 30% de la nota final del curso. Estas evaluaciones son para las siguientes asignaturas:

- Álgebra I
- Biología I
- Geometría
- Historia Estadounidense
- Álgebra II (si está matriculado)

### ¿Qué es el *credit acceleration program* [programa de créditos acelerados] (CAP)?

Este programa le permite al estudiante obtener crédito en la escuela secundaria si aprueba una evaluación de curso estatal sin matricularse en el curso. Los cursos incluyen las siguientes asignaturas:

- Álgebra I
- Geometría
- Historia Estadounidense
- Biología I
- Álgebra II



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### ¿Cuáles son los requisitos para la opción del diploma estándar?

<b>4 Créditos de Artes del Lenguaje Inglés (ELA)</b>
<ul style="list-style-type: none"><li>▪ ELA I, II III, IV</li><li>▪ Este requisito también se puede cumplir con ELA honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) y cursos de nivel universitario</li></ul>
<b>4 Créditos de Matemáticas</b>
<ul style="list-style-type: none"><li>▪ Uno debe ser en Álgebra I y uno debe ser en Geometría</li><li>▪ Las certificaciones de industriales que conducen a créditos universitarios pueden reemplazar hasta dos créditos de matemáticas (excepto para Álgebra I y Geometría)</li></ul>
<b>3 Créditos de Ciencias</b>
<ul style="list-style-type: none"><li>▪ Uno debe ser en Biología I, dos deben ser en cursos de ciencias que son igualmente rigurosos.</li><li>▪ Dos de los tres créditos requeridos deben tener un componente de laboratorio.</li><li>▪ Una certificación de industria que conduce a crédito universitario puede reemplazar hasta un crédito de ciencias (excepto el de Biología I)</li><li>▪ Un curso de informática identificado como riguroso junto con una certificación de industria relacionada puede reemplazar hasta un crédito de ciencias (excepto para Biología I)</li></ul>
<b>3 Créditos Ciencias Sociales</b>
<ul style="list-style-type: none"><li>1 crédito en Historia Mundial</li><li>1 crédito en Historia Estadounidense</li><li>.5 crédito en Gobierno de los Estados Unidos</li><li>.5 crédito en Economía con Conocimiento Financiero</li></ul>
<b>1 Crédito en Artes Plásticas/Escénicas, Discurso y Debate, o Artes Prácticas*</b>
<b>1 Crédito Educación Física*</b>
Incluirá la integración de la salud
*Los cursos elegibles y sustituciones para los cursos elegibles son especificados en el Florida Course Code Directory [Directorio de los Códigos de Cursos de la Florida]: <a href="http://www.fldoe.org/articulation/CCD/default.asp">http://www.fldoe.org/articulation/CCD/default.asp</a> .
<b>8 Créditos Electivos</b>
<b>1 Curso en Línea</b>

Los estudiantes deben tener una puntuación promedio de las notas (GPA) de 2.0 en una escala de 4.0.

## ¿Cuáles son los requisitos para la designación de diploma estándar?

Designación Diploma de Becado
<p>Además de cumplir con los requisitos del diploma estándar de la escuela secundaria de 24 créditos, un estudiante debe</p> <ul style="list-style-type: none"> <li>▪ Ganar un crédito en Álgebra II;</li> <li>▪ Ganar un crédito en Estadísticas u otro curso igualmente riguroso de matemáticas;</li> <li>▪ Aprobar el EOC de Biología I;</li> <li>▪ Ganar un crédito en Química o Física;</li> <li>▪ Ganar un crédito en un curso igualmente riguroso que un curso de Química o Física;</li> <li>▪ Aprobar el EOC de la Historia Estadounidense;</li> <li>▪ Ganar 2 créditos en el mismo idioma extranjero; y</li> <li>▪ Ganar por lo menos un crédito en AP, IB, AICE, o cursos de nivel universitario.</li> </ul> <p>Un estudiante será eximido/a de la evaluación de Biología I o Historia Estadounidense si el/la estudiante está matriculado/a en un curso de AP, IB, o AICE Biología I o Historia Estadounidense y el/la estudiante</p> <ul style="list-style-type: none"> <li>▪ Toma la evaluación respectiva de AP, IB, o AICE;</li> <li>▪ Saca la calificación mínima para obtener crédito universitario.</li> </ul>
Designación Diploma de Mérito
<ul style="list-style-type: none"> <li>▪ Cumplir con los requisitos del diploma estándar de la escuela secundaria</li> <li>▪ Lograr una o más de una certificación de industria de la lista establecida (por s. 1003.492, F.S.)</li> </ul>

## ¿Si un estudiante selecciona el programa de 24 créditos, se puede graduar temprano?

Sí, un estudiante que completa todos los requisitos del programa de 24 créditos para obtener un diploma estándar se puede graduar en menos de ocho semestres.

## ¿Cuál es la distinción entre la opción ACCEL de 18 créditos y la opción de 24 créditos?

- 3 créditos electivos en vez de 8
- La Educación Física no es un requisito
- Tomar un curso en línea no es un requisito

Todos los otros requisitos para un diploma estándar de 24 créditos deben ser cumplidos (por sección 1003.4282(10)(d)1.-5., Estatutos de la Florida [F.S.]).

## ¿Dónde se puede encontrar información sobre las becas de Bright Futures?

El Programa Becario de Florida Bright Futures premia a los estudiantes por sus logros académicos durante la escuela secundaria proporcionándoles fondos para matricularse en una institución de educación terciaria en la Florida. Para obtener más información, visite:

<http://www.floridastudentfinancialaid.org/SSFAD/bf/>.

## ¿Cuáles son las opciones para las instituciones terciarias públicas?

El Sistema Universitario Estatal
<p>La admisión a las universidades públicas de la Florida es competitiva. Los estudiantes potenciales deben completar un currículo riguroso en la escuela secundaria y solicitar a más de una universidad para aumentar su probabilidad de aceptación. Para cumplir los requisitos de entrada para una de las universidades públicas de la Florida, un estudiante que está en proceso de entrar en la universidad por primera vez debe cumplir con los siguientes mínimos requisitos:</p> <ul style="list-style-type: none"> <li>▪ Graduación de la escuela secundaria con un diploma estándar</li> <li>▪ Resultados de prueba para la admisión</li> <li>▪ 16 créditos de cursos académicos preparatorios para la universidad</li> <li>▪ 4 Inglés (3 con redacción extensa)</li> <li>▪ 4 Matemáticas (Nivel Álgebra I y más avanzado)</li> <li>▪ 3 Ciencias Naturales (2 con laboratorio extensos)</li> <li>▪ 3 Ciencias Sociales</li> <li>▪ 2 Idioma Extranjero (secuencial, en el mismo idioma)</li> <li>▪ 2 electivos aprobados</li> </ul> <p><a href="http://www.flbog.edu/forstudents/planning">http://www.flbog.edu/forstudents/planning</a></p>
El Sistema de College de la Florida
<p>Incluye 28 colleges estatales. Estas instituciones ofrecen certificados relacionados con una carrera específica y diplomas que le preparan a los estudiantes a transferir a un programa de licenciatura u obtener un trabajo que requiere habilidades específicas. Muchos también ofrecen licenciaturas en campos con gran demanda. Las instituciones del Sistema de College de la Florida tienen una política de puertas abiertas. Esto quiere decir que los estudiantes que han obtenido un diploma estándar de la escuela secundaria, han obtenido un diploma de GED o han mostrado éxito en un cursado terciario serán admitidos a un programa de diplomado.</p> <p><a href="http://www.fldoe.org/fcs">http://www.fldoe.org/fcs</a></p>
Los Centros de Carreras y Carreras Técnicas
<p>La Florida también le ofrece a los estudiantes 46 centros de carreras y carreras técnicas acreditadas a través del estado que proporcionan la educación y certificación necesarias para trabajar en una carrera particular o campo técnico. Los programas son flexibles para los estudiantes y proporcionan educación industrial particular y entrenamiento para una gran variedad de ocupaciones.</p> <p><a href="http://www.fldoe.org/workforce/pdf/DistrictTechnicalCenterDirectors.pdf">http://www.fldoe.org/workforce/pdf/DistrictTechnicalCenterDirectors.pdf</a></p>

## ¿Dónde se encuentra información sobre la ayuda financiera?

El Office of Student Financial Assistance State Programs [Oficina de los Programas Estatales para la Ayuda Financiera estudiantil] administra una variedad de becas estatales educacionales para la educación terciaria.

<http://www.floridastudentfinancialaid.org/>

<sup>1</sup> Currículo Académico Exigente para Mejorar el Aprendizaje

<sup>2</sup> Certificado de Educación Avanzada Internacional

<sup>3</sup> Bachillerato Internacional



## Students Entering Grade Nine in the 2014-2015 School Year

### What Students and Parents Need to Know

#### What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

#### What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 ELA (or ACT/SAT concordant score)
- Algebra I end-of-course (EOC) or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)

Students must participate in the EOC assessments and the results constitute 30 percent of the final course grade. These assessments are in the following subjects:

- Algebra I
- Biology I
- Geometry
- U.S. History
- Algebra II (if enrolled)

#### What is the credit acceleration program (CAP)?

This program allows a student to earn high school credit if the student passes a statewide course assessment without enrollment in the course. The courses include the following subjects:

- Algebra I
- Geometry
- U.S. History
- Biology I
- Algebra II



Photo courtesy Chad Baker/Ryan  
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#### What are the requirements for the 24-credit standard diploma option?

<b>4 Credits English Language Arts (ELA)</b>
<ul style="list-style-type: none"> <li>▪ ELA I, II III, IV</li> <li>▪ ELA honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) and dual enrollment courses may satisfy this requirement</li> </ul>
<b>4 Credits Mathematics</b>
<ul style="list-style-type: none"> <li>▪ One of which must be Algebra I and one of which must be Geometry</li> <li>▪ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry)</li> </ul>
<b>3 Credits Science</b>
<ul style="list-style-type: none"> <li>▪ One of which must be Biology I, two of which must be equally rigorous science courses.</li> <li>▪ Two of the three required credits must have a laboratory component.</li> <li>▪ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I)</li> <li>▪ An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I)</li> </ul>
<b>3 Credits Social Studies</b>
1 credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics with Financial Literacy
<b>1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts*</b>
<b>1 Credit Physical Education*</b>
To include the integration of health
*Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory at <a href="http://www.fldoe.org/articulation/CCD/default.asp">http://www.fldoe.org/articulation/CCD/default.asp</a> .
<b>8 Elective Credits</b>
<b>1 Online Course</b>
Students must earn a 2.0 grade point average on a 4.0 scale.



## What are the requirements for standard diploma designations?

Scholar Diploma Designation
<p>In addition to meeting the 24-credit standard high school diploma requirements, a student must</p> <ul style="list-style-type: none"> <li>Pass the ELA Grade 11 statewide assessment;</li> <li>Earn 1 credit in Algebra II (must pass EOC);</li> <li>Pass the Geometry EOC;</li> <li>Earn 1 credit in Statistics or an equally rigorous mathematics course;</li> <li>Pass the Biology I EOC;</li> <li>Earn 1 credit in Chemistry or Physics;</li> <li>Earn 1 credit in a course equally rigorous to Chemistry or Physics;</li> <li>Pass the U.S. History EOC;</li> <li>Earn 2 credits in the same World Language; and</li> <li>Earn at least 1 credit in AP, IB, AICE or a dual enrollment course.</li> </ul> <p>A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student</p> <ul style="list-style-type: none"> <li>Takes the respective AP, IB or AICE assessment; and</li> <li>Earns the minimum score to earn college credit.</li> </ul>
Merit Diploma Designation
<ul style="list-style-type: none"> <li>Meet the standard high school diploma requirements</li> <li>Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)</li> </ul>

## Can a student who selects the 24-credit program graduate early?

Yes, a student who completes all the 24-credit program requirements for a standard diploma may graduate in fewer than eight semesters.

## What is the distinction between the 18-credit ACCEL option and the 24-credit option?

- 3 elective credits instead of 8
- Physical Education is not required
- Online course is not required

All other graduation requirements for a 24-credit standard diploma must be met (per section 1003.4282(10)(d)1.-5., Florida Statutes [F.S.]).

## Where is information on Bright Futures Scholarships located?

The Florida Bright Futures Scholarship Program rewards students for their academic achievements during high school by providing funding to attend a postsecondary institution in Florida. For more information, go to

<http://www.floridastudentfinancialaid.org/SSFAD/bf/>.

## What are the public postsecondary options?

State University System
<p>Admission into Florida's public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements:</p> <ul style="list-style-type: none"> <li>High school graduation with a standard diploma</li> <li>Admission test scores</li> <li>16 credits of college preparatory academic courses</li> <li>4 English (3 with substantial writing)</li> <li>4 Mathematics (Algebra I level and above)</li> <li>3 Natural Science (2 with substantial lab)</li> <li>3 Social Science</li> <li>2 World Language (sequential, in the same language)</li> <li>2 approved electives</li> </ul> <p><a href="http://www.flbog.edu/forstudents/planning">http://www.flbog.edu/forstudents/planning</a></p>
The Florida College System
<p>Includes 28 state colleges. These institutions offer career-related certificates and two-year associate degrees that prepare students to transfer to a bachelor's degree program or to enter jobs requiring specific skills. Many also offer baccalaureate degrees in high-demand fields. Florida College System institutions have an open door policy. This means that students who have earned a standard high school diploma, have earned a high school equivalency diploma or have demonstrated success in postsecondary coursework will be admitted to an associate degree program.</p> <p><a href="http://www.fldoe.org/fcs">http://www.fldoe.org/fcs</a></p>
Career and Technical Centers
<p>Florida also offers students 46 accredited career and technical centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.</p> <p><a href="http://www.fldoe.org/workforce/pdf/DistrictTechnicalCenterDirectors.pdf">http://www.fldoe.org/workforce/pdf/DistrictTechnicalCenterDirectors.pdf</a></p>

## Where is information on financial aid located?

The Office of Student Financial Assistance State Programs administers a variety of postsecondary educational state-funded grants and scholarships.

<http://www.floridastudentfinancialaid.org/>



## Información Para los Estudiantes Inscritos en el Noveno Grado para el Año Escolar 2014- 2015

### Lo Que los Estudiantes y Padres Necesitan Saber

#### ¿Cuáles son las opciones para los diplomas?

Los estudiantes deben completar exitosamente una de las opciones para el diploma:

- Diploma estándar de 24 créditos
- Opción Academically Challenging Curriculum to Enhance Learning (ACCEL)<sup>1</sup>
- Currículo de Advanced International Certificate of Education (AICE)<sup>2</sup>
- Currículo de International Baccalaureate (IB)<sup>3</sup>

#### ¿Cuáles son los requisitos de evaluación del estado?

Los estudiantes deben aprobar las siguientes evaluaciones estatales:

- Grado 10 ELA (o calificación concordante de ACT/SAT)
- Álgebra I examen de fin de curso (EOC) o una calificación comparativa en el Examen de Preparación para la Educación Terciaria (P.E.R.T.)

Los estudiantes deben participar en las evaluaciones de EOC y los resultados constituyen 30% de la nota final del curso. Estas evaluaciones son para las siguientes asignaturas:

- Álgebra I
- Biología I
- Geometría
- Historia Estadounidense
- Álgebra II (si está matriculado)

#### ¿Qué es el *credit acceleration program* [programa de créditos acelerados] (CAP)?

Este programa le permite al estudiante obtener crédito en la escuela secundaria si aprueba una evaluación de curso estatal sin matricularse en el curso. Los cursos incluyen las siguientes asignaturas:

- Álgebra I
- Geometría
- Historia Estadounidense
- Biología I
- Álgebra II



Photo courtesy Chad  
McVay/Thinkstock

#### ¿Cuáles son los requisitos para la opción del diploma estándar?

<b>4 Créditos de Artes del Lenguaje Inglés (ELA)</b>
<ul style="list-style-type: none"><li>▪ ELA I, II III, IV</li><li>▪ Este requisito también se puede cumplir con ELA honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) y cursos de nivel universitario</li></ul>
<b>4 Créditos de Matemáticas</b>
<ul style="list-style-type: none"><li>▪ Uno debe ser en Álgebra I y uno debe ser en Geometría</li><li>▪ Las certificaciones de industriales que conducen a créditos universitarios pueden reemplazar hasta dos créditos de matemáticas (excepto para Álgebra I y Geometría)</li></ul>
<b>3 Créditos de Ciencias</b>
<ul style="list-style-type: none"><li>▪ Uno debe ser en Biología I, dos deben ser en cursos de ciencias que son igualmente rigurosos.</li><li>▪ Dos de los tres créditos requeridos deben tener un componente de laboratorio.</li><li>▪ Una certificación de industria que conduce a crédito universitario puede reemplazar hasta un crédito de ciencias (excepto el de Biología I)</li><li>▪ Un curso de informática identificado como riguroso junto con una certificación de industria relacionada puede reemplazar hasta un crédito de ciencias (excepto para Biología I)</li></ul>
<b>3 Créditos Ciencias Sociales</b>
<ul style="list-style-type: none"><li>1 crédito en Historia Mundial</li><li>1 crédito en Historia Estadounidense</li><li>.5 crédito en Gobierno de los Estados Unidos</li><li>.5 crédito en Economía con Conocimiento Financiero</li></ul>
<b>1 Crédito en Artes Plásticas/Escénicas, Discurso y Debate, o Artes Prácticas*</b>
<b>1 Crédito Educación Física*</b>
Incluirá la integración de la salud
*Los cursos elegibles y sustituciones para los cursos elegibles son especificados en el Florida Course Code Directory [Directorio de los Códigos de Cursos de la Florida]: <a href="http://www.fldoe.org/articulation/CCD/default.asp">http://www.fldoe.org/articulation/CCD/default.asp</a> .
<b>8 Créditos Electivos</b>
<b>1 Curso en Línea</b>

Los estudiantes deben tener una puntuación promedio de las notas (GPA) de 2.0 en una escala de 4.0.



## ¿Cuáles son los requisitos para la designación de diploma estándar?

Designación Diploma de Becado
Además de cumplir con los requisitos del diploma estándar de la escuela secundaria de 24 créditos, un estudiante debe
<ul style="list-style-type: none"> <li>▪ Aprobar la evaluación estatal de ELA Grado 11;</li> <li>▪ Ganar un crédito en Álgebra II (debe aprobar el EOC);</li> <li>▪ Aprobar el EOC de Geometría;</li> <li>▪ Ganar un crédito en Estadísticas u otro curso igualmente riguroso de matemáticas;</li> <li>▪ Aprobar el EOC de Biología I;</li> <li>▪ Ganar un crédito en Química o Física;</li> <li>▪ Ganar un crédito en un curso igualmente riguroso que un curso de Química o Física;</li> <li>▪ Aprobar el EOC de la Historia Estadounidense;</li> <li>▪ Ganar 2 créditos en el mismo idioma extranjero; y</li> <li>▪ Ganar por lo menos un crédito en AP, IB, AICE, o cursos de nivel universitario.</li> </ul>
Un estudiante será eximido/a de la evaluación de Biología I o Historia Estadounidense si el/la estudiante está matriculado/a en un curso de AP, IB, o AICE Biología I o Historia Estadounidense y el/la estudiante
<ul style="list-style-type: none"> <li>▪ Toma la evaluación respectiva de AP, IB, o AICE;</li> <li>▪ Saca la calificación mínima para obtener crédito universitario.</li> </ul>
Designación Diploma de Mérito
<ul style="list-style-type: none"> <li>▪ Cumplir con los requisitos del diploma estándar de la escuela secundaria</li> <li>▪ Lograr una o más de una certificación de industria de la lista establecida (por s. 1003.492, F.S.)</li> </ul>

## ¿Si un estudiante selecciona el programa de 24 créditos, se puede graduar temprano?

Sí, un estudiante que completa todos los requisitos del programa de 24 créditos para obtener un diploma estándar se puede graduar en menos de ocho semestres.

## ¿Cuál es la distinción entre la opción ACCEL de 18 créditos y la opción de 24 créditos?

- 3 créditos electivos en vez de 8
- La Educación Física no es un requisito
- Tomar un curso en línea no es un requisito

Todos los otros requisitos para un diploma estándar de 24 créditos deben ser cumplidos (por sección 1003.4282(10)(d)1.-5., Estatutos de la Florida [F.S.]).

## ¿Dónde se puede encontrar información sobre las becas de Bright Futures?

El Programa Becario de Florida Bright Futures premia a los estudiantes por sus logros académicos durante la escuela secundaria proporcionándoles fondos para matricularse en una institución de educación terciaria en la Florida. Para obtener más información, visite:

<http://www.floridastudentfinancialaid.org/SSFAD/bf/>.

## ¿Cuáles son las opciones para las instituciones terciarias públicas?

El Sistema Universitario Estatal
La admisión a las universidades públicas de la Florida es competitiva. Los estudiantes potenciales deben completar un currículo riguroso en la escuela secundaria y solicitar a más de una universidad para aumentar su probabilidad de aceptación. Para cumplir los requisitos de entrada para una de las universidades públicas de la Florida, un estudiante que está en proceso de entrar en la universidad por primera vez debe cumplir con los siguientes mínimos requisitos:
<ul style="list-style-type: none"> <li>▪ Graduación de la escuela secundaria con un diploma estándar</li> <li>▪ Resultados de prueba para la admisión</li> <li>▪ 16 créditos de cursos académicos preparatorios para la universidad</li> <li>▪ 4 Inglés (3 con redacción extensa)</li> <li>▪ 4 Matemáticas (Nivel Álgebra I y más avanzado)</li> <li>▪ 3 Ciencias Naturales (2 con laboratorio extensos)</li> <li>▪ 3 Ciencias Sociales</li> <li>▪ 2 Idioma Extranjero (secuencial, en el mismo idioma)</li> <li>▪ 2 electivos aprobados</li> </ul>
<a href="http://www.flbog.edu/forstudents/planning">http://www.flbog.edu/forstudents/planning</a>
El Sistema de College de la Florida
Incluye 28 colleges estatales. Estas instituciones ofrecen certificados relacionados con una carrera específica y diplomas que le preparan a los estudiantes a transferir a un programa de licenciatura u obtener un trabajo que requiere habilidades específicas. Muchos también ofrecen licenciaturas en campos con gran demanda. Las instituciones del Sistema de College de la Florida tienen una política de puertas abiertas. Esto quiere decir que los estudiantes que han obtenido un diploma estándar de la escuela secundaria, han obtenido un diploma de GED o han mostrado éxito en un cursado terciario serán admitidos a un programa de diplomado.
<a href="http://www.fldoe.org/fcs">http://www.fldoe.org/fcs</a>
Los Centros de Carreras y Carreras Técnicas
La Florida también le ofrece a los estudiantes 46 centros de carreras y carreras técnicas acreditadas a través del estado que proporcionan la educación y certificación necesarias para trabajar en una carrera particular o campo técnico. Los programas son flexibles para los estudiantes y proporcionan educación industrial particular y entrenamiento para una gran variedad de ocupaciones.
<a href="http://www.fldoe.org/workforce/pdf/DistrictTechnicalCenterDirectors.pdf">http://www.fldoe.org/workforce/pdf/DistrictTechnicalCenterDirectors.pdf</a>

## ¿Dónde se encuentra información sobre la ayuda financiera?

El Office of Student Financial Assistance State Programs [Oficina de los Programas Estatales para la Ayuda Financiera estudiantil] administra una variedad de becas estatales educacionales para la educación terciaria.

<http://www.floridastudentfinancialaid.org/>

- <sup>1</sup> Currículo Académico Exigente para Mejorar el Aprendizaje
- <sup>2</sup> Certificado de Educación Avanzada Internacional
- <sup>3</sup> Bachillerato Internacional



## HIGH SCHOOL NCAA COURSES

**Legal Disclaimer:** The list of NCAA courses, and courses contained within, are maintained as a guide for prospective student-athletes seeking NCAA initial-eligibility. The list of approved courses does not, nor is intended to, signify accreditation, certification, approval or endorsement of any high school or specific courses by the NCAA or NCAA Eligibility Center and is subject to change at any time and without notice. For more information refer to the following website: <https://web1.ncaa.org/>.

### NCAA APPROVED COURSES

#### **ENGLISH**

ENGLISH LANGUAGE/COMP/AP  
ENGLISH LITERATURE/COMP/AP  
ENGLISH I (9)  
ENGLISH I/H (9)  
ENGLISH II (10)  
ENGLISH II/H (10)  
ENGLISH III (11)  
ENGLISH III/H (11)  
ENGLISH IV (12)  
ENGLISH IV FOR FLORIDA COLLEGE PREP  
ENGLISH IV FOR FLORIDA COLLEGE PREP

#### **SOCIAL SCIENCE**

ADVANCED PLACEMENT UNITED STATES HISTORY  
AFRICAN AMERICAN STUDIES  
AMERICAN GOVERNMENT  
AMERICAN HISTORY  
AMERICAN HISTORY/AP  
AMERICAN HISTORY/H  
CIVICS  
ECONOMICS  
MULTICULTURAL STUDIES  
PSYCHOLOGY/AP  
WORLD CULTURAL/GEOGRAPHY  
WORLD HISTORY  
WORLD HISTORY/H

**MATHEMATICS**

ALGEBRA I  
ALGEBRA I/H  
ALGEBRA IA F/S (.5 UNITS MAX)  
ALGEBRA IB F/S (.5 UNITS MAX)  
ALGEBRA II  
ALGEBRA II/H  
ANALYTIC GEOMETRY  
CALCULUS  
CALCULUS AB/AP  
GEOMETRY  
MATH FOR COLLEGE READINESS  
PRE-CALCULUS  
PROB & STAT W/APP  
TRIGONOMETRY

**SCIENCE**

BIOLOGY  
BIOLOGY/AP  
BIOLOGY/H  
CHEMISTRY I  
CHEMISTRY I/H  
EARTH SPACE SCIENCE  
ENVIRONMENTAL SCIENCE  
ENVIRONMENTAL SCIENCE/AP  
INTEGRATED SCIENCE  
PHYSICAL SCIENCE  
PHYSICAL SCIENCE/H  
PHYSICS B/AP  
PHYSICS I

**ADDITIONAL COURSES**

FRENCH I  
FRENCH II  
SPANISH FOR SPANISH SPEAKERS I  
SPANISH FOR SPANISH SPEAKERS II  
SPANISH I  
SPANISH II  
SPANISH LANG/AP



## Gadsden County Public Schools Request for Course Offerings



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

Course Requested: \_\_\_\_\_

Please provide a brief rationale for offering the course:

\_\_\_\_\_  
Principal or Designee Signature

\_\_\_\_\_  
Date

### For District Office Use Only

This request has been reviewed and is \_\_\_\_\_ approved \_\_\_\_\_ denied.

\_\_\_\_\_  
Deputy Superintendent Signature

\_\_\_\_\_  
Date

Please submit completed form to the Curriculum & Instruction Department.