

AGENDA

REGULAR SCHOOL BOARD MEETING

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

November 22, 2016

6:00 P.M.

THIS MEETING IS OPEN TO THE PUBLIC

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

ITEMS FOR CONSENT

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

- a. October 25, 2016, 4:30 p.m. – School Board Workshop
- b. October 25, 2016, 6:00 p.m. – Regular School Board Meeting
- c. November 1, 2016, 4:30 p.m. – Student Board Workshop
- d. November 1, 2016, 6:00 p.m. – Student Hearing
- e. November 7, 2016, 9:00 a.m. – Special School Board Meeting

ACTION REQUESTED: The Superintendent recommends approval.

6. PERSONNEL MATTERS (resignations, retirements, recommendations, leaves of absence, terminations of services, volunteers, and job descriptions) – **SEE PAGE #4**

- a. Personnel 2016 – 2017

ACTION REQUESTED: The Superintendent recommends approval.

7. BUDGET AND FINANCIAL TRANSACTIONS

- a. Budget Amendment No. 2 - **SEE PAGE #7**

Fund Source: All
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

8. AGREEMENT/CONTRACT/PROJECT APPLICATIONS

- a. Capital City Consultants – **SEE PAGE #15**

Fund Source: Federal
Amount: \$36,000.00

ACTION REQUESTED: The Superintendent recommends approval.

- b. Agreement Between the Gadsden County Public Schools and Risa Green, MSPT, Physical Therapist - **SEE PAGE #17**

Fund Source: FEFP Dollars
Amount: \$70.00 (per hour for actual hours worked)

ACTION REQUESTED: The Superintendent recommends approval.

- c. 2016 – 2019 District ELL Plan – **SEE PAGE #21**

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

9. STUDENT MATTERS – **SEE ATTACHMENT**

- a. Student Expulsion – See back-up material

Case #11-1617-0231

ACTION REQUESTED: The Superintendent recommends approval.

- b. Student Expulsion – See back-up material

Case #12-1617-0051

ACTION REQUESTED: The Superintendent recommends approval.

10. SCHOOL FACILITY/PROPERTY

- a. Purchase of 20 Ton Chiller for Greensboro Elementary School
SEE PAGE #48

Fund Source: 340
Amount: \$9,480.85

ACTION REQUESTED: The Superintendent recommends approval.

- b. Proposal of Mechanical Contractor (Continuing Services) - **SEE PAGE #52**

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

ITEMS FOR DISCUSSION

11. FACILITIES UPDATE
12. EDUCATIONAL ITEMS BY THE SUPERINTENDENT
13. SCHOOL BOARD REQUESTS AND CONCERNS
14. ADJOURNMENT

The School Board of Gadsden County

PINK HIGHTOWER, Ph.D.

INTERIM SUPERINTENDENT OF SCHOOLS



"Building A Brighter Future"

35 MARTIN LUTHER KING, JR. BLVD.
QUINCY, FLORIDA 32351
TEL: (850) 627-9651
FAX: (850) 627-2760
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November 22, 2016

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 2016-2017

The following reflects the total number of full-time employees in this school district for the 2016-2017 school term, as of November 22, 2016.

<u>Description Per DOE Classification</u>	<u>DOE Object#</u>	<u>#Employees November 2016</u>
Classroom Teachers and Other Certified	120 & 130	419.00
Administrators	110	50.00
Non-Instructional	150, 160, & 170	<u>391.00</u>
		860.00

Sincerely,

Pink Hightower, PhD
Superintendent of Schools

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

Steve Scott
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

DISTRICT NO. 5
Quincy, FL 32351

AGENDA ITEM 6B, INSTRUCTIONAL AND NON INSTRUCTIONAL 2016/2017**INSTRUCTIONAL**

<u>Annual</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Adams, Tracy	GRES	Teacher	10/31/2016
Denton, April	EGHS	Teacher	11/14/2016
Reynolds, Keyunna	GWM	Teacher	10/24/2016

NON-INSTRUCTIONAL

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Anderson, Sarah	JASMS	Custodial Assistant	11/02/2016
Centeno, Eduardo	JASMS	ESOL Paraprofessional	10/20/2016
Frazier, Thomas	SSES	Education Paraprofessional	11/14/2016
Gilcrease, Shakiryia	PreK/Head Start	HIPPY Program Assistant	10/31/2016
Graham, Shanetha	SSES	SFS Worker	10/17/2016
Highman, Keshandra	EGHS	Education Paraprofessional	11/14/2016
Horton, Daniel	Maintenance	Boiler Mechanic	11/01/2016
Johnson, Arcedra	Transportation	Bus Driver	11/10/2016
Johnson, Angela	Transportation	Bus Aide	11/10/2016
Jones, Myles	CPA	SFS Worker	10/17/2016
McCloud, Delante	SSES	SFS Worker	10/17/2016
Russ-Hutley, Lesa	GWM	Secretary	11/16/2016
Williams, Darlene	Transportation	Bus Aide	10/20/2016

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

<u>Name</u>	<u>Location/Position</u>	<u>Beginning Date</u>	<u>Ending Date</u>
Formman, Keyshonara	HMS/Teacher	08/10/2016	10/03/2016

RESIGNATION

<u>Location</u>	<u>Position</u>	<u>Effective Date</u>	
Anglin, Kelly	EGHS	Teacher	11/01/2016
Brown, Frances	WGHS	Education Paraprofessional	10/27/2016
Brown, Melisa	HMS	Teacher	11/29/2016
Chereno, Rael	EGHS	Teacher	11/04/2016
Foss, Erin	WGHS	Teacher	10/10/2016
Hebets, Stephanie	GWM	Teacher	10/28/2016
McNair, Ondrie	HMS	Custodial Assistant	10/19/2016
Patel, Shraddha	EGHS	Teacher	11/04/2016
Russ-Hutley, Lesa*	CPA	Education Paraprofessional	11/15/2016
Shaw-Hall, Laticia	GWM	Secretary	10/28/2016

*Resigned to accept another position within the District.

TRANSFERS

<u>Name</u>	<u>Location/Position</u>	<u>Location/Position</u>	<u>Effective Date</u>
	<u>Transferring From</u>	<u>Transferring To</u>	
Jackson-Clark, Priscilla	SSES/Education Paraprofessional	PreK/Program Assistant	11/02/2016
Walker, Kyshada	GWM/Education Paraprofessional	GRES/Education Paraprofessional	10/27/2016
Walker, Renette	CPA/Teacher	GWM/Teacher	10/24/2016

RETIREMENT

<u>Annual</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Dennis, Hilary	JASMS	Teacher	12/30/2016

D.R.O.P. RETIREMENT

<u>Annual</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
McIntyre, Harold	Maintenance	Boiler Mechanic	12/21/2016

OUT-OF-FIELD

<u>Name</u>	<u>Location</u>	<u>Out-of-Field Area</u>	<u>No. of Periods</u>
Lockwood, Chavien	EGHS	Business Ed	All Periods
Reynolds, Keyunna	GWM	Elementary Ed.	All Periods

Substitutes

Dabady, Jean
Montenieri, Danella
Nelson, Donald
O'Neal, Genesis
Richardson, Deborah

SFS/Custodial

Husvar, Jennifer
Moye, Dianeatha
Nealy, Shavonda
Showers, Deandre

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7a

DATE OF SCHOOL BOARD MEETING: November 22, 2016

TITLE OF AGENDA ITEMS: Budget Amendment No. 2

DIVISION: Finance Department

PURPOSE AND SUMMARY OF ITEMS: Budget Amendment

FUND SOURCE: All

AMOUNT:

PREPARED BY: LaClarence Mays

POSITION: Budget Director

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.

Revenue Report

November 2016 - 2017

Fund	Revenue	Project	Year	Budgeted	Collected Non-Accrual	Collected against an Accrual	Accrued Recievable	Balance	Percent
110 : GENERAL FUND	191 : ROTC	1104830 : ROTC	2016 - 2017	127,295.28	0.00	0.00	0.00	127,295.28	100.00
110 : GENERAL FUND	199 : MISCELLANEOUS FEDERAL DIRECT	1109990 : DISTRICT WIDE	2016 - 2017	5,716.41	30,114.15	0.00	0.00	-24,397.74	0.00
110 : GENERAL FUND	202 : MEDICAID	1105360 : MEDICAID REIMB	2016 - 2017	150,000.00	835.74	0.00	0.00	149,164.26	99.44
110 : GENERAL FUND	280 : FEDERAL THROUGH LOCAL	1104860 : REQUIRED FINGERPRINTS	2016 - 2017	16,666.67	0.00	0.00	0.00	16,666.67	100.00
110 : GENERAL FUND	280 : FEDERAL THROUGH LOCAL	1105050 : DVR ESE EMPLOYMENT SPECIALISTS	2016 - 2017	16,666.67	0.00	0.00	0.00	16,666.67	100.00
110 : GENERAL FUND	280 : FEDERAL THROUGH LOCAL	1105555 : SSTRIDE	2016 - 2017	16,666.67	0.00	0.00	0.00	16,666.67	100.00
110 : GENERAL FUND	280 : FEDERAL THROUGH LOCAL	1109990 : DISTRICT WIDE	2016 - 2017	16,666.67	14,107.45	0.00	0.00	2,559.22	15.36
110 : GENERAL FUND	280 : FEDERAL THROUGH LOCAL	1125240 : AMERICORPS 2015-2016 CASH	2016 - 2017	16,666.67	57,142.57	0.00	0.00	-40,475.90	0.00
110 : GENERAL FUND	280 : FEDERAL THROUGH LOCAL	1125245 : AMERICORPS 2016-2017 GRANT	2016 - 2017	16,666.65	17,806.16	0.00	0.00	-1,139.51	0.00
110 : GENERAL FUND	310 : FLA. EDU. FINANCE PROG (FEFP)	1109990 : DISTRICT WIDE	2016 - 2017	25,309,212.00	9,515,377.00	0.00	0.00	15,793,835.00	62.40
110 : GENERAL FUND	315 : WORKFORCE DEVELOPMENT	1190062 : WORKFORCE DEVELOPMENT	2016 - 2017	383,169.00	143,685.00	0.00	0.00	239,484.00	62.50
110 : GENERAL FUND	318 : ADULTS WITH DISABILITIES	1190565 : ADULTS W/ DISABILITIES 12-13	2016 - 2017	100,000.00	8,000.00	0.00	0.00	92,000.00	92.00
110 : GENERAL FUND	323 : CO & DS WITHELD FOR ADM EXP	1109990 : DISTRICT WIDE	2016 - 2017	4,371.00	0.00	0.00	0.00	4,371.00	100.00
110 : GENERAL FUND	341 : RACING COMMISSION FUNDS	1109990 : DISTRICT WIDE	2016 - 2017	223,250.00	0.00	0.00	0.00	223,250.00	100.00
110 : GENERAL FUND	342 : STATE FOREST FUNDS	1109990 : DISTRICT WIDE	2016 - 2017	8,339.86	0.00	0.00	0.00	8,339.86	100.00
110 : GENERAL FUND	343 : STATE LICENSE TAX	1109990 : DISTRICT WIDE	2016 - 2017	6,000.00	3,182.39	0.00	0.00	2,817.61	46.96
110 : GENERAL FUND	355 : CLASS SIZE REDUCTION	1105950 : CLASS SIZE REDUCTION	2016 - 2017	5,564,404.00	1,854,800.00	0.00	0.00	3,709,604.00	66.67

Fund	Revenue	Project	Year	Budgeted	Collected Non-Accrual	Collected against an Accrual	Accrued Recievable	Balance	Percent	
110 : GENERAL FUND	361 : SCHOOL RECOGNITION FUNDS	1109990 : DISTRICT WIDE	2016 - 2017	179,194.00	0.00	0.00	0.00	179,194.00	100.00	I
110 : GENERAL FUND	371 : Voluntary Pre-K Program	1105610 : VOLUNTARY PRE-K	2016 - 2017	525,000.00	111,657.48	0.00	0.00	413,342.52	78.73	I
110 : GENERAL FUND	390 : MISCELLANEOUS STATE REVENUE	1107777 : DIST. INSTRU LEAD AND FACU DG	2016 - 2017	0.00	4,464.25	0.00	0.00	-4,464.25	0.00	I
110 : GENERAL FUND	390 : MISCELLANEOUS STATE REVENUE	1109990 : DISTRICT WIDE	2016 - 2017	0.00	1,096.90	0.00	0.00	-1,096.90	0.00	I
110 : GENERAL FUND	399 : OTHER MISCELLANEOUS STATE REV	1100300 : BEST AND BRIGHTEST SCHOLARSHIP	2016 - 2017	300,000.00	0.00	0.00	0.00	300,000.00	100.00	I
110 : GENERAL FUND	411 : DISTRICT SCHOOL TAXES	1109990 : DISTRICT WIDE	2016 - 2017	7,962,367.00	852,116.34	0.00	0.00	7,110,250.66	89.30	I
110 : GENERAL FUND	421 : TAX REDEMPTIONS	1109990 : DISTRICT WIDE	2016 - 2017	12,848.00	0.00	0.00	0.00	12,848.00	100.00	I
110 : GENERAL FUND	425 : RENT	1104550 : FACILITY RENTAL	2016 - 2017	250.00	942.00	0.00	0.00	-692.00	0.00	I
110 : GENERAL FUND	431 : INTEREST ON INVESTMENTS	1109990 : DISTRICT WIDE	2016 - 2017	1,676.00	5,344.54	0.00	0.00	-3,668.54	0.00	I
110 : GENERAL FUND	440 : GIFTS, GRANTS, AND BEQUESTS	1104020 : HOMELESS DONATIONS	2016 - 2017	1,000.00	0.00	0.00	0.00	1,000.00	100.00	I
110 : GENERAL FUND	461 : ADULT GENERAL ED. COURSE FEES	1109990 : DISTRICT WIDE	2016 - 2017	300.00	0.00	0.00	0.00	300.00	100.00	I
110 : GENERAL FUND	462 : POSTSECONDARY VOC COURSE FEE	1109990 : DISTRICT WIDE	2016 - 2017	5,000.00	4,536.00	0.00	0.00	464.00	9.28	I
110 : GENERAL FUND	490 : MISCELLANEOUS LOCAL SOURCES	1104630 : CERTIFICATE RENEWALS	2016 - 2017	0.00	150.00	0.00	0.00	-150.00	0.00	I
110 : GENERAL FUND	490 : MISCELLANEOUS LOCAL SOURCES	1104640 : DIPLOMA & COPY CHARGES	2016 - 2017	0.00	308.00	0.00	0.00	-308.00	0.00	I
110 : GENERAL FUND	490 : MISCELLANEOUS LOCAL SOURCES	1104860 : REQUIRED FINGERPRINTS	2016 - 2017	0.00	910.00	0.00	0.00	-910.00	0.00	I
110 : GENERAL FUND	490 : MISCELLANEOUS LOCAL SOURCES	1104970 : E RATE	2016 - 2017	0.00	354,239.75	0.00	0.00	-354,239.75	0.00	I
110 : GENERAL FUND	490 : MISCELLANEOUS LOCAL SOURCES	1105210 : ITFS LEASE/ITV	2016 - 2017	0.00	9,845.58	0.00	0.00	-9,845.58	0.00	I
110 : GENERAL FUND	490 : MISCELLANEOUS LOCAL SOURCES	1109990 : DISTRICT WIDE	2016 - 2017	625,000.00	617,573.34	0.00	0.00	7,426.66	1.19	I
110 : GENERAL FUND	491 : BUS FEES	1109990 : DISTRICT WIDE	2016 - 2017	0.00	200.00	0.00	0.00	-200.00	0.00	I
110 : GENERAL FUND	492 : TRANS SVCS SCHOOL ACTITIVITES	1108880 : FIELD TRIP REIMB A/C	2016 - 2017	0.00	30,189.88	0.00	0.00	-30,189.88	0.00	I

Fund	Revenue	Project	Year	Budgeted	Collected Non-Accrual	Collected against an Accrual	Accrued Receivable	Balance	Percent
110 : GENERAL FUND	493 : SALE OF JUNK	1109990 : DISTRICT WIDE	2016 - 2017	0.00	1,975.75	0.00	0.00	-1,975.75	0.00
110 : GENERAL FUND	501 : FOCUS revenue code for transactions that should not require this		2016 - 2017	0.00	2,165.72	0.00	0.00	-2,165.72	0.00
110 : GENERAL FUND	630 : TRANSFERS FROM CAPITAL PROJ FD	1109104 : CROSSROAD CAPITAL OUTLAY	2016 - 2017	0.00	38,222.00	0.00	0.00	-54,602.00	0.00
110 : GENERAL FUND	630 : TRANSFERS FROM CAPITAL PROJ FD	1109990 : DISTRICT WIDE	2016 - 2017	1,300,000.00	0.00	0.00	0.00	1,300,000.00	100.00
110 : GENERAL FUND	730 : SALE OF CAPITAL ASSETS	1109990 : DISTRICT WIDE	2016 - 2017	25,000.00	0.00	0.00	0.00	24,657.47	98.63
110 : GENERAL FUND	732 : SALE OF LAND AND BUILDINGS	1104155 : SALE OF GREENSBORO ELEMENTARY	2016 - 2017	0.00	5,126.00	0.00	0.00	-5,126.00	0.00
110 : GENERAL FUND	732 : SALE OF LAND AND BUILDINGS	1104160 : CHATTAHOOCHEE HIGH PURCHASE	2016 - 2017	0.00	4,184.00	0.00	0.00	-4,184.00	0.00
110 : GENERAL FUND	800 : Beginning Fund Balance July 1	1109990 : DISTRICT WIDE	2016 - 2017	3,252,018.25	0.00	0.00	0.00	3,252,018.25	100.00
379 : CAPITAL IMPROVEMENTS	413 : DISTRICT LOCAL CAPITAL IMP TAX	0999 : DISTRICT WIDE	2016 - 2017	0.00	4,237.75	0.00	0.00	-4,237.75	0.00
379 : CAPITAL IMPROVEMENTS	431 : INTEREST ON INVESTMENTS	0999 : DISTRICT WIDE	2016 - 2017	0.00	0.15	0.00	0.00	-0.15	0.00
410 : FOOD SERVICE FUND # 410	200 : FEDERAL THROUGH STATE		2016 - 2017	0.00	130,149.96	0.00	0.00	-130,149.96	0.00
410 : FOOD SERVICE FUND # 410	261 : SCHOOL LUNCH REIMBURSEMENT	0750 : FOOD SERVICE COUNTY WIDE	2016 - 2017	0.00	495,917.64	0.00	0.00	-495,917.64	0.00
410 : FOOD SERVICE FUND # 410	262 : SCHOOL BREAKFAST REIMBURSEMENT	0750 : FOOD SERVICE COUNTY WIDE	2016 - 2017	0.00	90,965.64	0.00	0.00	-90,965.64	0.00
410 : FOOD SERVICE FUND # 410	263 : AFTER SCHOOL SNACK REIMB	0750 : FOOD SERVICE COUNTY WIDE	2016 - 2017	0.00	19,510.82	0.00	0.00	-19,510.82	0.00
410 : FOOD SERVICE FUND # 410	267 : SUMMER FOOD SERVICE PROGRAM	0750 : FOOD SERVICE COUNTY WIDE	2016 - 2017	0.00	273,060.29	0.00	0.00	-273,060.29	0.00
410 : FOOD SERVICE FUND # 410	268 : FRESH FRUITS & VEGETABLES	4103210 : FRESH FRUIT & VEG	2016 - 2017	0.00	18,858.37	0.00	0.00	-18,858.37	0.00

Fund	Revenue	Project	Year	Budgeted	Collected Non-Accrual	Collected against an Accrual	Accrued Receivable	Balance	Percent	
410 : FOOD SERVICE FUND # 410	299 : MISCELLANEOUS FED THRU STATE		2016 - 2017	0.00	15,520.86	0.00	0.00	-15,520.86	0.00	I
420 : CONTRACTED PROJECTS FUND 420	199 : MISCELLANEOUS FEDERAL DIRECT	4210961 : HEAD START (BEGIN 12-01-15)	2016 - 2017	0.00	548,065.29	0.00	0.00	-548,065.29	0.00	I
420 : CONTRACTED PROJECTS FUND 420	200 : FEDERAL THROUGH STATE		2016 - 2017	0.00	817,704.19	0.00	0.00	-817,704.19	0.00	I
420 : CONTRACTED PROJECTS FUND 420	201 : VOCATIONAL EDUCATION ACTS	4216160 : 2015-16 SPARSITY	2016 - 2017	0.00	19,104.36	0.00	0.00	-19,104.36	0.00	I
420 : CONTRACTED PROJECTS FUND 420	225 : TEACHER/PRINCIPAL TRAIN RECRUI	4222462 : TITLE II PART A 2015-2016	2016 - 2017	0.00	61,182.72	0.00	0.00	-61,182.72	0.00	I
420 : CONTRACTED PROJECTS FUND 420	226 : MATH & SCIENCE PARTNERSHIPS	4227000 : MATH AND SCIENCE PARTNERSHIP	2016 - 2017	0.00	207,525.06	0.00	0.00	-207,525.06	0.00	I
420 : CONTRACTED PROJECTS FUND 420	230 : INDIVID WITH DISAB ED ACT-IDEA	4226360 : IDEA PART B 2015-16	2016 - 2017	0.00	207,163.34	0.00	0.00	-207,163.34	0.00	I
420 : CONTRACTED PROJECTS FUND 420	240 : ELEM.& SECOND. ED. ACT,TITLE I	4221260 : TITLE I PART A 2015?2016	2016 - 2017	0.00	482,535.21	0.00	0.00	-482,535.21	0.00	I
420 : CONTRACTED PROJECTS FUND 420	240 : ELEM.& SECOND. ED. ACT,TITLE I	4221270 : Title I 16-17	2016 - 2017	0.00	418,274.05	0.00	0.00	-418,274.05	0.00	I
420 : CONTRACTED PROJECTS FUND 420	240 : ELEM.& SECOND. ED. ACT,TITLE I	4222660 : SIG INITIATIVE 1003(A) 15-16	2016 - 2017	0.00	40,273.65	0.00	0.00	-40,273.65	0.00	I
420 : CONTRACTED PROJECTS FUND 420	242 : 21 Century		2016 - 2017	0.00	115,658.66	0.00	0.00	-115,658.66	0.00	I

Fund	Revenue	Project	Year	Budgeted	Collected Non-Accrual	Collected against an Accrual	Accrued Recievable	Balance	Percent
420 : CONTRACTED PROJECTS FUND 420	290 : OTHER FEDERAL THROUGH STATE	4210260 : TITLE III PART A ESOL 15-16	2016 - 2017	0.00	22,178.55	0.00	0.00	-22,178.55	0.00
420 : CONTRACTED PROJECTS FUND 420	290 : OTHER FEDERAL THROUGH STATE	4210360 : TITLE III PART A ELA 15-16	2016 - 2017	0.00	565.16	0.00	0.00	-565.16	0.00
420 : CONTRACTED PROJECTS FUND 420	290 : OTHER FEDERAL THROUGH STATE	4210460 : TITLE III PART A USDE 15-16	2016 - 2017	0.00	3.70	0.00	0.00	-3.70	0.00
420 : CONTRACTED PROJECTS FUND 420	290 : OTHER FEDERAL THROUGH STATE	4212760 : TITLE X 2015- 16	2016 - 2017	0.00	45,061.24	0.00	0.00	-45,061.24	0.00
420 : CONTRACTED PROJECTS FUND 420	290 : OTHER FEDERAL THROUGH STATE	4224465 : 21 CENT 15-16 GWM,GES,WGHS,HMS	2016 - 2017	0.00	198,062.25	0.00	0.00	-198,062.25	0.00
420 : CONTRACTED PROJECTS FUND 420	290 : OTHER FEDERAL THROUGH STATE	4224466 : 21 CENT 15-16 EGHS,SJES,JASMS	2016 - 2017	0.00	294,219.86	0.00	0.00	-294,219.86	0.00
851 : TRUST FUND- UNREIMBURSE MEDICAL	501 : FOCUS revenue code for transactions that should not require this		2016 - 2017	0.00	5,465.56	0.00	0.00	-5,465.56	0.00
			Page Totals	5,202,018.25	3,973,906.46	0.00	0.00	1,211,389.26	23.29
			Grand Totals	46,171,410.80	18,221,562.32	0.00	0.00	27,933,125.95	60.50

Expense Report

November 2016 - 2017

Fund	Function	Year	Budgeted	Committed	Encumbered	Expended MTD	Expended QTD	Expended YTD	Balance	Percent	
110	5100	2016 - 2017	16,950,480.58	9,965,421.48	262,462.49	1,409,524.11	4,436,089.78	4,916,815.55	1,805,781.06	10.65	□
110	5200	2016 - 2017	4,576,285.67	2,363,835.33	195,269.94	236,209.62	850,751.51	1,018,441.28	998,739.12	21.82	□
110	5300	2016 - 2017	401,905.81	281,402.80	12,380.55	31,714.86	79,076.81	104,082.07	4,040.39	1.01	□
110	5400	2016 - 2017	971,078.79	402,055.78	0.00	36,163.91	140,526.82	180,004.48	389,018.53	40.06	□
110	5500	2016 - 2017	1,202,332.05	335,748.62	7,299.51	29,408.73	104,427.79	137,701.18	721,582.74	60.02	□
110	5900	2016 - 2017	645,578.85	1,600.00	0.00	9,500.00	12,300.00	67,713.98	576,264.87	89.26	□
110	6100	2016 - 2017	1,993,273.77	1,308,002.68	75,075.00	90,779.01	410,390.16	515,590.41	94,605.68	4.75	□
110	6200	2016 - 2017	653,685.83	391,687.51	76,357.44	37,382.68	131,833.41	159,771.12	25,869.76	3.96	□
110	6300	2016 - 2017	1,004,642.27	604,024.57	72,000.00	21,980.02	191,935.52	315,089.25	13,528.45	1.35	□
110	6400	2016 - 2017	832,294.85	92,841.82	19,057.50	254.69	30,315.25	67,450.90	652,944.63	78.45	□
110	6500	2016 - 2017	223,035.85	33,302.55	0.00	0.00	41,735.26	95,735.43	93,997.87	42.14	□
110	7100	2016 - 2017	469,802.62	88,444.56	6,319.65	21,567.49	117,066.18	165,125.79	209,912.62	44.68	□
110	7200	2016 - 2017	695,620.46	199,632.49	33,486.43	18,382.81	149,617.09	245,235.17	217,266.37	31.23	□
110	7300	2016 - 2017	3,524,954.15	2,499,746.83	0.00	0.00	598,855.57	1,051,907.76	-26,700.44	0.00	□
110	7400	2016 - 2017	208,002.76	54,686.03	0.00	0.00	14,067.69	27,342.99	125,973.74	60.56	□
110	7500	2016 - 2017	526,923.79	256,817.88	12,563.83	731.11	74,021.32	154,813.81	102,728.27	19.50	□
110	7600	2016 - 2017	27,381.56	0.00	0.00	-434.84	-434.84	2,435.96	24,945.60	91.10	□
110	7700	2016 - 2017	399,691.50	194,408.08	13,097.49	5,495.00	67,886.94	127,673.25	64,512.68	16.14	□
110	7790	2016 - 2017	5,000.00	0.00	0.00	0.00	0.00	0.00	5,000.00	100.00	□
110	7800	2016 - 2017	2,950,772.85	1,229,496.51	99,997.53	22,107.80	517,007.00	726,850.20	894,428.61	30.31	□
110	7900	2016 - 2017	3,948,647.99	1,334,179.46	457,915.34	201,258.28	1,321,153.18	1,992,754.27	163,798.92	4.15	□
110	8100	2016 - 2017	1,280,484.28	490,999.38	160,115.32	23,866.99	217,584.20	350,532.22	278,837.36	21.78	□
110	8200	2016 - 2017	1,643,961.80	307,280.02	208,949.17	33,772.14	371,516.48	531,290.99	596,441.62	36.28	□
110	9100	2016 - 2017	1,863.40	0.00	0.00	0.00	53,397.20	74,913.11	-73,049.71	0.00	□
340	7400	2016 - 2017	257,492.05	0.00	51,760.54	14,100.32	18,351.83	18,351.83	187,379.68	72.77	□
340	8100	2016 - 2017	5,560.95	0.00	5,560.95	0.00	0.00	0.00	0.00	0.00	□
340	9700	2016 - 2017	0.00	0.00	0.00	0.00	54,602.00	54,602.00	-54,602.00	0.00	□
379	7400	2016 - 2017	23,939.63	0.00	7,705.28	0.00	15,654.17	15,654.17	580.18	2.42	□
379	7900	2016 - 2017	115,856.84	0.00	7,940.93	128.40	1,973.04	1,973.04	105,942.87	91.44	□
379	8100	2016 - 2017	26,721.25	0.00	6,518.07	3,317.86	23,509.04	24,078.04	-3,874.86	0.00	□
410	5500	2016 - 2017	1,000.00	0.00	0.00	0.00	0.00	0.00	1,000.00	100.00	□

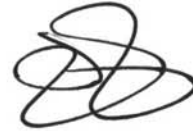
Fund	Function	Year	Budgeted	Committed	Encumbered	Expended MTD	Expended QTD	Expended YTD	Balance	Percent	
410	7600	2016 - 2017	5,502,581.55	1,186,835.72	1,369,175.70	117,330.33	1,085,282.39	1,368,590.41	1,577,979.72	28.68	□
410	7900	2016 - 2017	3,889.80	0.00	2,895.20	0.00	994.60	994.60	0.00	0.00	□
420	5100	2016 - 2017	62,350.61	75,586.66	318,736.94	21,896.68	143,436.65	236,210.70	-568,183.69	0.00	□
420	5200	2016 - 2017	916,072.51	419,750.76	130,020.00	28,127.89	163,667.39	199,403.39	166,898.36	18.22	□
420	5300	2016 - 2017	62,615.35	0.00	8,221.28	12,640.31	26,877.76	26,877.76	27,516.31	43.94	□
420	5500	2016 - 2017	772,270.64	883,174.63	16,517.04	84,270.37	334,505.43	418,848.82	-546,269.85	0.00	□
420	5900	2016 - 2017	98,110.04	0.00	98,615.33	6,619.13	142,138.54	298,821.15	-299,326.44	0.00	□
420	6100	2016 - 2017	636,290.49	535,402.34	125,212.92	31,915.08	162,016.82	233,031.64	-257,356.41	0.00	□
420	6150	2016 - 2017	37,013.83	24,970.04	0.00	0.00	6,321.62	13,798.08	-1,754.29	0.00	□
420	6200	2016 - 2017	1,549.25	0.00	0.00	0.00	4,008.06	4,395.84	-2,846.59	0.00	□
420	6300	2016 - 2017	253,028.52	506,902.52	39,311.67	19,721.51	234,555.32	382,794.84	-675,980.51	0.00	□
420	6400	2016 - 2017	-64,527.01	286,542.62	69,854.88	32,390.22	279,414.99	416,661.16	-837,585.67	0.00	□
420	6500	2016 - 2017	0.00	0.00	33,175.00	3,775.00	14,150.00	18,575.00	-51,750.00	0.00	□
420	7200	2016 - 2017	-2,991.63	24,578.46	182.63	0.00	6,484.08	9,550.99	-37,303.71	0.00	□
420	7300	2016 - 2017	34,043.27	23,572.24	0.00	0.00	5,963.95	11,603.35	-1,132.32	0.00	□
420	7400	2016 - 2017	19,808.00	0.00	0.00	210.00	13,228.00	13,438.00	6,370.00	32.16	□
420	7500	2016 - 2017	605.75	0.00	0.00	0.00	0.00	605.75	0.00	0.00	□
420	7600	2016 - 2017	0.00	12,403.99	0.00	0.00	2,760.49	4,198.54	-16,602.53	0.00	□
420	7700	2016 - 2017	-42,950.93	80,911.38	0.00	0.00	25,914.11	46,262.62	-170,124.93	0.00	□
420	7800	2016 - 2017	-67,102.43	35,961.11	0.00	0.00	111,373.55	243,431.33	-346,494.87	0.00	□
420	7900	2016 - 2017	18,203.20	831.88	16,503.00	1,057.30	14,247.33	24,823.35	-23,955.03	0.00	□
420	8100	2016 - 2017	6,048.32	0.00	0.00	0.00	4,058.00	4,841.61	1,206.71	19.95	□
420	9100	2016 - 2017	0.00	42,231.96	0.00	0.00	9,456.86	13,983.02	-56,214.98	0.00	□
		Page Totals	45,567,272.20	22,435,614.38	1,791,832.96	2,247,210.99	10,045,210.40	13,143,930.25	8,195,894.61	17.99	□
		Grand Totals	53,815,181.33	26,575,270.69	4,020,254.55	2,607,164.81	12,836,066.34	17,135,672.20	6,083,983.89	11.31	□

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8a

DATE OF SCHOOL BOARD MEETING: November 22, 2016



TITLE OF AGENDA ITEM: Capital City Consultants

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM:

Capital City Consulting provides program evaluation services for the 21st Century Community Learning Centers (21st CCLC). Evaluation services include developing and implementing the project evaluation plan; ensuring outcome reporting for baseline, mid-year, and end-of-year data to assess progress toward goals; conducting professional development for project staff in using reporting platform; site visitation prior to formative and summative evaluations; creating of data collection instruments; completing mid-year report; developing formative and summative evaluation reports for Florida Department of Education (FDOE); weekly communication; assisting with project application outcome deliverables; assisting with monthly deliverables due to FDOE; ongoing data analysis; and other evaluation services as may be required by FDOE or the district for the projects during the term of the contracts.

The district is the fiscal agent for 12 different afterschool school sites in four separate 21st CCLC projects. Three of the Capital City Consulting contracts are renewal contracts from last year for continuation of evaluation services for the 21st CCLC projects. One is a new contract for services subsequent to the district's newest award. Costs per school are \$3,000, an increase from \$2,000 per school in 2015-2016. The requested increase is justifiable because of a substantial increase in reporting services required by FDOE to retain funding, including an increase in data collection documents (development, collection, and reporting), surveying (parent and student), and data analysis (different types of reporting analysis required with FSA test).

FUND SOURCE: Federal
AMOUNT: \$36,000.00
PREPARED BY: Rose Raynak *RR*
POSITION: Director of Federal Programs

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H. B. ...

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 _____



Purchase Order

198866

10/28/2016

Standard - Capital City
Consultants (21st CCLC)

State Tax Exemption #

85-8012621915C-2

Federal Employer Identification #

59-6000615

Order Contact: Dana Martin

School Contact: Rose Raynak

Checked box indicates order must be fully received and invoiced by 06/30/2017.
Cancellations must be in writing. No backorders without buyer approval.

All invoices, statements, and correspondence must be mailed to the billing address below.

Vendor (VC02540000)	Ship To	Bill To
CAPITAL CITY CONSULTANTS, LLC 2910 KERRY FOREST PKWY SUITE D4-278 TALLAHASSEE, FL 32309	FED PRGMS-SCHOOL BOARD GADSDEN 35 MARTIN LUTHER KING JR BLVD QUINCY, FL 32351	GADSDEN COUNTY SCHOOLS 35 MARTIN L KING, JR. BLVD QUINCY, FL 32351 850-627-9651

Item #	Description	Quantity	UOM	Unit Price	Amount
2016-2017 SY	Provides program evaluation services for the 21st Century Community Learning Centers (21st CCLC)	1		36,000.00	36,000.00
Total					36,000.00

Fund	Function	Object	Facility	Project	Program	Amount
420	5900	390	0041	4224475		3,000.00
420	5900	390	0051	4224475		3,000.00
420	5900	390	0071	4224476		3,000.00
420	5900	390	0091	4224478		3,000.00
420	5900	390	0091	4224475		3,000.00
420	5900	390	0141	4224475		3,000.00
420	5900	390	0151	4224477		3,000.00
420	5900	390	0171	4224477		3,000.00
420	5900	390	0191	4224476		3,000.00
420	5900	390	0201	4224477		3,000.00
420	5900	390	0211	4224476		3,000.00
420	5900	390	0231	4224478		3,000.00

Superintendent

Comments for vendor:

Evaluation services for 21st CCLC; SAM Checked/Vendor not subrecipient; No state of consortia pricing found per S.287.056, F.S.; To be board approved in November

Terms:

SUMMARY SHEET



RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8b

Date of School Board Meeting: November 22, 2016

TITLE OF AGENDA ITEM: Agreement between the Gadsden County Public Schools and Risa Green, MSPT. Physical Therapist.

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 Services to Exceptional Students in Gadsden County Schools. This therapist will provide needed services in positions not filled by the Gadsden County School Board.

FUND SOURCE: FEEP Dollars

AMOUNT: \$70.00 (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 duplicated on light blue paper .

summary.for
revised 0591

Proof read by: _____

00:08:47 2-14-2016
00:08:47 2-14-2016

COOPERATIVE AGREEMENT FOR PHYSICAL THERAPY SERVICES

Subject: Cooperative service agreement for Physical Therapy Services

1. Scope of Services

Between: Gadsden County Schools, Quincy, FL hereinafter referred to as "Agency" and Risa Green, MSPT, Physical Therapist, hereinafter referred as "Contractor".

- The Agency is in the business of providing childhood services to children with special needs enrolled in its program, and in the conduct of such business, desires to have the following services, as a contractor, to be performed by contractor for physical therapy services.
- Contractor agrees to perform these services for the Agency under the terms and conditions set forth in this contract.

2. Duration and Termination

Contractor will provide physical therapy services for students during the 2016-2017 school year on a per diem basis.

3. Authorized Parties

The School Board Chairman and ESE Director are designated representatives authorized to represent the Agency. Risa Green is the designated Contractor.

4. Nature of Work

Contractor shall provide physical therapy services with respect to all matters relating or affecting the provision of physical therapy to the Agency. Contractor shall render services according to their professional qualifications, which together with appropriate registration, licensure and/or permit, shall be maintained throughout the terms of this agreement.

The contractor will:

- Provide direct & consultative Physical Therapy services consistent with goals in students' education/support plan for the 2016-2017 school year
- Perform evaluations and reevaluations according to referrals received by IEP committee, perform record reviews, and prepare evaluation summaries

The Agency will:

- Provide appropriate workspace for diagnostic, intervention, and consultation services
- Provide access to copier, fax machine, computer with internet access for completing internet based IEPs and documentation, and a telephone
- Provide supplies as needed for contractor to carry out objectives outlined in the individual education plan for occupational therapy

6. Status of Contractor & Relationship of Parties

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

7. Place of Work

It is understood that these services will be rendered at schools within the Gadsden County Public School System, Gadsden County, Florida.

8. Time Devoted to Work

The Contractor will work on any given day on a per diem basis contingent upon contractor's availability. Contractor's hours will be entirely within Contractor's control.

9. Payment

The Agency will pay contractor for all work actually performed by Contractor at a rate of \$70.00 per hour and .45 cents per mile for travel to and from Leon County to Gadsden County. Contractor will submit invoices weekly and agency will make payment within 7 business days from the day that the invoice is submitted.

10. Insurance Liability

Contractor agrees to maintain, professional liability insurance. Contractor agrees to provide proof of current State of Florida licensure, and proof of Professional Liability Insurance.

11. Confidentiality

Inasmuch as contractor will acquire or have access to information that is highly confidential, contractor will not disclose such information unless disclosure is required by law or with authorization of the Agency.

12. Non Compete Clause

The contractor understands and agrees that all clients served under this agreement will remain clients of the agency upon termination of this agreement.

During the term of this agreement and for a minimal of two years following the end of this agreement, the AGENCY will not attempt to hire or solicit to hire any individual therapists/staff working at "The AGENCY" on behalf of the "CONTRACTOR" or any individual therapist affiliated including but not limited to, employed or contracted with the "CONTRACTOR".

During the term of this agreement and for a minimal of two years following the end of this agreement, the AGENCY will not engage/hire any person who was an employee, agent, or independent contractor of the CONTRACTOR during active employment or cause such person(s) otherwise to become associated with "The AGENCY" or with any other person, corporation, partnership or entity with which "The AGENCY" thereafter becomes associated.

13. Service Agreement Transfer

Neither the Contractor nor the Agency shall transfer any interest in this Agreement without the prior written consent of the other party.

14. Governing Law

Florida Law shall govern this instrument in reference to interpretation, construction and performance.

15. Communications

Any official communication between parties will be sent by certified mail to the following addresses:

For the Agency:

Sharon Thomas, Director of ESE
35 Martin Luther King Blvd
Quincy, FL 32351

For the Contractor:

Risa Green, MSPT
2834 Remington Green Circle
Tallahassee, FL 32308

16. Amendments

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

17. Mediation

The Agency and the Contractor, or their respective designees, shall attempt to resolve any questions or disagreements arising out of the administration or performance of this Agreement before any litigation is instituted.

18. Representations

The parties represent to each other:

- (a) Each party fully understands the provisions of this agreement and each is signing this Agreement freely and voluntarily intending to be bound by item terms.
- (b) Each party understands and agrees that this agreement constitutes the contract of the parties.

IN WITNESS WHEREOF, the parties have caused this agreement to be duly executed on the dates hereinafter indicated.

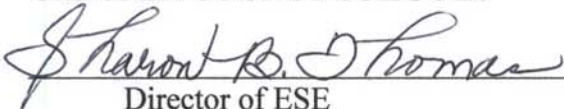


Risa Green, MSPT, Physical Therapist
Independent Contractor

10/13/16

Date

GADSDEN COUNTY SCHOOLS


Director of ESE

10/13/16
Date

Chairperson

Date

Superintendent

Date

SUMMARY SHEET



RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8c

DATE OF SCHOOL BOARD MEETING: November 22, 2016

TITLE OF AGENDA ITEM: 2016-2019 DISTRICT ELL PLAN

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM:

Approval of the 2016-2019 District English Language Learners Plan to develop and implement program services to classified ELL students as required by Florida Statutes.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Dr. Maria Pouncey

POSITION: ELL Administrator

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:

5016 N-1-3 11/22/16

2016-2019

District
English Language Learners (ELL) Plan

2016-2019

**District
English Language Learners (ELL) Plan**

**Contact Person: Dr. Maria I. Pouncey
LEA: Gadsden County, Florida
Email: pounceym@gcpsmail.com
Phone: 850-364-1430 ext. 2266**

**Rule 6A-6.0905
Form ESOL 100
(February 2016)**

Original signatures on Signature Pages are to be submitted to:
 Bureau of Student Achievement through Language Acquisition
 Florida Department of Education
 325 West Gaines Street
 444 Turlington Building
 Tallahassee, Florida 32399-0400


FDOE INTERNAL USE ONLY

(1) NAME OF THE DISTRICT:	(2) CONTACT NAME/TITLE:	(3) CONTACT PHONE NO (EXT.): EMAIL ADDRESS:
Gadsden	Dr. Maria Pouncey	850-364-1430 ext. 2266

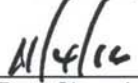
(4) MAILING ADDRESS: 35 M. L. King Blvd. Quincy, FL 32351	(5) PREPARED BY: (If different from contact person) First Name: Last Name: Mailing Address: Phone No:
----------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------

(6) CERTIFICATION BY SCHOOL DISTRICT
 The filing of this application has been authorized by the School Board and the undersigned representative has been duly authorized to submit this plan and act as the authorized representative of the district in connection with this plan.

I, Dr. Pink Hightower, do hereby certify that all facts, figures, and representations made in this plan are true and correct. Furthermore, all applicable statutes, rules, regulations, and procedures for program and fiscal control and for records maintenance will be implemented to ensure proper accountability.



 Signature of Superintendent or Authorized Agency Head



 Date Signed

 Date of Governing Board Approval


(7) Chairperson representing the District ELL Parent Leadership Council (PLC)
Name of Chairperson representing the District ELL PLC:

No established PLC is in place due to a new program Director's recent start date however, a parent meeting was held in July with ELL parents and a review of the previous LEP Plan and current changes were made. The following information is the current spokesperson for the group and the following contact information is of the groups parent representative. An election will be held November 18, 2016 during the first grading period parent meeting.


Contact Information for District PLC Spokesperson: Maria Galdamez
 Mailing address: P. O. Box 941, Gretna, FL 32332

E-mail Address: _____ **Phone Number:** 850-631-0778

Date final plan was discussed with PLC parent: November 3, 2016.



 Signature of the Chairperson of the District PLC



 Date Signed by PLC Chairperson

DISTRICT ENGLISH LANGUAGE LEARNERS PLAN

ASSURANCES AND CERTIFICATION

School districts are required to abide by a set of assurances when developing and implementing programs and services to students classified as English Language Learners (ELLs), and are required to ensure school- and district-level personnel comply with all the requirements and provisions set forth in the laws, rules, regulations, and federal court orders listed below:

- The requirements set forth in Section 1003.56, Florida Statutes;
- The requirements set forth in Rules 6A-6.0902;6A-6.09022; 6A-6.09091; 6A-6.0903; 6A-6.0907; 6A-1.0503, Florida Administrative Code (F.A.C.), and other applicable State Board of Education Rules;
- The requirements of the Elementary and Secondary Education Act of 1965;
- The requirements of the Consent Decree in the League of United Latin American Citizens et al. v. the State Board of Education, 1990;
- The requirements of the Florida Educational Equity Act, 1984;
- The requirements based on the Fifth Circuit Court decision in Castaneda v. Pickard, 1981;
- The requirements based on the Supreme Court decision in Plyler v. DOE, 1982;
- The requirements based on the Supreme Court decision in Lau v. Nichols, 1974;
- The requirements of the Equal Educational Opportunities Act of 1974;
- The Requirements of Section 504 Rehabilitation Act of 1973;
- The requirements of the Office for Civil Rights Memorandum of May 25, 1970;
- The requirements of the Title VI and VII Civil Rights Act of 1964; and
- The requirements of the Office for Civil Rights Standards for the Title VI Compliance.

By signature below, I, Dr. Pink Hightower, do hereby certify that procedures, processes and services that are described herein shall be implemented in a manner consistent with the requirements and provisions of the requirements set forth above.



Superintendent's Signature

11/4/16

Date Signed

Section 1: Identification (Rule 6A-6.0902, F.A.C.)

Enrollment Procedures and Administration of the Home Language Survey (HLS).

Describe the Local Education Agency (LEA) registration procedures to register English Language Learners (ELLs). Responses should include the following:

How do LEA procedures compare to those followed for non-ELLs?

All students enrolling in Gadsden County Schools register at the individual school sites identified based on home address. Procedures are the same for all students. All students complete the Home Language Survey included in the registration packet. Bilingual LEA personnel assist as needed. The enrollment procedures are the same for all students. If any of the first three questions on the HLS are answered with a "yes", the parents are advised that the student will need an aural/oral language assessment of English proficiency to determine eligibility and placement in the ELL program. The student is either tested by the ELL designee at the school or by staff from the ELL district office. A copy of the HLS is sent to the ELL office to ensure follow-up on the assessment.

Into what languages are the HLSs translated?

The HLS is available in Spanish and English. If another language is used, every effort will be made to translate document into the heritage language of the parents.

How does the LEA assist parents and students who do not speak English in the registration process?

The parent will receive the registration packet in Spanish. If there is not a translator at the school, the registrar will usually call the ELL/Migrant office and ask someone to come to the school or to offer translation over the telephone. Most of the time the parents will bring a translator with them.

How do you identify immigrant students?

The HLS form collects the Date Entered US School (DEUSS) and country of birth at the time of registration. The school's registrar enters information in the district platform (SKYWARD). The ELL Data Specialist also reviews to ensure proper coding of the student.

How is Date Entered US School (DEUSS) obtained in the registration process?

The HLS has been updated to reflect the new requirements of all school districts to report the "date entered a US school," also known as DEUSS. The questions to obtain DEUSS information are found on the HLS provided to all students entering Gadsden County Schools. If parents do not provide the information, the first day of school in Gadsden County Public Schools is used as the DEUSS.

Please include a link to your HLS.

<http://www.gcps.k12.fl.us/Default.asp?PN=Pages&SubP=Level2&DivisionID=2193&DepartmentID=0&SubDepartmentID=0&PageID=3370&SubPageID=13663&keyword=Home%20Language%20Survey>

Section 2: English Language Proficiency Assessment (Rule 6A-6.0902, F.A.C.)

1. English Language Proficiency (ELP) Assessment

What is the title of the person(s) responsible for administering the ELP assessment of potential ELLs in the LEA? (Check all that apply.)

- Registrar
- ESOL Director/Administrator
- Other (Specify) – Trained ELL Paraprofessionals, ELL designated school personnel and additional ELL designated personnel in the ELL office.

2. Listening and Speaking Proficiency Assessment

List the Listening and Speaking (Aural/Oral) assessment(s) used in the LEA to ascertain if a K-12 student is an ELL.

The IDEA IPT Aural/Oral Test is used for all students identified thru the Home Language Survey (HLS).

Describe the procedures to ensure that the Listening and Speaking assessment(s) are administered within 20 school days of the student's initial enrollment.

The school registrar or guidance counselor sends a copy of the HLS to the ELL program personnel within two days of the student entry. If there is one yes response or more on the HLS, the ELL personnel or school designated ELL staff member will test the student at the school site. An ELL resource support also checks weekly for new students with a code of LP. This means that they have an HLS with an affirmative response and need to be tested immediately. The date of registration is also checked to ensure a timely response by the LEA.

For ELLs who score proficient on the Listening and Speaking assessment, what specific grade level procedures are followed for proper identification of ELLs in K-2 and 3-12?

Students who score proficient on the Listening and Speaking assessment in grades K-2 do not enter the ELL program, and are classified as ZZ in the Skyward Student Data System. Students in grades 3-12 are also given the Reading and Writing assessment to determine if ELL services are needed. Any student in grade 3 or above, who scores below the English proficient level on the approved assessment in reading and writing will be classified as ELL and provided ELL services.

Reading and Writing Proficiency Assessment

List the Reading and Writing assessment(s) used in the LEA to ascertain if a student is an ELL in grades 3-12.

Reading and writing is assessed for students in grades 3-12 by using the IDEA IPT exam. The district will gradually transition to the WIDA Online Screener beginning with the 2017-18 school year for a more accurate measure of student's abilities.

Describe the procedures the LEA follows if assessment(s) are not given within the 20-day timeline.

The LEA works with schools and district leadership team to ensure identification of all possible ELLs and identifies school-based personnel to contact the ELL staff as soon as the HLS is returned to the school. School level and ELL staff are trained to administer the assessment within the 20-day timeline. In the event a student is not given the assessment within the 20-day timeline, the parent will be notified as to the reason why the child was not tested; the assessment will be administered immediately. If the child is found eligible, an LEP Committee Meeting will be convened. All correspondence are sent in the heritage language of the parent.

3. ELL Committee

Describe the procedures used when the ELL Committee makes an entry (placement) decision. What type of documentation is used to support these decisions?

When there is a question about the test data results of a potential ELL student, an ELL committee is convened. Parents, as always, are invited to attend the meeting. The ELL committee meeting documentation includes the reason for convening, recommendations, and any pertinent information for the students. Copies are provided to parents and a copy is maintained at the school for review by teachers and other staff as needed. The results from previous Access 2.0 (if taken), report card, student portfolio, formative and summative assessments and attendance are reviewed to support decisions.

Section 3: Programmatic Assessment (Rule 6A-6.0902, F.A.C.)

Academic/Programmatic Assessment

Describe the procedures that have been implemented for determining prior academic experience of ELLs. Also, address the placement of ELLs with limited or no prior school experience(s) or whose prior school records are incomplete or unobtainable. Specify actions taken to obtain prior school records. Include the procedures to determine appropriate grade level placement for ELLs.

When an ELL enters the school district, the registrar, guidance counselors and/or bilingual LEA personnel gather all previous school records including transcripts, report cards, test scores etc. to assure the best and appropriate placement for the student. If the records are not available, then an entrance interview with the student and parents will be conducted to

gather the most information possible regarding the student's prior academic history in order to make the best and appropriate decision for the student.

When an ELL whose prior records are incomplete or unobtainable comes to school, the guidance counselor and registrar send a request for cumulative records to the student's prior schools. Interviews with the parent and student are also conducted to help determine the student's prior academic history and grade placement. Calling, emailing, and faxing schools are methods used to locate student records. An extensive interview with the parents or guardians will be made by the ELL department to obtain relevant information regarding the placement.

For grade levels K-8, any and all previous records will be used to determine appropriate grade level placement. Students with no school records are also age appropriately placed.

Grade Level and Course Placement Procedures – Grades 9-12

Describe the procedures that have been implemented to determine appropriate grade and course placement. Descriptions must include the process used for awarding credit to ELLs entering high school in 9th-12th grades that have completed credits in countries outside of the United States, specifically addressing those students for which there is no documentation.

When an ELL enters the school district, the registrar, guidance counselors and bilingual LEA person gather all previous school records including transcripts, report cards, test scores etc. to assure the best and appropriate placement for the student. If the records are not available, then an entrance interview with the student and parents will be conducted to gather the most information possible regarding the student's prior academic history in order to make the best and appropriate decision for the student.

Any students entering our school district in grades 9-12 who are transferring from other countries and have school records will be given Language Arts credits for any courses taken in their heritage language. For example, if the student is from Mexico and took Spanish in the ninth grade, they will be given a Language Arts credit for that Spanish course. They are also given credit for Math, Science, Technology, History, and any other course that corresponds with courses that are offered here. If a student comes to the district without any documentation, then an ELL Committee that includes the parent, teacher, bilingual support person, ELL Program Director or designee, and guidance counselor will convene to create documentation for any prior schooling the student has received, and award the student credit for any courses he or she has completed.

Explain the process for awarding credit to students transferring from other countries for language arts classes taken in the student's heritage language and for foreign languages the student may have taken, (this may include English).

Any students entering our school district in grades 9-12 who are transferring from other countries and have school records will be given Language Arts credits for any courses taken in their native language. For example, if the student is from Mexico and took Spanish in the ninth grade, they will be given a Language Art credit for that Spanish course. They are also

given credit for Math, Science, Technology, History, and any other course that corresponds with courses that are offered here.

What is the title of person(s) responsible for evaluating foreign transcripts?

Dr. Maria I. Pouncey, ELL Director
Guidance Counselors

How are they trained? The Mexican Consulate and the United States Department of Education Bi-National program provided training. Dr. Pouncey participated in the training and has trained additional staff members in the ELL/Migrant department. The staff of the ELL department will provide training to counselors on a yearly basis; documentation of participation will be maintained in the ELL department.

How is documentation maintained? Any notes are maintained in the student ELL folder (currently maintained in the ELL office; however, a transition will be made during the 2016-17 school year to maintain the ELL green colored folder in the student cumulative folder at the school site for easy access by teachers and school personnel).

Re-evaluation of ELLs that Previously Withdrew from the LEA

Describe the procedures used for re-evaluating ELLs who withdraw from the LEA and re-enroll after having been either in another LEA, state, or country. Specify the length of time between the ELLs' withdrawal and re-enrollment after which a new English language proficiency assessment is to be administered. Include data reporting procedures.

Moving from one Florida LEA to another:

When a student returns to the school district from another Florida school district, the district will accept and use the results for **immediate** placement into the ELL program. If the student was not in an ELL program and has been away from the LEA for a year or more, assessment will be done within the first 20 days of enrollment. The ELL Data Specialist updates the student record in the SKYWARD student data system.

Moving from another state to Florida LEA:

When a student returns to the school district from another state, as is quite often with the Migrant ELL population, the ELL documentation will be re-evaluated and **immediately** the student placed with the same status as his previous enrollment in the district. If a year or more has passed since enrollment, another assessment will be conducted to determine ELL status and appropriate course. The ELL Data Specialist updates the student record in the SKYWARD student data system.

Moving from another country to Florida LEA.

ELLs returning from another country after leaving the district for less than one school year will be immediately entered into the ELL program. Students entering after having left the

district for a school year or more will be reassessed for English Language Proficiency. As a result, a new test date and plan date will be updated on the ELL Plan and SKYWARD. The ELL Data Specialist updates the student record in the SKYWARD student data system and works with the individual school counselor to ensure accurate credit is coded in the student data system.

ELL Student Plan Development

Describe the procedures for developing the Student ELL Plan. Include the title(s) of the person(s) responsible for developing the plan, and updating the ELL data reporting elements. Also, include a description of when and how the plan is updated to reflect the student's current services.

The ELL Director and ELL staff work to develop a plan for each individual student. Parents, student, and ELL teacher input also helps to develop the student plan. The plan is updated each year prior to October 1 for students in K-8th and each semester for students in 9-12 due to semester course completions. The ELL student plan is developed by the ELL Committee for student entering their 4th, 5th, 6th and beyond years as an LY student. All other LY's plans are updated at the beginning of each new school year or as needed or requested by the parent/guardian or by the teachers. Plans are also updated whenever an ELL Committee convenes and any other time when there is a change in the student's educational plan. A student ELL Plan is maintained in the permanent student record for each eligible student.

Describe the elements of the plan (e.g., home-school communication, student schedules and classes, progress monitoring, interventions, assessments and other evaluations). What is the teacher's role in development of the plan?

In addition to the course schedules of each student, the student plan includes entrance assessment data, assessment data, placement data, and additional programs the student is eligible for, annual reviews, language classification, exit information, accommodations.

Please include a link to the ELL Student Plan.

<http://www.gcps.k12.fl.us/?PN=Pages&SubP=Level1Page&L=1&DivisionID=2193&PageID=3128&ToggleSideNav=>

Section 4: Comprehensive Program Requirements and Student Instruction

Instructional Models

In addition to using required English for Speakers of Other Languages (ESOL) strategies by teachers who teach ELLs, what instructional model(s) or approach(es) are used to ensure comprehensible instruction? Descriptions of each model appear in the current Florida Department of Education (FDOE) [Database Manuals](#). (Check all that apply)

- Sheltered English Language Arts
- Sheltered Core/Basic Subject Areas
- Mainstream-Inclusion English Language Arts
- Mainstream-Inclusion Core/Basic Subject Areas
- Maintenance and Developmental Bilingual Education
- Dual Language (two-way) Developmental Bilingual Education

Describe how the instructional models are used in the LEA. Address how the LEA will monitor schools to ensure that instructional models are implemented with fidelity.

To monitor the fidelity of implementation of the models at the school level, the ELL Director along with the assistance of each school's leaders will observe the ELL classroom and teachers throughout the year during classroom walk-throughs. The district has observation teams visiting each DA school at least twice a year and also monitor the ELL instructors. The ELL Director also observes all areas of ELL instruction and provides feedback and/or assistance to each instructor as needed.

Sheltered English Language Arts:

ELLs are grouped by grade levels and receive comprehensible instruction from ELL certified or endorsed teachers in Language Arts through ESOL. When feasible, bilingual teachers and/or paraprofessionals provide native language support.

Mainstream/Inclusion:

Students are scheduled into academic courses based on previous courses as documented by their school records, transcripts, and summative and formative assessments. All ELL students receive instruction by using ESOL Instructional Strategies. Language is emphasized across the content areas.

Describe the process to verify that instruction provided to ELLs is equal in amount, sequence, quality, and scope to that provided to non-ELLs.

In an effort to ensure equitable instructional time for ELLs, the ELL's schedules reflect the required time for each class, and the ELLs schedule is the same as all enrolled students within the LEA. Materials and textbooks used with ELLs are the same used for non-ELLs in the same classroom. School based administrators monitor to ensure the instructors are implementing ESOL strategies. All teachers of ELLs are guided to document the use of ESOL strategies within their lesson plans.

How does the LEA determine if the instructional models are positively affecting student performance?

Formative and summative data is reviewed and compared with data from the previous year to establish student performance growth. If the student is not progressing, an ELL Committee Meeting will be convened to determine a plan of action to support the ELL student needs.

How are ELLs assured equal access to all programs, services and facilities that are available to non-ELLs?

ELLs participate in gifted, dual enrollment, advanced placement, career and technical education and other accelerated programs available to non-ELL students. Programs are available equally to all students meeting participation requirements. Information regarding programs, services and facilities are made available during ELL parent workshops and meetings. Information about special programs is also provided to parents and students in their heritage language (when feasible). Information is also provided during PLC mtgs. and workshops.

Describe the method(s) used in the LEA to document the use of ESOL instructional strategies and how this is monitored.

Data reviews are conducted to monitor effectiveness of instructional programs and student achievement. Presentations are made to staff and regular consultation with teachers and counselors. ELL instructional strategies are shared with ELL teachers during teacher in-service days and thru correspondence with the ELL instructional staff. The ELL strategies are documented in lesson plans and reviewed by the principal and also observed during classroom walk-throughs. Guidance will be provided yearly during faculty meetings, district leadership meetings and ESOL workshops regarding the ESOL Instructional Strategies and methods for documentation.

How does the LEA and school(s) verify the delivery of comprehensible instruction to ELLs?

The LEA monitors student progress for ELLs and non-ELLs thru classroom walkthroughs, observations, and also reviews formative and summative assessment results for all ELLs. District staff, ELL staff and ELL consultants are available to assist schools in ensuring the

ELLs are appropriately assigned to grade and class level. Professional development is also offered via online, blended, and face-to-face to support instruction for ELLs. Comprehensible instruction to ELLs must be the same as provided for non-ELLs. To support meeting the standards established by the Florida Department of Education, the following resources are used in the delivery of instruction to ELLs: district-recommended supplementary ELL materials, content area textbooks in the student's native language (when available), developmental language arts thru ESOL, WIDA Framework and Resources, CPALMS, and the Florida Standards Mobile Application.

What safeguards are in place to ensure that all ELLs are being provided equal access to programs and receiving comprehensible instruction? Include the school and LEA personnel responsible for ensuring comprehensible instruction.

Information about special programs is provided to parents and students in their heritage language (when feasible). Information is also provided during PAC mtgs. and workshops. The LEA ELL Director and school leadership monitor student progress for ELLs and non-ELLs thru classroom walkthroughs, observations, and the ELL District staff also review formative and summative assessment results for all ELLs. Principals are also provided with lists of accommodations for ELLs to be used in the classroom. If there are any questions, the ELL department is informed and the ELL staff will provide guidance and opportunities for professional development. The ELL department and school based counselors work closely to ensure appropriate placement of ELLs.

What progress monitoring tools are being used to ensure all ELLs are mastering grade level academic content standards, and benchmarks and the English Language Development (ELD) standards? (Check all that apply)

- Student Portfolios
- Other Criterion Referenced Test (Specify) _____
- Native Language Assessment (Specify) _____
- LEA/school-wide assessments (Specify) - Formative – I-Ready
- Other (Specify) _____

Student Progression

Have the LEA's standards and procedures for promotion, placement, and retention of ELLs been incorporated into the LEA's Student Progression Plan (SPP)? If no, where can this information be found?

- Yes Please provide a link to the LEA's SPP with specifics to ELLs highlighted.**

[http://images.pcmac.org/Uploads/GadsdenCounty/GadsdenCounty/Departments/Forms/Student Progression Plan 2015-16 \(final rev\).pdf](http://images.pcmac.org/Uploads/GadsdenCounty/GadsdenCounty/Departments/Forms/Student Progression Plan 2015-16 (final rev).pdf)

Page 18 & 27 of the Pupil Progression Plan

No (Specify) _____

Describe how the Good Cause Policy is implemented in your LEA when ELLs who have been enrolled for less than two years (based on DEUSS) are exempted from mandatory third grade retention. Include how parents or guardians are notified of LEA good cause decisions.

English Language Learners/Limited English proficient students who have had less than two years of instruction in an English for Speakers of Other Languages (ELL) program who meet all other district promotion requirements are eligible for a "Good Cause Exemption" – this procedure is included in the Pupil Progression Plan. Parents are notified during the ELL Committee meeting convened to discuss next steps to further support the student and provided notification in their native language when feasible.

Describe what role the ELL Committee has in the decision to recommend the retention or promotion of any ELL and what documentation is used to support these decisions.

As required by the Meta Consent Decree of 1990, the ELL committee is convened and the parent, teacher, counselor, ELL program staff, and principal or principal designee participate in the ELL committee regarding retention or promotion of a student not meeting the requirements stated in the current pupil progression plan. When a student is enrolled in an approved ELL program for 2 years or less, the ELL committee will recommend that the student be exempt from mandatory retention. Formative and summative assessment data, grades, portfolio, attendance record will be used to support the decision of the ELL committee. Monitoring, interventions and ELL committee recommendations will be documented as an attachment to the student's ELL Plan.

Section 5: Statewide Assessment (Rule 6A-6.09091, F.A.C.)

Statewide Assessment

Describe the process to ensure that all ELLs participate in Florida statewide assessment programs. Include how responsible staff is trained to administer assessments and maintain documentation of the following:

The ELL director works together with the district assessment coordinator and individual school guidance counselors to ensure all ELLs are included in the assessments. Together with the district assessment coordinator, the ELL director participates in FLDOE training, use technical assistance papers, and the ELL staff participate in the WIDA training. The ELL school contact and ELL staff are responsible for identifying students requiring accommodations – information is obtained thru the district student data system. The ELL staff will also remind school ELL contacts of the students needing accommodations. The same accommodations are provided regularly during classroom instruction and documented as ESOL Instructional Strategies in teacher lesson plans.

Statewide content area assessments: A list of each schools ELL students is provided to the individual school counselors to ensure all eligible ELLs participate in the assessments.

ACCESS for ELL's assessment programs: A list of each schools ELL students is provided to the individual school counselors to ensure all eligible ELLs participate in the Access 2.0 assessment. Reports are generated in the WIDA site and provided to counselors. All designated test administrators receive training via the WIDA online site prior to testing.

What is/are the title(s) of the school-level person responsible for ensuring and documenting that ELLs are provided appropriate testing accommodations (per test administration requirements)?

Counselors and the School Test Administrators are responsible for ensuring and documenting that ELLs are provided appropriate testing accommodations per test administration requirements.

Describe how parents of ELLs are notified of assessments and testing accommodations. How does the LEA ensure that parents understand Florida's statewide assessments policies, mandates and student outcomes? Please provide links to communications in parents' languages.

Parents of ELLs are notified of assessments and testing accommodations via a letter in the parent's native language as feasible. Parent workshops are held prior and post the assessments to provide information and to explain policies, mandates and student outcomes. The district is in the process of putting all parent communications in English and parent languages on the GCPS ELL website – completion will be done within the 2016-17 school year.

Section 6: English Language Proficiency Annual Assessment (Rule 6A-6.0903, F.A.C.)

Describe the procedures to determine if ELLs are ready to exit the LEA's ESOL program. Include exiting procedures for all language domains (listening, speaking, reading and writing), grade-specific academic criteria and data reporting of status change.

Students in K-2 are eligible to exit the ESOL program upon scoring proficient on the Listening/Speaking, Reading and Writing sections of the state English Language Proficiency Assessment.

Students in grades 3-9 are eligible for exit from the ESOL program upon scoring proficient on the Listening/Speaking, Reading and Writing sections of the state English Language Proficiency Assessment and the appropriate passing score on the grade level FSA or FSAA in English Language Arts pursuant to Rule 6A-1.09430, F.A.C.

Upon receipt of the statewide English Language Proficiency Assessment and ELA scores, schools shall exit students no later than the last day of the school year. If the scores are received after the end of the school year, schools shall exit students prior to Survey 2 and shall use the last day of the school year in which the ELA examination was administered by the state.

The ELL Director and/or designated ELL staff members follow the procedures below to exit students from the ESOL program:

1. Identify students who are eligible to exit the ESOL program based on the exit criteria.
2. Update the exit information on the ELL Plan for exiting students.
3. Convene an ELL committee meeting, if necessary. Parents must be invited and all members of the committee must sign. Assessment data used to determine English proficiency is documented on the Committee form with dates and signatures from all members.
4. Provide the ELL Data Specialist with required exit data. The required information is entered into SKYWARD, the student data management system.
5. Notify the parents that the student is exiting the ESOL program via Parent Notification of Student Exiting from the English Language Learner Program letter.
6. Monitor the student for two years from the exit date in order to ensure success in the mainstreamed classroom.

What is the title of person(s) responsible for conducting the exit assessments described above? (Check all that apply.)

- School/LEA based testing administrator
- ESOL Teacher/Director
- Other (Specify) Guidance Counselor

When is an ELL Committee involved in making exit decisions? What criteria are used by the Committee to determine language and academic proficiency?

If there is a teacher concern or a discrepancy in a student's scores, an ELL Committee will convene to determine if a student should remain in the program or be exited from the ESOL program. The ELL committee reviews student report cards, teacher comments, formative and summative assessment results and student absentee records as criteria in determining language and academic proficiency and readiness to exit the ESOL program.

Describe the procedures if an ELL meets exit qualifications in the middle of a grading period.

Rarely will a student meet exiting qualifications in the middle of a grading period; if such a case ensues, a letter to the parents in their native language will be sent to inform of the change of status but the student will remain in the class until the end of the grading period to avoid any disruption to the student. An ELL Committee will be convened. Students are assessed during the second semester and results will be available by the beginning of the next school year to appropriately place ELL students.

Section 7: Monitoring Procedures (Rule 6A-6.0903, F.A.C.)

During the required two-year monitoring period, what is the title of person(s) responsible for:

The ELL school contact and the ELL program staff monitor the LFs during the two-year monitoring period and monitored in the ELL Plan after each report card.

Conducting the follow-up performance of former ELLs? ELL Director/Administrator & ELL school contact and ELL staff

Updating the student ELL plan? ELL Director/Administrator

Reclassification of ELL status in data reporting systems? ELL Data Specialist and MIS Director

What documentation is used to monitor the student's progress? (Check all that apply)

- Report Cards
- Test Scores
- Classroom Performance
- Teacher Input
- Other (Specify) _____

What are the procedure(s), including possible reclassification, that are implemented when the academic performance of former ELLs is not on grade level?

When the academic performance of a former ELL is not on grade level, a review of grades, formative assessments, and attendance will be made to identify possible reasons for the level of academic performance. The information will be made available to the ELL committee who will convene to discuss the ELL student progress. Parents are always invited to attend these meetings. All post reclassification information is documented on the student's ELL plan and updated on the student data management system.

Any two of the state approved criteria must be identified and documented on the ELL Plan as the rationale for the decision of the committee:

1. Extent and nature of prior educational and social experiences; and student interview;
2. Written recommendations and observations by current and previous instructional and supportive services staff;
3. Level of mastery of basic competencies or skills in English and/or home language according to appropriate local, state, and national criterion-referenced standards;
4. Grades from the current or previous years;

5. Test results other than those from the district assessments of listening/speaking/reading/writing.

Compliance of ELL Plan and Student Performance

Describe LEA internal procedures for monitoring the ESOL program for compliance and student academic performance.

The ELL Department in collaboration with the Title 1 Department monitor the ELL program for compliance and student academic performance. The district ELL department staff and school ELL contacts communicate regularly and work together to review program compliance. The ELL Director regularly shares information during the district leadership team meetings, counselor meetings, and faculty meetings. Documentation such as sign-in sheets and agendas are maintained in the ELL department.

How do school sites, parents and stakeholders have access to the approved District ELL Plan?

The approved District ELL Plan will be posted on the ELL Department website at www.gcps.k12.fl.us – immediately following approval by the School Board of Gadsden County on November 18, 2016 and maintained and updated as needed. The ELL Plan will be translated to Spanish and provided to parents during the November ELL Parent meeting. The translated Plan will also be posted on the website.

How does the LEA ensure that schools are implementing the District ELL Plan?

Each school is notified of the requirements of the district ELL Plan via the website, emails, face to face and web based trainings. Throughout the school year the ELL Department conducts ELL Onsite Review visits to schools. The visits consist of reviewing compliance and curriculum as it pertains to ELLs. A meeting is conducted with the Principal and appropriate staff to review any concerns and develop a plan of action. An ELL Handbook will also include the requirements and will be completed during the 2016-17 school year for use by district and school personnel.

Section 8: Parent, Guardian, Student Notification and Rights

Describe the procedures used by school personnel to provide assistance to parents or guardians of ELLs in their home language.

All schools are provided with translated materials to assist non-English speaking families with registration. District-trained bilingual staff is available through the ELL and Migrant Department to provide services to parents in their native language when feasible. Schools with 15 or more of the same non-English language speaking students are encouraged to hire bilingual assistants within the school. Interpreters assist during parent meetings, ESE staffing, ELL Committee meetings and other meetings requiring translations. A continuous effort to translate documents directed at parents and to post in the heritage language on the district website is a priority.

Describe parent outreach activities that inform parents of how they can be involved in their children's education and how they can assist their children to learn English and meet state academic standards.

The ELL/Migrant Department consists of all bilingual personnel speaking the District's top language of Spanish. There is an effort to meet with parents after each grading period to provide information such as educational opportunities, programs, educational legislation, and strategies to assist in building language proficiency. Parents will be provided opportunities enabling them to make informed academic decisions regarding their children. The ELL department provides all parent materials in their native language when feasible. Supplemental reading books, bilingual dictionaries, thesaurus, content dictionaries, and parenting information booklets are available in the ELL/Migrant Resource Center and also provided during ELL parent meetings.

Check the school-to-home communications that are sent by the LEA or school to parents or guardians of ELLs that are in a language the parents or guardians can understand. (Check all that apply. Please provide links to all boxes checked.):

The following forms are sent to parents in a language the parents can understand – documents have not been placed on the Gadsden County Website but the ELL department is currently updating the site and intends to make all documents available online within the 2016-17 school year.

- Delay in language proficiency testing
- Results of language proficiency assessment
- Program placement
- Program delivery model option(s)

- Extension of ESOL instruction
- Exit from ESOL program
- Post-reclassification of former ELLs monitoring
- Reclassification of former ELLs

- State and/or LEA testing
- Accommodations for testing (flexible setting)
- Annual testing for language development
- Growth in language proficiency (Listening, Speaking, Reading, Writing)
- Exemption from FSA in ELA for ELLs with DEUSS less than one year
- Retention/Remediation/Good Cause
- Transition to regular classes or course change

- Invitation to participate in an ELL Committee Meeting
- Invitation to participate in the Parent Leadership Council (PLC)

- Special programs such as Gifted, ESE, Advanced Placement, Dual Enrollment, Pre-K, Career and Technical Education, charter schools, and student support activities
- Free/reduced price lunch
- Parental choice options, school improvement status, and teacher out-of-field notices
- Registration forms and requirements
- Disciplinary forms
- Information about the Florida Standards and the English Language Development (ELD) Standards
- Information about community services available to parents
- Information about opportunities for parental involvement (volunteering, PTA/PTO, SAC)
- Report Cards*
- Other (Specify) _____

*If report cards are not available in other languages, please describe how the academic progress of an ELL is communicated to parents/guardians.

Parent workshops are conducted each semester to provide guidance on understanding the student report cards and a translated form of the Report card is provided to parents in their native language when feasible.

Section 9: The Parent Leadership Council (Rule 6A-6.0904, F.A.C.)

What type(s) of Parent Leadership Council (PLCs) exist in the LEA? (Check all that apply. Please provide links to agenda membership and meetings.) Once the ELL portion of the website is completed during 2016-17, the agenda, membership and meetings details will be accessible on the site. At this time we do have copies of the last agenda, and sign-in sheet for the summer meeting.

- LEA Level
- School Level

Please address the functions and composition of the PLC: The PLC is currently being reestablished and will be fully functional by the end of the 2016-17 school year. The first meeting is scheduled for November 18, 2017. Interested ELL parents have been contacted to participate on the parent board.

The PLC is "composed in the majority of parents of limited English proficient students." If the PLCs in the LEA do not meet this condition, explain why and when compliance with the rule is expected.

The district is re-establishing the PLC. Full compliance is expected by June 2017.

How does the LEA involve the PLC in other LEA committees?

The LEA will reach out to have a parent representative from the ELL PLC on the Title 1 PLC.

How is the LEA PLC involved in the development of the District ELL Plan?

The last approved plan was presented during the summer ELL parent meeting and encouraged suggestions from the group. One parent has agreed to lead the committee during the 2016-17 school year.

Does the LEA PLC approve of the District ELL Plan? Yes No

If no, please provide explanation for PLC's non-approval.

Section 10: Personnel Training (Rules 6A-6.0907 and 6A-1.0503, F.A.C.)

Describe how Category I teachers responsible for the English Language Arts and intensive reading instruction of ELLs who are required to obtain the ESOL endorsement/certification are notified of training requirements and opportunities. Include title of person(s) responsible for issuing the notifications and how the process is documented.

The ELL Department identifies ELA instructors of ELLs and accesses the FLDOE certification website to confirm ESOL certification or endorsement. If the instructor does not have the ELL certification or endorsement, the school principal is notified. The school principals are provided a copy of the different categories of ESOL, training requirements, and timeline. The information will also be posted on the ELL website. Notices of available training will be provided on the website, via emails and flyers and posted on the electronic professional development site. Courses are also made available through Edivate, an online professional development site and through the Panhandle Area Educational Consortium.

Describe how content area teachers of math, science, social studies and computer literacy are notified of ESOL training requirements (60 hours) and opportunities. Include title of person(s) responsible for issuing the notifications and how the process is documented.

Principals are provided information of the different educator ELL categories during District Leadership Team meetings and provided with a paper copy to distribute to school based personnel. The categories are also posted on the ELL Department's web page. The school principal, principal designee, or ELL school contact is responsible for issuing the notifications. The information regarding ELL training requirements will also be posted on the ELL website.

Notices of available training will be provided on the website, via emails and flyers and posted on the electronic professional development site. Courses are also made available through Edivate, an online professional development site. Once training is completed, the hours are posted on the electronic professional development site ePDC. It is the educator's responsibility to complete each component within the timelines established by the Florida Consent Decree.

Describe how all other instructional staff are notified of ESOL training requirements (18 hours) and opportunities. Include title of person(s) responsible for issuing the notifications and how the process is documented.

Principals are provided information of the different educator ELL categories during District Leadership Team meetings and provided with a paper copy to distribute to school based personnel. The categories are also posted on the ELL Department's web page. The school principal, principal designee, or ELL school contact is responsible for issuing the notifications. The information regarding ELL training requirements will also be posted on the ELL website.

Notices of available training will be provided on the website, via emails and flyers and posted on the electronic professional development site. Courses are also made available through Edivate, an online professional development site. Once training is completed, the hours are posted on the electronic professional development site ePDC. It is the educator's responsibility to complete each component within the timelines established by the Florida Consent Decree.

Describe the procedures used when Category I teachers are reported out of field. Include compliance procedures when claiming weighted FTE 130 for core courses.

Principals of newly identified Category 1 teachers identified as needing the ESOL Endorsement are contacted by email. Guidance is provided by the ELL Department and provided with the notifications required to be sent to parents of students being taught by a teacher out-of-field. Identified teachers are sent to the Board for approval to teach out-of-field.

It is the educator's responsibility to complete each component within the timelines established by the Florida Consent Decree. Participants who are in the process of completing the ESOL Endorsement Courses, and have been assigned an ELL, must sign an out-of-field waiver in ESOL until they meet the ESOL Endorsement requirements. The Board must approve out-of-field waivers for Category 1 teachers, if needed. The HR/Professional Development office follows-up with notification that the instructors were Board-approved and what they must do to comply.

All ESOL eligible courses have program code 130. It is the school's responsibility to change program 130 to basic in the External database if the out-of-field teacher does not have a waiver. If there is an out-of-field waiver, then ESOL eligible courses remain reported in program 130.

Describe how the LEA provides the 60-hour ESOL training requirement for school-based administrators and the LEA's tracking system that will be implemented.

School-based administrators can register for the 60-hour required district ESOL training course that is offered on-line found on the Panhandle Area Educational Consortium's (PAEC) website or attend a face-to-face offered twice per year as part of the PAEC Principal Leadership Academy. Upon successful completion of the ESOL training requirements, the course is documented on the participant's in-service record thru the electronic professional development center (ePDC).

Describe how the LEA provides the 60-hour ESOL training requirements for Guidance Counselors, and the LEA's tracking system.

Guidance Counselors can register for the 60-hour required district ESOL training course that is offered on-line via PAEC and also provided as needed in a blended or face-to-face training during district in-service days. Upon successful completion of the ESOL training requirements, the course is documented on the participant's in-service record located on the ePDC.

Describe the supplemental professional development offered by the LEA to ensure that instructional staff are informed of English Language Development standards and best practices.

The ELL Department provides additional professional development on the WIDA Framework and English Language Development standards. The professional development is delivered through face-to-face, blended, and online workshops; 2-day WIDA sessions; and/or infused into all current professional learning sessions.

If instruction is provided in a language other than English, describe the procedures that are used to assess teachers' proficiency in the other language and in English.

Not applicable.

A bilingual paraprofessional or teacher is required at schools having 15 or more ELLs who speak the same language. Specify the eligibility qualifications required by the LEA for bilingual paraprofessionals. Explain the bilingual paraprofessional's job description and primary assignment.

The primary assignment of the bilingual paraprofessional is to provide instructional assistance in the classroom to ensure the delivery of comprehensible instruction.

The position requires a minimum of a high school diploma however an earned Associate of Arts or Associate of Science degree from an accredited institution or at least 60 semester hours of earned college credit from an accredited institution is preferred.

1. The bilingual paraprofessional must have the ability to speak, read and write English and the language representative of the targeted ELL population(s);
2. be sensitive to other cultures ;
3. have the ability to work with students;
4. have the potential for success in acquisition of teaching/tutorial techniques;
5. must have completed, or be willing to commence training within 90 days of employment, training programs presented by State of Florida Human Resource Services, as stipulated in the State of Florida Statutes or programs developed and presented by The School Board of Gadsden County, Florida, as specified by the requirements of the job assignment;
6. Possess computer skills as required for the position; and
7. Must meet all required screening procedures based on the requirements of the assignments as determined by the Superintendent.

Describe LEA procedures for training bilingual paraprofessionals in ESOL or home language strategies. Include how documentation of training is maintained.

Bilingual paraprofessionals register for professional learning provided by the ELL Department through the ePDC. The department maintains documentation of training such as sign in sheets. In addition, at school-based settings, the bilingual paraprofessional works closely with the School ESOL Contact and with the District ELL Department to stay informed about the latest information regarding services to ELLs.

Describe the procedures to determine the bilingual paraprofessional's proficiency in English and in the heritage language of the students served.

Bilingual paraprofessionals must possess the ability to speak, read and write English and the language representative of the targeted English Language Learner (ELL) population(s) at the school, as well as the ability to work with students. The assignments will be consistent with the state statutes, regulations and good educational practices and programs of The School Board of Gadsden County, Florida. The ELL Department staff will participate in interviews and screen possible candidates for bilingual instructional positions.

Please provide an assurance letter from the district superintendent that the district is in compliance with all ESOL training requirements.

Attached.

Section 11: Extension of Services (Rule 6A-6.09022, F.A.C.)

Describe LEA procedures used to determine extension of services, including appropriate timeline based on DEUSS. Explain the role of the ELL Committee and what supporting documentation is used in determining if continued ESOL services are necessary.

Students Entering Years 2 and 3

The ESOL Contact with feedback from the teacher recommends continued placement within 30 days prior to the DEUSS. For students who entered prior to the 2012-13 school year and have no DEUSS date, the initial ENTRY Date is used. The ELL Plan and the student data management system are updated. An ELL Committee meeting is not required.

Students Entering Years 4, 5, 6 and beyond

An ELL Committee makes recommendations for extension of services no earlier than thirty (30) school days prior to the DEUSS unless the student's anniversary date falls within the first two (2) weeks of any school year. Then, the ELL committee may convene no later than October 1.

For students who entered prior to the 2012-13 school year and have no DEUSS date, the initial ENTRY Date is used to determine continued placement.

Any student considered for extension of services is assessed with an approved English Language Proficiency Assessment (L, S, R, W) no earlier than 30 days prior to the DEUSS. If the student's date falls between the administration of the ACCESS for ELLs 2.0 and October 1 of the following school year, the ACCESS for ELLs 2.0 and applicable FSA scores will suffice, and a more recent assessment is not required.

The ELL Committee reviews the student's academic record holistically and makes a final recommendation. The committee documents recommendations for extension of services on the ELL Plan and maintains information in the ELL Folder.

Listening and Speaking Proficiency Assessment

IDEA Proficiency Test (grades K-12)
WIDA Online Screener to also be used beginning 2017-18
WIDA Model
ACCESS for ELLs 2.0 or Alternate ACCESS for ELLs 2.0

List the Listening and Speaking assessment(s) used in the LEA to determine if a student is English proficient for extension of services.

IDEA Proficiency Test (grades K-12)
WIDA Online Screener to also be used beginning 2017-18
WIDA Model
ACCESS for ELLs 2.0 or Alternate ACCESS for ELLs 2.0

Reading and Writing Proficiency Assessment

IDEA Proficiency Test (grades K-12)
WIDA Online Screener to also be used beginning 2017-18
WIDA Model
ACCESS for ELLs 2.0 or Alternate ACCESS for ELLs 2.0

List the Reading and Writing assessment(s) used in the LEA to determine if a student is English proficient for extension of services.

IDEA Proficiency Test (grades K-12)
WIDA Online Screener to also be used beginning 2017-18
WIDA Model
ACCESS for ELLs 2.0 or Alternate ACCESS for ELLs 2.0

The School Board of Gadsden County



"Building A Brighter Future"

PINK HIGHTOWER, Ph.D.
INTERIM SUPERINTENDENT OF SCHOOLS

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

November 1, 2016

To Whom It May Concern,

This letter serves as assurance that Gadsden County Public Schools is in compliance with all ESOL Training Requirements. The district offers all the required trainings for Category 1 – IV as outlined in the META Consent Decree.

Sincerely,

Dr. Pink Hightower
Interim Superintendent of Schools

DISTRICT NO. 1
HAVANA, FL 32333
MIDWAY, FL 32343

STEVE SCOTT
DISTRICT NO. 2
QUINCY, FL 32351
HAVANA, FL 32333

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

CHARLIE D. FROST
DISTRICT NO. 4
GRETNA, FL 32332
QUINCY, FL 32352

ROGER P. MILTON
DISTRICT NO. 5
QUINCY, FL 32353

SUMMARY SHEET



RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10a

Date of School Board Meeting: November 22, 2016

TITLE OF AGENDA ITEM: Purchase of 20 Ton Chiller for Greensboro Elementary

DIVISION: Department of Facilities

(Example: Secondary Education, Property Records, etc.)

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

PURPOSE AND SUMMARY OF ITEM: Board notification on the purchase of a 20 ton chiller for Greensboro Elementary due to numerous HVAC issues. A chiller of the same manufacturer was purchased due to existing duct work pattern, electrical configurations, confined space and bolt pattern; like for like.

FUND SOURCE: 340

AMOUNT: \$9,480.85

PREPARED BY: Bill Hunter

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.

NOV 23 2016 10:11 AM
SCHOOL BOARD



Purchase Order
Standard - Trane-Greensboro
Elem.

198761
10/05/2016

State Tax Exemption #
85-8012621915C-2
Federal Employer Identification #
59-6000615

Order Contact: Johnny Burdick

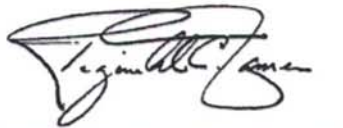
Checked box indicates order must be fully received and invoiced by 06/30/2017.
Cancellations must be in writing. No backorders without buyer approval.

All invoices, statements, and
correspondence must be mailed to
the billing address below.

Vendor (VT08110000)	Ship To	Bill To
TRANE U S INC. 3600 PAMMEL CREEK ROAD LA CROSSE, WI 54601	MAINTENANCE DEPARTMENT 805 SOUTH STEWART STREET QUINCY, FL 32351	GADSDEN COUNTY SCHOOLS 35 MARTIN L KING, JR. BLVD QUINCY, FL 32351 850-627-9651

Item #	Description	Quantity	UOM	Unit Price	Amount
GAC240A3ELA000	Heating/Cooling System for Greensboro Elementary Pod and library. See quote #3808776	1		9,379.00	9,379.00
Total					9,379.00

Fund	Function	Object	Facility	Project	Program	Amount
340	7400	680	0141	0999		9,379.00



Superintendent

Comments for vendor:

BEST QUOTE, see attached.

Terms:

FINAL
\$ 9,480.85

1 INV.
11-2-16

 **E-MAILED**
11-3-16
TO INK

GADSDEN COUNTY SCHOOLS
10/11/16



Trane U.S. Inc.
3600 Pammel Creek Road
La Crosse, WI 54601-7599
United States

Invoice

Invoice Number **1615085**

For questions please contact:

TCS Parts CO - Tallahassee, FL
Tel: (850) 574-6044
Fax: (850) 575-5880

Remit Payment To

Trane U.S. Inc.
P. O. Box 406469
ATLANTA, GA 30384-6469

Invoice Date **25-OCT-2016**
Customer No. **132122**
Reference No. **3808776**
Job ID
Payment Terms **NET 60**
Payment Due Date **24-Dec-2016**
Discount Date
Internal Account **2519926**

Bill To

GADSDEN COUNTY SCHOOL BOARD
35 MARTIN LUTHER KING BLVD
QUINCY, FL 32351
UNITED STATES

Customer Tax ID

Inco Terms	FCA
Supply Location	TCS Parts CO - Tallahassee, FL
Shipping Method	
Tracking No.	
Freight Terms	Prepay & Add
Bill of Lading	
Container No	

Please submit all tax exemption forms online at <http://taxexempt.irco.com>

Sold To

GADSDEN COUNTY SCHOOL BOARD
35 MARTIN LUTHER KING BLVD
QUINCY, FL 32351
UNITED STATES

Ship To

GADSDEN COUNTY SCHOOL BOARD
35 EXPERIMENT STATION RD
QUINCY, FL 32351
UNITED STATES

Tax/GST ID: 25-0900465	State Tax: 568.85 6.00%	County Tax: 76.53 1.50%	City Tax: 0.00 0.00%	District Tax: 0.00 0.00%
PST/QST ID:	FL	GADSDEN		

Currency	Subtotal	Special Charges	Tax	Freight	Total
USD	9480.85	0.00	645.38	0.00	9480.85 10126.23

Special Instructions Johnny 509-4915 Original Invoice Number = 1615085

Sales Order	Order Date	Ship Date	Purchase Order
3808776			198761

Line	Item	Description	Quantity	UOM	Unit Price	Extended Price
1	GAC240A3ELA0000	UNIT; GAC; FOUNDATION DX CLG - GAS HEAT, Line Note: STD EFF, 20 TONS, LOW HEAT, 208/230 VAC, ELECTROMECHANICAL CONTROLS. CONVERTIBLE AIRFLOW CONFIG Serial Number: 16351180JA	1	EA	9,379.00	9,379.00
2	BAYDMPR301A	ACCESSORY; MANUAL FRESH AIR DAMPER	1	EA	101.85	101.85

DATE RECEIVED BY
DATE APPROVED 11/2/16 BY IRBA
DATE TO FINANCE 11-2-16 BY B. Smoock





RECEIPT

TRANE US
 TCS Parts CO - Tallahassee, FL
 109 Hamilton Park Drive Ste 1
 TALLAHASSEE, FL 32304 USA
 8505746044

RECEIPT	
1615085	
Receipt Date	Page
10/25/2016 09:13:24	1 of 2
ORDER NUMBER	
3808776	

Bill To:
 GADSDEN COUNTY SCHOOL BOARD
 35 MARTIN LUTHER KING BLVD
 QUINCY, FL 32351
 USA

Ship To:
 GADSDEN COUNTY SCHOOL BOARD
 35 EXPERIMENT STATION ROAD
 QUINCY, FL 32351
 USA

Ordered By: Mr. JOHNNY GADSDEN

Payment Terms: N60

Job: Johnny 509-4915

Customer ID: 1096819

PO Number	Unit Info: Make / Model / Serial	Internal Type
198761		

Order Date	Pick Ticket No	Primary Salesrep Name	Sold By
10/6/2016 09:22:59	4720338	SALESREP UNASSIGNED - US	Severin Lee

Quantities					Item ID Item Description	Pricing UOM Unit Size	Unit Price Store Pickup	Extended Price
Ordered	Shipped	Remaining	UOM Unit Size	Disp				

Carrier:

Tracking #:

1	1	0 EA	1.0		GAC240A3ELA0000 UNIT: GAC, FOUNDATION DX CLG - GAS HEAT, STD EFF, 20 TONS, LOW HEAT, 208/230 VAC, ELECTROMECHANICAL CONTROLS, CONVERTIBLE AIRFLOW CONFIG	EA 1.0000	9,379.00	9,379.00
					Serial Number: 16351180JA			
1	1	0 EA	1.0		BAYDMPR301A ACCESSORY: MANUAL FRESH AIR DAMPER	EA 1.0000	101.85	101.85

Total Lines: 2

SUB-TOTAL: 9,480.85
COUNTY TAX: ; 76.53
STATE TAX: ; 568.85
AMOUNT DUE: 10,126.23
 U.S. Dollars

Thank you for your business!

ORIGINAL

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10b

Date of School Board Meeting: November 22, 2016

TITLE OF AGENDA ITEM: Proposal of Mechanical Contractor (Continuing Services)

DIVISION: Department of Facilities

(Example: Secondary Education, Property Records, etc.)

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

PURPOSE AND SUMMARY OF ITEM: For School Board approval on Bid No. 16-17:14/Mechanical Contractor (Continuing Services). A detailed review of the proposals for the Mechanical Contractors has been completed. The review committee recommends selecting the following two firms: Engineered Cooling & Key Heating and Cooling for a continuing services contract.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Bill Hunter

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.

RECEIVED
NOV 10 PM 1:41

Review Tabulation sheet for RFP 1617-14 Mechanical Contractor Continuing Services

CM's Name	Cover page	Tab 1	Tab 2	Tab 3	Tab 4	Tab 5	Tab 6	Tab 7	Tab 8	Tab 9	Tab 10	Tab 11	Tab 12	Tab 13	Tab 14	Totals	Hourly Pricing and Comments
Climate Control	1	5	25	25	0	10	5	5	5	1	1	1	1	1	4	90	Couldn't tell if they were listing a bankruptcy or not in Tab 4
	1	5	23	25	5	10	5	5	5	1	1	1	1	1	4	93	Tab 4 was not clearly stated
	1	5	25	25	7	10	5	5	5	1	1	1	1	1	4	97	
Grand Total																280	\$81 per hour
Engineered Cooling	1	5	25	25	10	10	5	5	5	1	1	1	1	1	4	100	
	1	5	25	25	10	10	5	5	5	1	1	1	1	1	4	100	
	1	5	25	25	10	10	5	5	5	1	1	1	1	1	4	100	
Grand Total																300	\$80 per hour
Keith Lawson Company	1	5	25	25	10	10	5	5	5	1	1	1	1	1	4	100	
	1	5	25	25	10	10	5	5	5	1	1	1	1	1	4	100	
	1	5	25	24	10	10	5	5	5	1	1	1	1	1	4	99	
Grand Total																299	\$125 per hour
Key Heating & Cooling	1	5	25	25	0	10	5	5	5	1	1	1	1	1	4	90	Didn't find anything regarding Tab 4
	1	5	20	25	0	10	4	4	5	1	1	1	1	1	4	83	
	1	5	22	25	8	10	4	5	4	1	1	1	1	1	1	90	
Grand Total																263	\$75 per hour
Quality Mechanical Solutions	1	5	15	25	10	10	5	5	5	1	1	1	1	1	4	90	Didn't have much for corporate background in Tab 2
	1	5	19	23	10	10	5	5	5	1	1	1	1	1	4	92	
	1	5	25	24	10	10	5	5	5	1	1	1	1	1	4	99	
Grand Total																281	\$85 per hour



Signature Director of Facilities

11/7/16

Date