

AGENDA

REGULAR SCHOOL BOARD MEETING

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

January 28, 2020

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 ATTACHMENTS**

- a. December 17, 2019, 4:30 p.m. – School Board Workshop
- b. December 17, 2019, 6:00 p.m. – Regular School Board Meeting
- c. January 7, 2020, 5:00 p.m. – Student Hearing
- d. January 7, 2020, 6:00 p.m. – Student Hearing

ACTION REQUESTED: The Superintendent recommends approval.

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

- a. Personnel 2019 – 2020

ACTION REQUESTED: The Superintendent recommends approval.

7. BUDGET AND FINANCIAL TRANSACTIONS

- a. Internal Funds Audit for Period Ending 06/30/19 – **SEE PAGE #7**

Fund Source: Internal Funds

Amount: \$199,334.58 ending balance 06/30/19

ACTION REQUESTED: The Superintendent recommends approval.

8. AGREEMENT/CONTRACT/PROJECT APPLICATIONS

- a. Extension of Erate Contracts - **SEE PAGE #52**

Fund Source: USAC 85%
District 15%
Amount: \$540,800.00

ACTION REQUESTED: The Superintendent recommends approval.

- b. Contracted Services between Accountable Healthcare Staffing, Inc. and Gadsden County School Board – **SEE PAGE #56**

Fund Source: FEFP Dollars
Amount: \$57,960.00

ACTION REQUESTED: The Superintendent recommends approval.

- c. Contracted Services between Advanced Medical Personnel Services, Inc. and Gadsden County School Board – **SEE PAGE #62**

Fund Source: FEFP Dollars
Amount: \$155,000.00

ACTION REQUESTED: The Superintendent recommends approval.

- d. Education Partnership Agreement: Panhandle Area Educational Professional Development Center and The Gadsden County School Board – ESE Endorsement – Gifted – **SEE PAGE #74**

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- e. Education Partnership Agreement: Panhandle Area Educational Professional Development Center and The Gadsden County School Board – ESE Endorsement – Autism – **SEE PAGE #114**

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 #41-1920-0211

ACTION REQUESTED: The Superintendent recommends approval.

ITEMS FOR DISCUSSION

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

- a. Approval of School Board Policies – **SEE PAGE #152**

Fund Source: N/A

Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

11. FACILITIES UPDATE

12. EDUCATIONAL ITEMS BY THE SUPERINTENDENT

13. SCHOOL BOARD REQUESTS AND CONCERNS

14. ADJOURNMENT

THE SCHOOL BOARD OF GADSDEN COUNTY

6a



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Roger P. Milton
Superintendent
miltonr@gcpsmail.com

"Putting Children First"

January 28, 2020

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 2019-2020

The following reflects the total number of full-time employees in this school district for the 2019-2020 school term, as of January 28, 2020.

<u>Description Per DOE Classification</u>	<u>DOE Object#</u>	<u>#Employees January 2020</u>
Classroom Teachers and Other Certified	120 & 130	381 .00
Administrators	110	48.00
Non-Instructional	150, 160, & 170	<u>399.00</u>
		828.00

Sincerely,

Roger P. Milton
Superintendent of Schools

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

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

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

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

Tyrone D. Smith
DISTRICT NO. 5
Quincy, FL 32351

AGENDA ITEM 6A INSTRUCTIONAL AND NON INSTRUCTIONAL 2019/2020**INSTRUCTIONAL**

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Black, O'Hara	GCHS	Teacher of Special Assignment	01/06/2020
Davis, Latasha	SSES	Teacher	01/17/2020
Jean-Pierre, Carl	HMS	Teacher	11/18/2019
Mathews, Victoria	HMS	Teacher	11/03/2019
Ormsby, Rashid	HMS	Teacher	01/08/2020
Terrelonge, Kevin	HMS	Teacher	01/06/2020
York, Jade	HMS	Teacher	01/06/2020

NON-INSTRUCTIONAL

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Brincefield, Ashley	GCHS	SFS Worker	01/14/2020
Bradwell, Kurk	GBES	School Guardian	01/06/2020
Chapman, Youri*	HMS	Education Paraprofessional	12/02/2019
Commodore, Kyle	Maintenance	Head Groundskeeper	01/02/2020
Coombs, Tammy	Transportation	Bus Driver	01/16/2020
Lightfoot, Tomeka	GCHS	Graduation Coach	01/06/2020
Palm, Efrin	SSES	School Guardian	01/06/2020
Sapp, Angela	GTI	CTE Coordinator	01/02/2020
Simmons, Shakelia	Head Start/PreK	PreK Paraprofessional	01/27/2020
Snelling, Tiani	GWM	Education Paraprofessional	01/06/2020
Smith, Edrick	GCHS	Custodian	01/15/2020
Wilson, Afronia	Transportation	Bus Aide	01/13/2020
Wynn, Cedric	WGMS	Custodial Assistant	01/02/2020
Yon, K'Dentris	GTI	School Guardian	01/07/2020

*Correction: Submitted to December board as 11/19/2019 start date

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>
Raynak, Guy	JASMS/Teacher	12/02/2019	02/21/2020

RESIGNATION

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Biehler, Patricia	JASMS	Teacher	01/13/2020
Bhattar, Ssha	WGMS	Teacher	11/08/2019
Commodore, Kyle**	Maintenance	Maintenance Worker	12/20/2019
Dixon, Shantoria	SSES	Teacher	12/20/2019
Moore, Sherita	GWM	Social Worker	01/06/2020
Perkins, LaKysha**	Head Start/PreK	Family Services Coordinator	01/30/2020
Pounsel, Cynthia	GCHS	SFS Worker	12/10/2019
Sapp, Angela**	GTI	Teacher	12/20/2019
Simmons, Shakelia**	SSES	SFS Worker	01/24/2020
Smith, Edrick**	GCHS	Custodial Assistant	12/20/2019
Smith, Ronnie**	GBES	Custodial Assistant	12/20/2019
Williams, Darlene*	Transportation	Bus Aide	12/16/2019
Wynn, Cedric**	GCHS	SFS Worker	12/20/2019
Yon, K'Dentris**	Maintenance	Maintenance Worker	01/06/2020

*Correction: Submitted to December 2019 in error as a non-instructional hire

**Resigned to accept another position within the District

D.R.O.P. RETIREMENT

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Harden, Carolyn	Head Start/PreK	Head Start/PreK Coordinator	01/31/2020
Jackson, Christa	Head Start/PreK	PreK Program Assistant	01/31/2020
Thomas, John	Media and Technology	Network Coordinator	01/31/2020

RETIREMENT

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Lightfoot, Lessie	Transportation	Bus Aide	01/07/2020

TRANSFERS

<u>Name</u>	<u>Location/Position Transferring From</u>	<u>Location/Position Transferring To</u>	<u>Effective Date</u>
Jackson, Sonya	WGMS/Admin on Spec. Assgn.	HR.Admin. on Spec. Assign.	01/13/2020
Williams, Derrick	HMS/Teacher	GCA/Teacher	12/02/2019

RETIREMENTS

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Smith, Ronnie	GBES	Custodial Assistant	01/02/2020

OUT OF FIELD

<u>Name</u>	<u>Location</u>	<u>Area Out of Field</u>	<u>No. of Periods</u>
Mathews, Victoria	HMS	Mathematics	All Periods

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7a

DATE OF SCHOOL BOARD MEETING: January 28, 2020

TITLE OF AGENDA ITEMS: Internal Funds Audit for Period Ending 6/30/19

DIVISION: Finance Department

PURPOSE AND SUMMARY OF ITEMS: Board approval is requested for the 2018-2019 Internal Funds Audit for the period ending June 30, 2019.

FUND SOURCE: Internal Funds

AMOUNT: \$199,334.58 ending balances 6/30/19

PREPARED BY: Bonnie Wood

POSITION: Finance Director

**GADSDEN COUNTY SCHOOL BOARD
GENERAL OPERATING FUND – INTERNAL ACCOUNTS
REPORT ON EXAMINATION OF
FINANCIAL STATEMENT
JUNE 30, 2019**

Ashmore & Ashmore, P.A.
Certified Public Accountants

**GADSDEN COUNTY SCHOOL BOARD
GENERAL OPERATING FUND - INTERNAL ACCOUNTS
QUINCY, FLORIDA
FOR THE FISCAL YEAR ENDED JUNE 30, 2019**

TABLE OF CONTENTS

	<u>PAGE</u>
INDEPENDENT AUDITOR'S REPORT	1-2
FINANCIAL STATEMENT:	
Statement of Cash Receipts, Disbursements and Balance	3
Notes to the Financial Statement	4
SUPPLEMENTAL INFORMATION	
Summary of Audit Exceptions	5

James R. Ashmore, CPA
Sharron C. Ashmore, CPA

Ashmore & Ashmore, P.A.
Certified Public Accountants
109 South Main Street
Havana, Florida 32333
Voice (850) 539-5690
Fax (850) 539-5994

INDEPENDENT AUDITOR'S REPORT

To the Honorable Roger P. Milton, Superintendent
Gadsden County School Board
Quincy, Florida

We have audited the accompanying financial statement of cash receipts, disbursements and balance of the Gadsden County School Board's General Operating Fund – Internal Accounts for the year ended June 30, 2019, and the related notes to the financial statement.

Management's Responsibility for the Financial Statement

Management is responsible for the preparation and fair presentation of the financial statement in accordance with the cash basis of accounting as described in Note A; this includes determining that the cash basis of accounting is an acceptable basis for the presentation of the financial statement in the circumstances. Management is also responsible for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of the financial statement that is free from material misstatements, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on the financial statement based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statement is free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statement. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statement, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statement in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of

the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statement.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the statement referred to above presents fairly, in all material respects, the cash receipts, disbursements and balance of Gadsden County School Board's General Operating Fund – Internal Accounts for the year ended June 30, 2019, on the basis of accounting described in Note A.

Basis of Accounting

We draw attention to Note A of the financial statement, which describes the basis of accounting. The financial statement is prepared on the cash basis of accounting, which is a basis of accounting other than accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to that matter.

Ashmore & Ashmore, PA, CPAs

Ashmore & Ashmore, P.A.,
Certified Public Accountants
November 30, 2019

GADSDEN COUNTY SCHOOL BOARD
GENERAL OPERATING FUND - INTERNAL ACCOUNTS
STATEMENT OF CASH RECEIPTS, DISBURSEMENTS AND BALANCE
JUNE 30, 2019

SCHOOL	FUND	2018			2019			FUND
	BALANCE	REVENUE	EXPENSES	TRANSFERS DEBITS	TRANSFERS CREDITS	BALANCE	2019	
Carter-Parramore Academy	\$ 4,700.37	\$ 15,140.94	\$ 18,249.99	\$ -	\$ -	\$ 1,591.32		
Chattahoochee Elementary School	13,813.20	23,601.16	23,863.22	57.00	57.00	13,551.14		
Gadsden County High School	24,529.12	331,358.43	310,692.83	31,774.86	31,774.86	45,194.72		
Gadsden Elementary Magnet School	3,308.14	19,168.51	19,371.45	-	-	3,105.20		
Gadsden Technical Institute	27,975.40	103,560.28	92,961.10	8,471.81	8,471.81	38,574.58		
George W. Munroe Elementary School	8,002.54	35,961.81	29,498.18	275.37	275.37	14,466.17		
Greensboro Elementary School	28,028.57	17,955.36	22,226.44	-	-	23,757.49		
Havana Magnet School	35,599.45	96,495.63	110,183.18	35.00	35.00	21,911.90		
James A. Shanks Middle School	15,122.05	95,913.38	97,184.44	7,457.47	7,457.47	13,850.99		
Stewart Street Elementary School	287.68	64,858.86	56,112.68	6,400.00	6,400.00	9,033.86		
West Gadsden Middle School	9,418.64	66,327.00	61,448.43	5,649.81	5,649.81	14,297.21		
	\$ 170,785.16	\$ 870,341.36	\$ 841,791.94	\$ 60,121.32	\$ 60,121.32	\$ 199,334.58		

See Auditor's Report and Notes to the Financial Statement.

**GADSDEN COUNTY SCHOOL BOARD
GENERAL OPERATING FUND – INTERNAL ACCOUNTS
NOTES TO THE FINANCIAL STATEMENT
JUNE 30, 2019**

NOTE A. Summary of Significant Accounting Policies.

Nature of Activities

The purpose of the Gadsden County School Board's General Operating Fund – Internal Accounts is to account for the financial transactions of Schools' organizations, programs and activities that are not accounted for at the district level.

Basis of Presentation

The District's financial statement is presented on the basis of cash receipts and disbursements. Therefore, receivables and payables, and accrued income and expenses, which may be material in amount, are not reflected, and this statement is not intended to present the financial position in conformity with generally accepted accounting principles.

Income Taxes

The various Schools are a component of the Gadsden County School Board and are exempt from income taxes under the Internal Revenue Code.

Cash and Cash Equivalents

Cash equivalents consist of highly liquid investments with an initial maturity of three months or less. Fair market value approximates carrying amounts.

NOTE B. Subsequent Review.

Transactions and events occurring subsequent to June 30, 2019, to the issuance date of the report, November 30, 2019, have been reviewed by management to determine if any disclosure is required. No disclosure was required.

NOTE C. Individual School Audits.

Each of the schools were audited as a separate entity and were issued an audit opinion. All of the schools received unqualified opinions with a letter of comment, except for Gadsden Technical Institute which was issued a qualified opinion because the School's Student Account Summaries and accounts receivable records were not traceable to the Manatee records. Accordingly, we were unable to obtain sufficient appropriate evidence to determine that all tuition collections were properly recorded in the accounting records. However, we do not believe the difference of reported income, if any, would be material to the combined financial statement for the Gadsden County School Board -Internal Accounts.

GADSDEN COUNTY SCHOOL BOARD
 GENERAL OPERATING FUND - INTERNAL ACCOUNTS
 SUMMARY OF AUDIT EXCEPTIONS
 JUNE 30, 2019

SCHOOL	% OF TRANSACTIONS TESTED		AUDIT EXCEPTIONS NOTED - CLASSIFIED BY SECTION OF CHAPTER EIGHT OF FINANCIAL AND PROGRAM COST ACCOUNTING		
	REVENUE	EXPENSES	SECTION I	SECTION II	SECTION III
Carter-Parramore Academy	39%	26%	-	14	1
Chattahoochee Elementary School	18%	20%	-	14	4
Gadsden County High School	10%	5%	-	28	5
Gadsden Elementary Magnet School	100%	24%	-	11	18
Gadsden Technical Institute	15%	17%	-	5	1
George W. Munroe Elementary School	24%	25%	-	19	2
Greensboro Elementary School	43%	40%	-	10	1
Havana Magnet School	35%	8%	-	29	0
James A. Shanks Middle School	23%	18%	-	32	0
Stewart Street Elementary School	6%	17%	-	23	4
West Gadsden Middle School	13%	16%	-	21	0

SECTION I-PRINCIPLES
 SECTION II-GENERAL PRACTICES
 SECTION III-STANDARDS, PRACTICES
 AND PROCEDURES

**GADSDEN COUNTY SCHOOL BOARD
GENERAL OPERATING FUND – INTERNAL
ACCOUNTS
SUMMARY OF MANAGEMENT LETTERS
JUNE 30, 2019**

Ashmore & Ashmore, P.A.
Certified Public Accountants

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Sharron C. Ashmore, CPA

Ashmore & Ashmore, P.A.
Certified Public Accountants
109 South Main Street
Havana, Florida 32333
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MANAGEMENT LETTER

Gadsden County School Board
Quincy, Florida

In planning and performing our audit of the financial statements of Gadsden County Schools' General Operating Fund – Internal Accounts, as of and for the year ended June 30, 2019, we considered the Schools' internal control in order to determine our auditing procedures for the purpose of expressing an opinion on the financial statements and not to provide assurance on the internal control. Accordingly, we do not express an opinion on the effectiveness of the Schools' internal control.

However, during our audit, we became aware of certain matters that are opportunities for strengthening internal control and operating efficiency.

We will be pleased to discuss these comments in further detail at your convenience, to perform additional study of these matters, or to assist you in implementing the recommendations. Redbook requirements and proper bookkeeping procedures were discussed with the Principals/Director and Bookkeepers. Also, audit findings we considered immaterial were discussed with the Bookkeepers and Principals and are not included in this report. The responses to audit findings were not subject to auditing procedures. Our audit noted the following:

(All authoritative references are from Financial and Program Cost Accounting and Reporting for Florida Schools)

SUMMARY OF SCHOOL FINDINGS AND RESPONSES

FOR ALL SCHOOLS

Finding 1. The primary weakness in internal control is one for which no immediate practical solution is available. The size of the Schools' staff precludes certain internal controls that would be preferred if the office staff were large enough to provide optimum segregation of duties. Separation of incompatible duties provides increased assurance that errors or irregularities will not go undetected for long periods of time. This situation

dictates that the Principals/Director remain involved in the financial affairs of the Schools to provide oversight and independent review functions. In addition, the staff should be cross-trained to the extent possible in key positions. This would help to ensure that daily functions are performed in the event of personnel change or illness. The Auditor also recommends the Principals/Director review, sign and date the bank reconciliation and bank statement every month for the reasons stated above

Finding 2. Our audit indicated that several Schools utilize credit cards and/or credit accounts with a local store. Although the District has adopted a Corporate Card Program, authorizing select employees to purchase goods or services related to school board related business travel, there does not appear to be any written procedures regarding the use of credit cards or store credit accounts for other school related expenses. Accordingly, we recommend that the District establish written procedures regarding the schools obtaining credit cards and or credit store accounts, including monitoring procedures.

Finding 3. The personnel in the office manager/bookkeeping positions at the schools often change, and it appears that the new bookkeepers are not always properly trained. We recommend that before placing employees in the bookkeeping position that they receive adequate training to perform the duties required, such as bank reconciliations. This will be especially important if the District converts the Internal Funds accounting system to a new software system.

Finding 4. The following is the status of Career and Technical Education (CTE) funds received by the schools for the audit period:

School	June 30, 2018			June 30, 2019
	Beginning Balance	Receipts	Disbursements	Ending Balance
Gadsden County High	\$ 58.91	\$ 93,189.92	\$ 89,896.25	\$ 3,352.58
Havana Magnet School	\$ 4,755.60	\$ 4,578.55	\$ 611.03	\$ 8,723.12
James A. Shanks Middle	\$ 84.38	\$ 18,159.22	\$ 15,267.03	\$ 2,976.57
West Gadsden Middle	\$ -	\$ 4,408.32	\$ 4,408.32	\$ -
Totals	<u>\$ 4,898.89</u>	<u>\$120,336.01</u>	<u>\$110,182.63</u>	<u>\$15,052.27</u>

CARTER-PARRAMORE ACADEMY

Finding 2. All transactions for the year ended June 30, 2019 were recorded through the general account. Chapter 8, Section III, 2.5(b), states "Separate accounts shall be maintained for activities such as the school store and other activities when it is good business practice to separately monitor the financial status of the activity". The Auditor recommends that money for the use of facility, class dues, field trips, etc. be coded to accounts as described in Chapter 8.

Principal's response.

Will implement the recommendation.

Finding 3. For the year ended June 30, 2019, audit testing indicated:

1. Report of Monies Collected (RMC) indicated that reimbursement for custodial fees was paid from the cash received and only the net amount deposited. Internal control would be improved if all proceeds are deposited and reimbursements are paid by check.
2. Pre-numbered receipts (receipt book) were not used for all receipts collected as required by Chapter 8, Section III, 1.4a.
3. Two (2) instances where the Report of Monies Collected had only one signature and RMCs did not have signature date lines.

Principal's response.

Will put measures in place to address Findings.

Finding 4. For the year ended June 30, 2019, audit testing indicated:

1. Nine (9) instances where the invoice date preceded the check requisition date. One of the purposes of the check requisition is to obtain prior approval for a purchase. Chapter 8, Section II, 2. states "Purchases from internal funds must be authorized in writing by the Principal or designee." Accordingly, we recommend that all purchases be authorized by a check requisition prior to the purchase being made.
2. Five (5) check amount did not equal the total invoice and no explanation of the difference was provided.
3. Three (3) instances where no invoice or other documentation supporting the expenditure was found with the check requisition.

Principal's Response.

Will put measures in place to address Findings.

Prior Year Status

Finding 1. The primary weakness in internal control is one for which no immediate practical solution is available. The size of the School's staff precludes certain internal controls that would be preferred if the office staff were large enough to provide optimum segregation of duties. Separation of incompatible duties provides increased assurance

that errors or irregularities will not go undetected for long periods of time. This situation provide oversight and independent review functions. To help mitigate the small staff size weakness, the Auditor recommends that the Principal review, sign and date the bank reconciliation and bank statement every month. In addition, the staff should be cross-trained to the extent possible in key positions.

Principal's response.

I will implement procedures to review, sign and date the bank reconciliation and bank statement every month. Staff will be cross-trained in key positions.

Current status. See Finding 1 for the year ended June 30, 2019.

Finding 2. All transactions for the year ended June 30, 2018 were recorded through the general account. Chapter 8, Section III, 2.5(b), states "Separate accounts shall be maintained for activities such as the school store and other activities when it is good business practice to separately monitor the financial status of the activity". The Auditor recommends that money for the use of facility, class dues, field trips, etc. be coded to accounts as described in Chapter 8.

Principal's response.

We will implement procedures to ensure money for the use of facilities, class dues, field trip, etc. be coded in accounts as described in Chapter 8.

Current status. See Finding 2 for the year ended June 30, 2019.

Finding 3. For the year ended June 30, 2018, audit testing indicated:

1. Report of Monies Collected (RMC) indicated that reimbursement for custodial fees was paid from the cash received and only the net amount deposited. Internal control would be improved if all proceeds are deposited and reimbursements are paid by check.
2. Pre-numbered receipts (receipt book) were not used for all receipts collected as required by Chapter 8, Section III, 1.4a.
3. Four (4) instances where the Report of Monies Collected had only one signature.

Principal's response.

We will implement procedures to correct this finding.

Current status. See Finding 3 for the year ended June 30, 2019.

Finding 4. For the year ended June 30, 2018, audit testing indicated:

1. Twelve (12) instances where the invoice date preceded the check requisition date. One of the purposes of the check requisition is to obtain prior approval for a purchase. Chapter 8, Section II, 2. states "Purchases from internal funds must be authorized in writing by the Principal or designee." Accordingly, we recommend that all purchases be authorized by a check requisition prior to the purchase being made.

2. One (1) check amount did not equal the total invoice and no explanation of the difference was provided.
3. Two (2) instances where sales tax was paid when the school is sales tax exempt.
4. One (1) instance where no list of event attendees was provided with back up documentation.

Principal's Response.

We will implement procedures to correct this finding.

Current status. See Finding 4 for the year ended June 30, 2019.

CHATTAHOOCHEE ELEMENTARY SCHOOL

Finding 2. Audit testing of revenue indicated the following:

- A. Four (4) instances where the Report of Monies Collected did not foot properly.
- B. Two (2) deposits were not made with-in 5 days as required by Chapter 8, Section III, 1.4c.
- C. Pre-numbered receipts (receipt book) were not used for all receipts collected as required by Chapter 8, Section III, 1.4a.
- D. The School participated in a basket raffle with the School Advisory Council when raffles are prohibited. Section III, 4.4c 1. Raffles and other activities of chance shall not be conducted by the school or on school property...

Principal's response.

They will try to make deposits in a timely manner. I was not aware that raffle drawings could not take place, since this was told to SAC Chair that raffle could be done. Receipt books will be used as needed.

Finding 3. Audit testing of expenses indicated the following:

- A. Seven (7) instances of the invoice date preceding check requisition date. One of the purposes of the check requisition is to obtain prior approval for a purchase. Chapter 8, Section II, 2. states "Purchases from internal funds must be authorized in writing by the principal or designee."
- B. Three (3) instances were noted where proper supporting documentation was not found for an expense.
- C. Two (2) instance where the check written did not equal the invoices.
- D. Two (2) instance where the check requisition did not have an authorizing signature in the blank supplied.

Principal's response.

As for check requisition, I agree to the approval of items to be purchased without completing appropriate documents. This situation will be corrected. We make sure purchase from stores over the weekend. This accounts for some of the invoices proceeding check requisition.

Finding 4. The School did not pay sales tax on goods purchased for resale. Florida allows Schools offering grades K through 12, and PTOs and PTAs for those schools to elect to pay Florida sales tax to their suppliers when purchasing certain taxable items and then sell those items without collecting sales tax. This provision includes but is not limited to:

- a. school materials.
- b. items sold for fundraising, such as candy.
- c. items sold for concessions.

Principal's response.

I was not aware of paying taxes on items like candy sales. This will be noted for future fundraising.

Status of prior year.

Finding 1. The primary weakness in internal control is one for which no immediate practical solution is available. The size of the School's staff precludes certain internal controls that would be preferred if the office staff were large enough to provide optimum segregation of duties. Separation of incompatible duties provides increased assurance that errors or irregularities will not go undetected for long periods of time. This situation dictates that the Principal remain involved in the financial affairs of the organization to provide oversight and independent review functions. In addition, the staff should be cross-trained to the extent possible in key positions. This would help to ensure that daily functions are performed in the event of personnel change or illness.

Principal's response.

Procedures will be put in place should this situation happen.

Current status. See Finding 1 for the year ended June 30, 2019.

Finding 2. In general, it appears that receipts were properly documented and recorded. However, audit tests indicated:

- A. Two (2) instances where the Report of Monies Collected had only one signature.

Principal's response.

This situation will not happen in the future.

Current status. See Finding 2 for the year ended June 30, 2019.

Finding 3. In general, it appears that expenses were properly documented and recorded. However, audit tests indicated the following exceptions:

- A. Eighteen (18) instances of the invoice date preceding check requisition date. One of the purposes of the check requisition is to obtain prior approval for a purchase. Chapter 8, Section II, 2. states "Purchases from internal funds must be authorized in writing by the principal or designee."

- B. Two (2) instances were noted where proper supporting documentation was not found for an expense.
- C. One (1) instance where no list of individuals receiving teacher appreciation gifts was available.
- D. One (1) instance where sales tax was paid when the school is exempt.

Principal's response.

The staff has been notified about getting approval prior to purchasing items.

Current status. See Finding 3 for the year ended June 30, 2019.

GADSDEN COUNTY HIGH SCHOOL

Finding 2. Audit testing of revenue indicated the following:

- A. Two (2) instance where money was deposited after five (5) days, as required by Chapter 8, Section III,1.4c.
- B. One (1) instance where the ticket reconciliation did not equal the RMC and One (1) instance where the ticket reconciliation was not properly completed.
- C. Three (3) instances a concession reconciliation was not found with back up documentation.
- D. Report of Monies Collected (RMC) forms were not always properly completed with cross reference numbers to the pre-numbered receipt book and Manatee.
- E. One (1) instance where no RMC was found and five (5) times RMCs had only one signature and one (1) instance where the RMC did not foot properly.
- F. Although RMCs equaled deposits, not every receipt was recorded in the receipts book for the month tested, April 2019.
- G. At the football game on September 13, 2019, the cash table was not always attended by 2 school employees.

Principal's response.

- A. All deposits will be made before day five.
- B. More money was deposited than the ticket sell because people would leave additional money, telling the ticket seller to "keep the change".
- C. More information needed.
- D. Bookkeeper will start indicating the receipt number on each line.
- E. More information needed.
- F. Bookkeeper will write receipts and keep them in her notebook for documentation.
- G. There was a lot of traffic at that game, so one ticket seller stood to collect the money.

Finding 3. Audit testing of expenses indicated the following:

- A. Fifteen (15) instances of the invoice date preceding the check requisition date. One of the purposes of the check requisition is to obtain prior approval for a purchase. Chapter 8, Section II, 2 states "Purchases from internal funds must be authorized in writing by the Principal or designee."

- B. Four (4) checks written were for past due invoices.
- C. Nine (9) out of 36 sample items where there was no invoice, check requisition or other back up documentation provided for an expense.
- D. Concession/fundraising and staff related income and expense were not always coded to a concession/fundraising or staff account and the general account was overused.
- E. \$4,225.00 in gift cards were purchased in August of 2018 and although a list of names was provided, no signatures and dates of students receiving the gift cards was provided.

Principal's response.

- A. The Principal will sign check requisitions before checks are printed.
- B. Money will be in accounts prior to any purchases being made.
- C. More information needed.
- D. More information needed.
- E. Bookkeeper has a copy of the students who received gift cards.

Finding 4. The School did not pay sales tax on goods purchased for resale. Florida allows Schools offering grades K through 12, and PTOs and PTAs for those schools to elect to pay Florida sales tax to their suppliers when purchasing certain taxable items and then sell those items without collecting sales tax. This provision includes but is not limited to:

- a. school materials.
- b. items sold for fundraising, such as candy.
- c. items sold for concessions.

Principal's response.

- A. Yes
- B. Yes
- C. Yes

Prior year status.

Finding 1. The primary weakness in internal control is one for which no immediate practical solution is available. The size of the School's staff precludes certain internal controls that would be preferred if the office staff were large enough to provide optimum segregation of duties. Separation of incompatible duties provides increased assurance that errors or irregularities will not go undetected for long periods of time. This situation dictates that the Principal remain involved in the financial affairs of the School to provide oversight and independent review functions. In addition, the staff should be cross-trained to the extent possible in key positions. This would help to ensure that daily functions are performed in the event of personnel change or illness.

Principal's response.

Your finding is noted.

Current status. See Finding 1 for the year ended June 30, 2019.

Finding 2. In general, it appears that monies received were properly recorded. However, audit testing indicated the following:

- A. One (1) instance where money was deposited after five (5) days, as required by Chapter 8, Section III, 1.4c.
- B. For football game documentation on September 15, 2017, the ticket reconciliation shows a difference of \$127 collected in excess of tickets sold, with no description of why the extra cash was received. At the game, car passes were sold at the gate for \$5 each and car pass income was not shown on the ticket reconciliation form. Car passes were not pre-numbered. All collections should be documented with pre-numbered tickets and reported on the ticket reconciliation report.

Principal's response.

I was not the principal at this time.

Current status. See Finding 2 for the year ended June 30, 2019.

Finding 3. Audit testing of expenses indicated the following:

- A. Nineteen (19) instances of the invoice date preceding the check requisition date. One of the purposes of the check requisition is to obtain prior approval for a purchase. Chapter 8, Section II, 2 states "Purchases from internal funds must be authorized in writing by the Principal or designee."
- F. Three (3) checks written were for past due invoices.
- G. Four (4) instances of invoices not equaling the check written and no reconciliation provided.
- H. Concession/fundraising related income and expense were not always coded to a concession/fundraising account.
- I. Ten (10) instances where back up documentation, such as invoice or check requisition, was not found.

Principal's response.

I was not the principal at this time.

Current status. See Finding 3 for the year ended June 30, 2019.

Finding 4. Chapter 8, Section II, 7, requires that the year-end payables be disclosed to the School Board. Due to the fact that the Internal Fund Accounts are reported on the cash basis of accounting, the accounts payable information is important in allowing the School Board to ascertain the true financial status of the School. At June 30, 2018 an accounts payable list was not provided from the School. Audit tests indicated that the School's accounts payable at June 30, 2018 appeared to include, but might not be limited to a yearbook balance due at June 30, 2018 in the amount of \$1,494.54 that was paid on August 15, 2018.

Principal's response.

I was not the principal at this time.

Current status. This comment does not apply to the year ended June 30, 2019.

GADSDEN ELEMENTARY MAGNET SCHOOL

Finding 2. Audit testing indicated the following:

- A. Pre-numbered receipts (receipts book) were used for the year ended June 30, 2019. However, 15 out of 31 sample items were not recorded in the receipt book. Chapter 8, Section III, 1.4a requires pre-number receipts be utilized for cash collections.
- B. Seventeen (17) instances where deposits were not made in a timely manner.

Principal's response.

We will exhaust all efforts to ensure the procedures outlined in the RedBook are followed.

Finding 3. Audit testing indicated the following:

- A. Five (5) instances where invoices were dated prior to the check requisition date. One of the purposes of the check requisition is to obtain prior approval for a purchase. Chapter 8, Section II, 2, states "Purchases from internal funds must be authorized in writing by the Principal or designee."
- B. Five (5) instance where an expense had no vendor invoice or list of who received funds with back up documentation including a check for \$1,200.00 written to an individual.
- C. One (1) canceled check had only one authorizing signature, when two are required.
- D. One (1) check written to an individual for meals at restaurant did not equal the invoice.

Principal's response.

We will review our procedures and make the necessary adjustments to ensure we are in compliance with RedBook procedures. We will also have student signatures for cash disbursements.

Finding 4. The School did not pay sales tax on goods purchased for resale. Florida allows Schools offering grades K through 12, and PTOs and PTAs for those schools to elect to pay Florida sales tax to their suppliers when purchasing certain taxable items and then sell those items without collecting sales tax. This provision includes but is not limited to:

- a. school materials.
- b. items sold for fundraising, such as candy.
- c. items sold for concessions.

Principal's response.

When making a purchase for items that will be used as a fundraiser, we will pay the applicable tax.

Prior year status.

Finding 1. The primary weakness in internal control is one for which no immediate practicable solution is available. The size of the School's staff precludes certain internal controls that would be preferred if the office staff were large enough to provide optimum segregation of duties. Separation of incompatible duties provides increased assurance that irregularities will not go undetected for long periods of time. This situation dictates that the Principal remains involved in the financial affairs of the School to provide oversight and independent review functions. In addition, the staff should be cross-trained to the extent possible in key positions. This would help ensure that daily functions are performed in the event of personnel change or illness. The Auditor recommends at least 3 authorized signers on the bank account for the reasons listed above.

Principal's response.

The size of the staff impacts the number of individuals that are assigned as signers on financial documents.

Current status. See Finding 1 for the year ended June 30, 2019.

Finding 2. Audit testing indicated the following:

- A. Pre-numbered receipts (receipts book) were used for the year ended June 30, 2018. However, not all receipts were recorded in the receipts book. Chapter 8, Section III, 1.4a requires pre-number receipts be utilized for cash collections.
- B. Six (6) instances where deposits were not made in a timely manner.
- C. Some fundraising income was coded to a school recognition trust account.
- D. Two (2) Report of Monies collected were missing (see finding 4 below).
- E. Three (3) Report of Monies collected had only one signature.
- F. One (1) instance where the Report of Monies collected did not equal the deposit.

Principal's response.

We will exhaust all efforts to ensure the procedures outlined in the RedBook are followed.

Current status. See Finding 2 for the year ended June 30, 2019.

Finding 3. Audit testing indicated the following:

- E. Six (6) instances where invoices were dated prior to the check requisition date. One of the purposes of the check requisition is to obtain prior approval for a purchase. Chapter 8, Section II, 2, states "Purchases from internal funds must be authorized in writing by the Principal or designee."

- F. Four (4) instances where invoices were not paid in a timely manner.
- G. Two (2) instance where an expense had no vendor invoice with back up documentation. In one instance a check was written to an individual for trip meal gift certificate/s with no back up documentation of who issued the certificate/s or the signature and date of who received the certificate/s.
- H. One (1) instance where the school was charged an overdraft fee for insufficient funds to cover a check written by the school.

Principal's response.

We will review our procedures and make the necessary adjustments to ensure we are in compliance with RedBook procedures.

Current status. See Finding 3 for the year ended June 30, 2019.

Finding 4. Audit testing also indicated:

- A. The school had a decrease in internal funds income in the amount of approximately 19% for the year ended June 30, 2018.
- B. In February 2018, according to School staff, the Office Manager took school files home to work on and a bank deposit to drop off. The bank was closed and the deposit and prior month documents were stolen from the home of the Office Manager, who was required to replace the stolen funds.

Principal's response.

- A. We had fewer expenses this year.
- B. The Office Manager left to make the deposit on a Friday. After a delayed parent pick-up at her kid's school she missed the closing time at the bank.

Current status. This comment was not necessary for the year ended June 30, 2019.

GADSDEN TECHNICAL INSTITUTE

Finding 2. Our audit indicated the following for the year ended June 30, 2019:

- A. Improvement was noted in that trust tuition received for different classes, which used to be recorded in a Manatee account titled Student Fees were broken out between classes except for the PELL money which is coded to an account called PELL.
- B. Improvement was noted in that GTI began using a revised Report of Monies Collected (RMC) in January 2019. However, our audit indicated that Reports of Monies Collected were not prepared for credit card receipts.
- C. Improvement was noted in that after September 30, 2017, it appears that the student fees collected were submitted to the District in a timely manner.

All student fees owed to the GCSB were forgiven through June 30, 2016. Trust student fees due to the District per Manatee general ledger at June 30, 2018 were zero (0).

However, student fees used for unauthorized expenses, transfers out or income coded to the wrong account after June 30, 2016 were not forgiven as of the audit date. They consist of the following:

Year ended June 30, 2017	tuition miss-coded	\$ 1,433.00
	unauthorized expenses	16,343.84
Year ended June 30, 2018	tuition miscoded	\$ 2,880.71
	unauthorized expenses	2,914.13
	transfers out	<u>3,532.27</u>
Due to GCSB at June 30, 2018 before coding correction		<u>\$27,103.95</u>

According to District staff the due to from prior years was forgiven. The auditor requested, but did not receive, written confirmation from the District of the debt forgiveness.

Director's response.

- A. The school will work to correct this.
- B. The school will work to correct this.
- C. No response.

Finding 3. Audit tests of expenditures indicated:

A. Five (5) instances where the invoice date preceded the check requisition approval date. The School uses two different forms of check requisitions. Audit testing included looking at both the internal and standard check requisitions and using the most advantageous approval signature date for the School and comparing it to the invoice date. One of the purposes of the check requisition is to obtain prior approval for a purchase. Chapter 8, Section II, 2. states "Purchases from internal funds must be authorized in writing by the principal (director) or designee." Section III 3.2a Responsibility, states "A signed commitment from the principal (director) or designee must be on file before any purchase is made.

Director's response.

The school will continue to work toward insuring invoices are not generated before check requisitions.

Finding 4. Audit testing for the year ended June 30, 2019, indicated the following:

A. Improvement was noted in that Manatee records cross referenced student intake forms and grants. The school kept Student Account Summaries by student. The original student intake forms kept on excel (by a different staff member than does Manatee) do not reflect amounts and dates of payments for tuition and/or tuition reimbursements and were not cross referenced to the Manatee general ledger records/tuition payments and are not readily traceable to where payments were made and recorded in Manatee. No perpetual record of student account summary information that reflects accounts receivable (amounts owed to GTI by students) was available.

B. Uncollected accounts receivable and student fee tuition records for the year ended June 30, 2018 were not brought forward to the year ended June 30, 2019.

C. There was no accounts receivable list provided by the school at June 30, 2018 or June 30, 2019.

Director's response.

The school maintains only one set of records for monies collected for tuition and fees. These records clearly show which students have fully paid and which have monies due. Moving forward, the school will provide a separate list of accounts receivables.

Finding 5. Improvement was noted during the year in that audit testing did not find account classification coding issues for the year ended June 30, 2019. Some student fees collected by GTI are remitted to the District and then remitted back to GTI to pay bills. Also, the PELL grant is collected by the District, the District gives a portion to GTI but those fees are remitted back to the District at the end of each semester. These fees are not broken out in the General Ledger and may cause revenue to be overstated. The total of revenue overstated, if any, is unknown.

Director's response.

These procedures were put in place to meet both the request of the district and the requirements of the PELL grant application. I have not seen any evidence of overstated revenue.

Finding 6. Revenue for the year ended June 30, 2019, decreased by \$77,780.50 when compared to the prior year on the cash basis.

Director's response.

Revenue is directly related to enrollment of adult students. Enrollment of adult students varies from year to year.

Finding 7. A bank account was opened after June 30, 2017. The School also began receiving the Pell Grant. This account and the Pell Grant are accounted for at the District level and are not included in the internal funds audit performed by Ashmore and Ashmore, P.A., C.P.A.s.

Director's response.

No response.

Prior year status.

Finding 1. The primary weakness in the internal control is one for which no immediate practicable solution is available. The size of the School's staff precludes certain internal controls that would be preferred if the office staff were large enough to provide optimum segregation of duties. Separation of incompatible duties provides increased assurance

irregularities will not go undetected for long periods of time. This situation dictates that the Director remains involved in the financial affairs of the School to provide oversight and independent review functions. In addition, the staff should be cross-trained to the extent possible in key positions. This would help ensure that daily functions are performed in the event of personnel change or illness.

Director's response:

No response.

Current status. See Finding 1 for the year ended June 30, 2019.

Finding 2. Our audit indicated the following for the year ended June 30, 2018:

A. Trust tuition received for different classes, were recorded in a Manatee account titled Student Fees.

B. The school's Report of Monies Collected (RMC) form was not the same form used at other schools and did not have a space for signature dates or the Manatee cross reference numbers. This meant it was not possible to tell if the deposits were made in a timely manner from the Report of Monies Collected forms. Also, our audit indicated that Reports of Monies Collected were not prepared for credit card receipts. GTI began using a revised RMC form which included dates after June 30, 2018

C. Improvement was noted in that after September 30, 2017, it appears that the student fees collected were submitted to the District in a timely manner. However, as indicated below, our audit of the Trust Fund accounts indicated the School spent trust funds for the period July 1, 2017 through September 30, 2017, from the tuition and fees due to the District. These expenditures appear not to be allowable. Chapter 8, Section III, 2.4(b) states, in part that "Trust funds shall be expended only for the purpose for which collected...". The purpose of these Trust Fund accounts was to account for the tuition and fees collected for the District. The School would have needed the District's approval to expend any of the Trust Funds collected for Tuition and Fees and due to the District. All student fees owed to the GCSB were forgiven through June 30, 2016. Trust student fees due to the District per Manatee general ledger at June 30, 2018 were zero (0). However, student fees used for unauthorized expenses, transfers out or income coded to the wrong account after June 30, 2016 were not forgiven as of the audit date. They consist of the following:

Year ended June 30, 2017	tuition miss-coded	\$ 1,433.00
	unauthorized expenses	16,343.84
Year ended June 30, 2018	tuition miscoded	\$ 2,880.71
	unauthorized expenses	2,914.13
	transfers out	<u>3,532.27</u>
Due to GCSB at June 30, 2018 before coding correction		<u>\$27,103.95</u>

This amount does not include the amount due from coding errors, if any, described in D. below.

D. There were several deposits which were for large amounts when compared to the other fees recorded to non-trust accounts. Because student account summaries were not traceable to Manatee with information provided at this date, the auditor could not trace these amounts to student account summaries to determine if coding was proper. These revenues involved student fees, and totaled \$8,660.63.

Director's response. These were fees that were given to PN as was done in the past. We were not receiving Pell at this time.

Current status. See Finding 2 for the year ended June 30, 2019.

Finding 3. Audit tests of expenditures indicated:

A. Eight (8) instances where the invoice date preceded the check requisition approval date. The School uses two different forms of check requisitions. Audit testing included looking at both the internal and standard check requisitions and using the most advantageous approval signature date for the School and comparing it to the invoice date. One of the purposes of the check requisition is to obtain prior approval for a purchase. Chapter 8, Section II, 2. states "Purchases from internal funds must be authorized in writing by the principal (director) or designee." Section III 3.2a Responsibility, states "A signed commitment from the principal (director) or designee must be on file before any purchase is made.

Director's response.

Check requisitions are written before expenses are made. The majority of check requisitions are given in July of the current year for all shops.

Current status. See Finding 3 for the year ended June 30, 2019.

Finding 4. Audit tests indicated that the School's cash balance has been steadily declining for the past four years as indicated below:

At June 30, 2015	\$ 61,000.11
At June 30, 2016	\$ 44,537.30
At June 30, 2017	\$ 39,131.80
At June 30, 2018	\$ 27,975.40
At Sept. 30, 2018	\$ 19,535.45

Director's response.

Adult student enrollment decreased.

Current status. This comment does not apply to the year ended June 30, 2019.

Finding 5. It appears that for the year ended June 30, 2018 perpetual accounts receivable records were not kept and/or were not available for audit.

A. The school kept Student Account Summaries by student, but amounts due for tuition and/or tuition reimbursements were not cross referenced to the Manatee general ledger records and could not be traced into them. Manatee is kept on the cash basis and no perpetual record of student account summary information that reflects accounts receivable (amounts owed to GTI by students) was available. We requested but were not provided with documentation cross referencing the Student Account Summaries (monies collected) with the Manatee Ledgers (monies recorded).

B. QuickBooks and Excel accounts receivable and student fee tuition records for the year ended June 30, 2017 were not brought forward to the year ended June 30, 2018.

C. According to information provided by the School, there were no accounts receivables at June 30, 2018. However, our subsequent review indicated there were at least \$6,123.40 in accounts receivable. The auditor requested but was not provided confirmation of grants passed through to GTI from the District.

Director's response.

A. The student account ledgers will be cross referenced with a Manatee number in the future.

B. The student account ledgers will be cross referenced with a Manatee number in the future.

C. All accounts were paid out June 30, 2018.

Current status. See Finding 4 for the year ended June 30, 2019.

Finding 6. Although improvement was noted during the year, audit tests indicated that account classification coding issues were again noted for the year ended June 30, 2018. The account classification coding issues noted in our prior audit that affected the current year, were not corrected in the financial statement for the year ended June 30, 2018. These errors are described below:

On July 6, 2017, the GCSB returned \$17,571.71 to GTI to cover current bill payments. This money was deposited into GTI's Office Account as Tuition Income. GTI wrote checks out of the Office Account for the expense instead of coding the expenses to the proper expense categories such as advertising or contract labor. Funds returned to the School from the District should be credited to a separate account to avoid overstating tuition revenue or other income. Also, the expenses should be recorded in the proper expense account, such as advertising or contract labor. Of the \$17,571.71, GTI expended \$8,450.00 of the funds to pay bills. GTI returned \$9,121.71 to the District representing the funds not expended. However, GTI charged \$6,241.00 to non-trust account No. A0011.00, Office Account and \$2,880.71 to trust account No.C0104.00, Student Fees. Recording the \$2,880.71 to Student Fees effectively and improperly reduces the amount of funds due to the District.

-17-

Some student fees collected by GTI are remitted to the District and then returned back to GTI to pay bills. These fees are not broken out in the General Ledger and may cause revenue to be overstated. The total of revenue recorded twice is unknown at this date.

Director's response.

GTI will do better next year. Coded incorrectly. Working on a chart of accounts to correct the process for the 2018-2019 year and subsequent years.

Current status. See Finding 5 for the year ended June 30, 2019.

Finding 7. Chapter 8, Section III, 1.3b indicates the principal (director) is responsible for all financial transactions and proper check signatures. Chapter 8, Section III 1.3a, indicates, "All checks must be signed with two signatures....." For the year ended June 30, 2018, seven (7) checks cleared the bank without 2 authorizing signatures. Only the office manager signed the checks.

Director's response.

The 8 checks identified were oversights. GTI will ensure all checks have 2 signatures.

Current status. This Finding does not apply to the year ended June 30, 2019.

Finding 8. A bank account was opened after June 30, 2017. The School also began receiving the Pell Grant. This account and the Pell Grant are accounted for at the District level and are not included in the internal funds audit performed by Ashmore and Ashmore, P.A., C.P.A.s and are not included in subsequent review.

Director response.

No response.

Current status. See Finding 7 for the year ended June 30, 2019.

GEORGE W. MUNROE ELEMENTARY SCHOOL

Finding 2. Audit tests of revenue indicated:

- A. Three (3) Report of Monies Collected had only one signature.
- B. Two (2) instances where ticket sales were not accompanied by a ticket reconciliation form as required by Section III, 1.4a.

Principal's response.

- A. We will correct to ensure that all signatures are on each monies collected form.
- B. We will correct this procedure.

Finding 3. Audit tests of expenses indicated:

- A. Nineteen (19) instances of the invoice date preceding the check requisition date. One of the purposes of the check requisition is to obtain prior approval for a purchase. Chapter 8, Section II, 2. states "Purchases from internal funds must be authorized in writing by the principal or designee."
- B. Seven (7) instances where expenses for staff/teachers were not taken from a staff/teacher account.

Principal's response.

- A. We will ensure that the proper steps are completed before the issuance of checks.
- B. We will correct.

Finding 4. The School did not pay sales tax on goods purchased for resale. Florida allows Schools offering grades K through 12, and PTOs and PTAs for those schools to elect to pay Florida sales tax to their suppliers when purchasing certain taxable items and then sell those items without collecting sales tax. This provision includes but is not limited to:

- a. school materials.
- b. items sold for fundraising, such as candy.
- c. items sold for concessions.

Principal's response.

We will correct this procedure.

Prior year status.

Finding 1. The primary weakness in internal control is one for which no immediate practical solution is available. The size of the School's staff precludes certain internal controls that would be preferred if the office staff were large enough to provide optimum segregation of duties. Separation of incompatible duties provides increased assurance that errors or irregularities will not go undetected for long periods of time. This situation dictates that the Principal remain involved in the financial affairs of the organization to provide oversight and independent review functions and should sign and date the monthly bank reconciliations and bank statements to document timely review. In addition, the staff should be cross-trained to the extent possible in key positions. This would help to ensure that daily functions are performed in the event of personnel change or illness.

Principal's response.

We have to designate another staff member to be trained just in case that person is needed. I will get with my Director to discuss this matter further.

Current year status. See Finding 1 for the year ended June 30, 2019.

Finding 2. Audit tests of revenue indicated:

- A. Nine (9) instances where a RMC did not foot properly and five (5) instances where the RMCs were not signed by two people. RMCs should have the signature of the individual presenting the funds collected and the individual receiving them.
- B. Pre-numbered receipt book supplied by the District was not used to document all receipts. Chapter 8, Section II.3 requires that District approved pre-numbered receipt forms be used as the means of recording cash received, and the basis for entries to the accounting records. The new office manager/bookkeeper began keeping a receipts book subsequent to June 30, 2018. Receipt numbers should be cross referenced to Manatee in the space provided on the Report of Monies Collected.
- C. Four (4) instances where a deposit was not made within 5 days as required by RedBook.

Principal's response.

We had a transition going on during the summer of 2018. The new bookkeeper will make timely deposits.

Current year status. See Finding 2 for the year ended June 30, 2019.

Finding 3. Audit tests of expenses indicated:

- C. Nine (9) instances of the invoice date preceding the check requisition date. One of the purposes of the check requisition is to obtain prior approval for a purchase. Chapter 8, Section II, 2. states "Purchases from internal funds must be authorized in writing by the principal or designee."
- D. Two (2) instances where expenses for staff/teachers were not taken from a staff/teacher account.

Principal's response.

No response received.

Current year status. See Finding 3 for the year ended June 30, 2019.

Finding 4. There was a decrease in total revenue earned from the year ended June 30, 2017 to the year ended June 30, 2018 in the amount of \$25,445.92. The Principal started at the school on July 1, 2017.

Principal's response.

Principal decreased fundraising to focus on academics and school grade. School grade went from F to A, however, the amount of money generated was a lot lower from last year.

Current year status. Revenue for the year ended June 30, 2019 increased.

GREENSBORO ELEMENTARY SCHOOL

Finding 2. In general, audit tests indicated that monies collected appeared to be properly recorded and deposited.

Principal's response.
No response required.

Finding 3. In general, audit tests indicated that expenditures appeared to be appropriate and properly recorded. However, the following was noted:

- A. Two (2) instances where invoices did not equal the check written.
- B. Eight (8) instances where the invoice date preceded the check requisition date. One of the purposes of the check requisition is to obtain prior approval for a purchase. Chapter 8, Section II, 2. states "Purchases from internal funds must be authorized in writing by the Principal or designee." Accordingly, we recommend that all purchases be authorized by a check requisition prior to the purchase being made.

Principal's Response.

We will stress to teachers to make sure we don't pay sales tax to keep checks and receipts the same. We will make an effort to make sure check requisitions are filled out before checks are written.

Finding 4. The Auditor recommends that the School use a teacher or staff account for staff and teacher expenses and that the School utilize separate accounts when accounting for revenue and expenses associated with snack and T-shirt sales, fundraisers, field trips and staff appreciation. Chapter 8, Section III, 2.5(b), states "Separate accounts shall be maintained for activities such as the school store and other activities when it is good business practice to separately monitor the financial status of the activity".

Principal's Response.

We will make an effort to better keep separate accounts for each activity and group.

Finding 5. The School has a membership with a \$4,800.00 credit limit at Sam's and paid interest on that account during the year ended June 30, 2019. Interest does not appear to be an allowable expense.

Principal's response.

We will make sure creditors are paid in a timely manner.

Finding 6. The School did not pay sales tax on goods purchased for resale. Florida allows Schools offering grades K through 12, and PTOs and PTAs for those schools to elect to pay Florida sales tax to their suppliers when purchasing certain taxable items and then sell those items without collecting sales tax. This provision includes but is not

limited to:

- a. school materials.
- b. items sold for fundraising, such as candy.
- c. items sold for concessions.

Principal's response.

We will pay tax to vendors when items are purchased for resale.

Prior year status.

Finding 1. The primary weakness in internal control is one for which no immediate practical solution is available. The size of the school's staff precludes certain internal controls that would be preferred if the office staff were large enough to provide optimum segregation of duties. Separation of incompatible duties provides increased assurance that errors or irregularities will not go undetected for long periods of time. This situation dictates that the Principal remain involved in the financial affairs of the organization to provide oversight and independent review functions. In addition, the staff should be cross-trained to the extent possible in key positions. This would help to ensure that daily functions are performed in the event of personnel change or illness.

Principal's Response:

We will make efforts to cross train staff to ensure jobs are accomplished effectively.

Current year status.

See Finding 1 for the year ended June 30, 2019.

Finding 2. In general, audit tests indicated that monies collected appeared to be properly recorded and deposited.

Principal's response. No response required.

Current year status. See Finding 2 for the year ended June 30, 2019.

Finding 3. In general, audit tests indicated that expenditures appeared to be appropriate and properly recorded. However, the following was noted:

- A. The school did not have recipients sign and date for incentive related gifts.
- B. Twenty six (26) instances where the invoice date preceded the check requisition date. One of the purposes of the check requisition is to obtain prior approval for a purchase. Chapter 8, Section II, 2. states "Purchases from internal funds must be authorized in writing by the Principal or designee." Accordingly, we recommend that all purchases be authorized by a check requisition prior to the purchase being made.

Principal's Response.

- A. We will make a concentrated effort to keep receipts of incentives and gifts.
- B. We will try to make sure requisitions proceed checks with authorized signatures.

Current year status.

See Finding 3 for the year ended June 30, 2019.

Finding 4. The Auditor recommends that the School use a teacher or staff account for staff and teacher expenses and that the School utilize separate accounts when accounting for revenue and expenses associated with snack sales and staff appreciation. Chapter 8, Section III, 2.5(b), states "Separate accounts shall be maintained for activities such as the school store and other activities when it is good business practice to separately monitor the financial status of the activity".

Principal's Response.

We will make every effort to use separate accounts for different events.

Current year status. See Finding 4 for the year ended June 30, 2019.

HAVANA MAGNET SCHOOL

Finding 2. Audit testing of receipts indicated:

- A. Back up documentation in the form of Report of Monies (RMC) Collected were generally not properly completed.
- B. One (1) instances of the deposit date preceding the RMC date.
- C. Two (2) instances of deposit made after 5 days.
- D. Thirteen (13) instances of RMCs with no signature.
- E. Nineteen (19) instances of RMCs with one signature.
- F. Six (6) times no RMC was found in the files.
- G. Concession reconciliation forms were not always completed.
- H. One (1) instance where the RMCs did not foot to the deposit total.
- I. The School did not use pre-numbered receipt forms provided by the District as required by Chapter 8, Section II-3. as required.
- J. Athletic/concession change funds were not traceable through the general ledger.
- K. At the football game on September 26, 2019 only one school employee tended the ticket sale table and cash box when two are recommended at all times.

Principal's response.

As incoming principal, I will make sure that the findings for A, B, C, D, E, F, G, H, I and J are properly documented. For finding K, I will ensure that two or more school employees tend the ticket sale table/booth and cash box at all time.

Finding 3. Audit testing noted the following exceptions:

- A. Ten (10) instances of the invoice date preceding the check requisition date. One of the purposes of the check requisition is to obtain prior approval for a purchase. Chapter 8, Section II, 2. states "Purchases from internal funds must be authorized in writing by the Principal or designee."

- B. Nine (9) out of twenty nine (29) sample items where an invoice or other supporting documentation was not found with back up documentation.
- C. Expenses for fundraisers and staff appreciation were taken out of the general accounts instead of fundraiser accounts or staff accounts.
- D. Several instances of checks being written to individuals as reimbursements instead of to the vendor to which the invoice was made out.
- E. \$2,349.00 in T-Shirt sales was miscoded to school recognition.
- F. The general account was over used and included concessions, fund raising and other income and expenses.

Principal's response.

As incoming principal, I will ensure that all check requisitions dates precede all invoices by making sure all purchases from internal funds are authorized in writing by me or a designee prior to all purchases; all invoices or supporting documentation have supporting documentation; all funds will be taken out of the proper accounts and coded properly; all reimbursements are made out to the appropriate vendor according to the invoice; and, the general account will not be over used with too many other funding sources.

Finding 4. During audit subsequent review it was noted that Manatee general ledger, Principal's Reports and bank reconciliations were not done for the months after June 30, 2019 through September 2019. Subsequent bank statements were reviewed.

Principal's response.

As principal, I will ensure all records including bank statements and Manatee, will be submitted in a timely manner.

Finding 6. The School did not pay sales tax on goods purchased for resale. Florida allows Schools offering grades K through 12, and PTOs and PTAs for those schools to elect to pay Florida sales tax to their suppliers when purchasing certain taxable items and then sell those items without collecting sales tax. This provision includes but is not limited to:

- a. school materials.
- b. items sold for fundraising, such as candy.
- c. items sold for concessions.

Principal's response.

As principal, I am trying to work with the office manager to determine how to break down the sales tax for purchases on goods for resale versus goods for use.

Prior year status.

Finding 1. The primary weakness in internal control is one for which no immediate practical solution is available. The size of the school's staff precludes certain internal controls that would be preferred if the office staff were large enough to provide optimum segregation of duties. Separation of incompatible duties provides increased assurance

that errors or irregularities will not go undetected for long periods of time. This situation dictates that the Principal remain involved in the financial affairs of the organization to provide oversight and independent review functions. In addition, the staff should be cross-trained to the extent possible in key positions. This would help to ensure that daily functions are performed in the event of personnel change or illness.

Principal's response.

Every effort will be made to cross-train staff.

Current status. See Finding 1 for the year ended June 30, 2019.

Finding 2. Audit testing of receipts indicated six (6) instances of the deposit date preceding the Report of Monies collected date.

Principal's response.

The principal will ensure proper procedures are adhered to regarding this matter.

Current status. See Finding 2 for the year ended June 30, 2019.

Finding 3. In general, audit tests indicated expenditures appeared to be reasonable and adequately documented. However, audit testing noted:

- A. Eight (8) instances of the invoice date preceding the check requisition date. One of the purposes of the check requisition is to obtain prior approval for a purchase. Chapter 8, Section II, 2. states "Purchases from internal funds must be authorized in writing by the Principal or designee."
- B. Three (3) instances where an invoice was not found with back up documentation.
- C. Expenses for fundraisers and staff appreciation were taken out of the general accounts instead of fundraiser accounts or staff accounts.

Principal's response.

The principal will ensure proper procedures are adhered to regarding this matter.

Current status. See Finding 3 for the year ended June 30, 2019.

Findings 4. Although the cash balance was \$35,599.45 at June 30, 2018, the cash balance decreased by \$10,549.58 and revenue decreased by \$32,426.29 from the prior fiscal year.

Principal's response. HMS decreased the amount of fundraising during the 2017-2018 school year.

Current status. Revenue increased for the year ended June 30, 2019.

JAMES A SHANKS MIDDLE SCHOOL

Finding 2. Audit testing of revenue indicated:

- A. The School did not use pre-numbered receipt forms provided by the District as required by Chapter 8, Section II-3.
- B. The Report of Monies Collected (RMC) forms were not properly completed and did not provide information and cross reference numbers in the spaces provided. This resulted in RMCs not being cross reference in Manatee and timeliness of deposits was not determinable.
- C. Ten (10) RMCs had only one or no signatures where 2 are required.
- D. Two (2) instances where the ticket reconciliation did not equal the RMC.
- E. One (1) instances where no RMC was found.
- F. Concession reconciliation forms were not provided with deposit documentation.
- G. Change funds were not traceable to/through the general ledger.

Principal's response.

The 2018-2019 audit findings were shared with the new Office Manager and a protocol has been established to prevent these errors and irregularities.

Finding 3. Audit tests of expenses indicated:

- A. Twelve (12) instances of the invoice date preceding the check requisition date. One of the purposes of the check requisition is to obtain prior written approval for a purchase. Chapter 8, Section II, 2. states "Purchases from internal funds must be authorized in writing by the principal or designee."
- B. Three (3) instances where checks written lacked proper back up documentation.
- C. One (1) instances where an invoice was paid past due.

Principal's response.

The 2018-2019 audit findings were shared with the new Office Manager and a protocol has been established to prevent these errors and irregularities.

Finding 4. During the year ended June 30, 2017 the school raised money in trust for a charitable purpose. A check written for \$500 on April 26, 2017 to that charity was still outstanding at June 30, 2018. The check was voided after June 30, 2018 and coded back to the charity account. The auditor recommends the school pay the entire balance in the account to the charity as soon as possible and follow up any outstanding checks in a timely manner. At June 30, 2019 there was still a balance of \$573.01 in the trust account.

Principal's response.

The 2018-2019 audit findings were shared with the new Office Manager and a protocol has been established to prevent these errors and irregularities. A check will be written to the charity to include the \$573.01 prior to the end of the current fiscal year.

Finding 5. Manatee records and bank reconciliations were not being prepared on a timely basis during the year ended June 30, 2019. Examples are September 2018 prepared on

December 6, 2018, March 2019 prepared on May 25, 2019 and April 2019 prepared on June 11, 2019. Chapter 8, Section II-8 states bank statements shall be reconciled as soon as available.

Principal's response.

The 2018-2019 audit findings were shared with the new Office Manager and a protocol has been established to prevent these errors and irregularities.

Finding 6. The School did not pay sales tax on goods purchased for resale. Florida allows Schools offering grades K through 12, and PTOs and PTAs for those schools to elect to pay Florida sales tax to their suppliers when purchasing certain taxable items and then sell those items without collecting sales tax. This provision includes but is not limited to:

- a. school materials.
- b. items sold for fundraising, such as candy.
- c. items sold for concessions.

Principal's response.

The 2018-2019 audit findings were shared with the new Office Manager and a protocol has been established to prevent these errors and irregularities.

Prior year status.

Finding 1. The primary weakness in internal control is one for which no immediate practical solution is available. The size of the School's staff precludes certain internal controls that would be preferred if the office staff were large enough to provide optimum segregation of duties. Separation of incompatible duties provides increased assurance that errors or irregularities will not go undetected for long periods of time. This situation dictates that the Principal remain involved in the financial affairs of the Organization to provide oversight and independent review functions. In addition, the staff should be cross-trained to the extent possible in key positions. This would help to ensure that daily functions are performed in the event of personnel change or illness. The Auditor also recommends that the Principal review, sign and date the bank reconciliation and bank statement every month.

Principal's response.

I agree that the primary weakness in internal control is one for which no immediate practical solution is available.

Current status. See Finding 1 for the year ended June 30, 2019.

Finding 2. Audit testing of revenue indicated:

A. The School did not use pre-numbered receipt forms provided by the District as required by Chapter 8, Section II-3.

- B. The Report of Monies Collected (RMC) form was not the standard form used by the other Schools and did not provide space for a Receipt and Manatee cross reference number. This resulted in RMCs not being cross reference in Manatee.
- C. The RMC form used did not include a space for the signature dates, which would help indicate that the RMC was prepared in a timely manner. This meant it could not be determined whether deposits were timely and made within five days as required by Chapter 8, Section III, 1.4c.
- D. Eight (8) RMCs had only one or no signatures where 2 are required.
- E. Two (2) instances where no ticket reconciliation was found with ticket sales receipts/deposit.
- F. Two (2) deposits did not equal the RMC and the difference was not reconciled.
- G. Four (4) instances where no RMC was found.

Principal's response.

I did not serve as JASMS principal for the 2017-2018 school year. Moving forward, our Office Manager will work to resolve the conflicts with our Report of Monies Collected (RMC).

Current status. See Finding 2 for the year ended June 30, 2019.

Finding 3. Audit tests indicated:

- A. Eighteen (18) instances of the invoice date preceding the check requisition date. One of the purposes of the check requisition is to obtain prior written approval for a purchase. Chapter 8, Section II, 2. states "Purchases from internal funds must be authorized in writing by the principal or designee."
- B. Two (2) instances where checks written lacked proper back up documentation.
- C. Four (4) instances where the invoices did not equal the check written.
- D. Staff incentives, including \$600 to an individual for staff gift cards were taken out of a general account instead of a staff account and documentation of individuals receiving gift cards was not always available.
- E. Four (4) instances where sales tax was paid when the school is exempt.
- F. Two (2) instances where invoices were paid past due.

Principal's response.

I did not serve as JASMS principal for the 2017-2018 school year. Moving forward, our Office Manager will work to resolve the conflicts.

Current status. See Finding 3 for the year ended June 30, 2019.

Finding 4. Chapter 8, Section II, 7, requires that the year-end payables be disclosed to the School Board. Audit tests indicated that the School did not maintain a list. Due to the fact that the Internal Fund Accounts are reported on the cash basis of accounting, the accounts payable information is important in allowing the School Board to ascertain the true financial status of the School.

Principal's response.

I did not serve as JASMS principal for the 2017-2018 school year. Moving forward, our Office Manager will work to resolve the conflicts.

Current status. No material accounts payable were found in subsequent review for the year ended June 30, 2019.

Finding 5. During the year ended June 30, 2017 the school raised money in trust for a charitable purpose. A check written for \$500 on April 26, 2017 to that charity was still outstanding at June 30, 2018. The check was voided after June 30, 2018 and coded back to the charity account. The auditor recommends the school pay the entire balance in the account to the charity as soon as possible and follow up any outstanding checks in a timely manner.

Principal's response.

I did not serve as JASMS principal for the 2017-2018 school year. Moving forward, our Office Manager will work to resolve the conflicts.

Current status. See Finding 4 for the year ended June 30, 2019. At June 30, 2019 there was still a balance of \$573.01 in the trust account.

Finding 6. Manatee records and bank reconciliations were not being prepared on a timely basis during the year ended June 30, 2018. Examples are September 2017 prepared on December 19, 2017, January 2018 prepared on June 14, 2018 and February 2018 prepared on June 18, 2018. Chapter 8, Section II-8 states bank statements shall be reconciled as soon as received.

Principal's response.

I did not serve as JASMS principal for the 2017-2018 school year. Moving forward, our Office Manager will work to resolve the conflicts.

Current status. See Finding 5 for the year ended June 30, 2019

Finding 7. There was a decrease in revenue for the year ended June 30, 2018 in the amount of \$33,021.52 when compared to the year ended June 30, 2017.

Principal's response.

I did not serve as JASMS principal for the 2017-2018 school year. Moving forward, our Office Manager will work to resolve the conflicts.

Current status. This Finding did not apply to the year ended June 30, 2019.

Finding 8. Chapter 8, Section I-7 states funds collected shall be expended to benefit those students in school.....Those internal account funds designated for general purposes

shall be used to benefit the student body. Coding issues for the year ended June 30, 2018 included but were not limited to School wide fundraisers in excess of \$9,000.00 being coded to a staff incentives account instead of student accounts. Also, fund raising was coded to general which was used to pay staff incentives.

Principal's response.

I did not serve as JASMS principal for the 2017-2018 school year. Moving forward, our Office Manager will work to resolve the conflicts.

Current status. This Finding did not apply to the year ended June 30, 2019.

STEWART STREET ELEMENTARY

Finding 2. Our audit revenue tests noted the following exceptions:

- A. Four (4) instances were noted where the money collected was not deposited within five working days as required by Chapter 8, Section III, 1.4c. Several months had only one deposit for the entire month.
- B. Pre-numbered receipt forms (receipt book) were not used by the School to record receipts as required by Chapter 8, Section II.3.
- C. Twelve (12) instances where the Manatee number was not cross referenced on the RMC.
- D. Two (2) instances where no RMC was found with back up documentation for a deposit.
- E. Two (2) instances where the RMC had only one signature.
- F. For one month tested (8/2018) RMCs totaled \$4,703.00 and deposits equaled \$5,213.06, an unreconciled difference of \$510.06.

Principal's response.

The Principal will remain involved in the financial affairs of the school. Additionally, training for all office staff has and will continue for the assurance of daily functions.

Finding 3. Our audit expense tests indicated the following exceptions:

- A. Sixteen (16) instances of no check requisition and six (6) instances of the invoice date preceding the check requisition date.
One of the purposes of the check requisition is to obtain prior approval for a purchase. Chapter 8, Section II, 2. states "Purchases from internal funds must be authorized in writing by the principal or designee."
- B. Two (2) instances where no invoice was found with back up documentation for an expense.
- C. Two (2) canceled checks were not provided with the July 31, 2019 bank statement when all canceled checks should be kept on file.
- D. One (1) check had only one authorizing signature when two are required.
- E. One (1) instance where an invoice was not paid in a timely manner.
- F. Five (5) instances where there was no approval signature on a check requisition.

Principal's response.

These findings could be accredited to the newly hired bookkeeper's lack of training. Proper training has been provided and evidence of it is noted in her improvement. On-going training will be provided.

Finding 4. Audit testing also indicated:

A. Account coding issues included over use of the general account and T-shirts, snack sales and fundraisers charged to the general account.

Principal's response.

Separate accounts for specific fund-raising events will be credited for each event.

Finding 5. The School did not pay sales tax on goods purchased for resale. Florida allows Schools offering grades K through 12, and PTOs and PTAs for those schools to elect to pay Florida sales tax to their suppliers when purchasing certain taxable items and then sell those items without collecting sales tax. This provision includes but is not limited to:

- a. school materials.
- b. items sold for fundraising, such as candy.
- c. items sold for concessions.

Principal's response.

All items purchased tax-free were used for school materials, fundraising and/or items sold for concession.

Finding 6. Audit testing noted the following:

- A. At interim review the School's bank reconciliation for March 31, 2019, which was signed and reviewed, had an unreconciled difference from bank to books in the amount of (\$29,722.07). When the end of the year financial records were reviewed, the uncorrected documents were not with the records provided. All documents/print outs should be preserved and maintained in the file.
- B. Corrected documents provided for auditing and bank reconciliations, from October 2018 through June 30, 2019, appeared to be reconciled to the bank and outstanding checks and deposits in transit were not accounted for in the month of the transaction.
- C. Bank reconciliations for the year ended June 30, 2019 were not done on a timely basis.
- D. Revenue items re-entered to correct bookkeeping errors did not always have the same RMC numbers and were not always traceable to the old records.

Principal's response.

Proper training has been provided to the newly hired bookkeeper. Therefore, improvement will be made in these area findings.

Prior year status.

Finding 1. The primary weakness in internal control is one for which no immediate practical solution is available. The size of the School's staff precludes certain internal controls that would be preferred if the office staff were large enough to provide optimum segregation of duties. Separation of incompatible duties provides increased assurance that errors or irregularities will not go undetected for long periods of time. This situation dictates that the Principal remain involved in the financial affairs of the organization to provide oversight and independent review functions. In addition, the staff should be cross-trained to the extent possible in key positions. This would help to ensure that daily functions are performed in the event of personnel change or illness.

Principal's response.

An additional staff member has been given the responsibility to help count and deposit money. No one individual person will be held responsible for this task.

Current status. See Finding 1 for the year ended June 30, 2019.

Finding 2. In general, monies collected appeared to be properly recorded and documented. However our audit noted the following exceptions:

- A. Twenty one (21) instances were noted where the money collected was not deposited within five (5) working days as required by Chapter 8, Section III, 1.4c.
- B. Pre-numbered receipt forms (receipt book) were not used by the School to record receipts as required by Chapter 8, Section II.3.

Principal's response.

A weekly scheduled date has been assigned as depositing date for all funds collected within that particular week.

Current status. See Finding 2 for the year ended June 30, 2019.

Finding 3. In general, expenses appeared to be properly recorded and documented. However, audit expense tests indicated the following exceptions:

- A. Sixteen (16) instances of the invoice date preceding the check requisition date. One of the purposes of the check requisition is to obtain prior approval for a purchase. Chapter 8, Section II, 2. states "Purchases from internal funds must be authorized in writing by the principal or designee."
- B. Disbursements for incentives, T-shirts or meals did not always have a list of the recipients attached.

Principal's response.

Will monitor more closely to ensure invoices do not precede the check requisition dates. Also, will require all recipients to sign for incentives as means of documentation.

Current status. See Finding 3 for the year ended June 30, 2019.

Finding 4. Audit testing also indicated:

- A. Cash balance per the general ledger was negative from May 23, 2018 to June 5, 2018 and ranged between negative 151.44 and negative 1448.31. Cash was a positive \$262.68 at June 30, 2018, per the ledger. A \$35 insufficient fund fee was charged by the bank.
- B. The third grade account had a negative balance of \$1,324.61 at June 30, 2018.
- C. Account coding issues included over use of the general account and cheerleader T-shirts charged to the general account, fundraiser expenses charged to non-fundraiser accounts and non-class expenses taken from class accounts.
- D. A check written on September 22, 2017 to a non-profit organization was still outstanding at June 30, 2018. The auditor recommends the School review all outstanding checks periodically to determine if they need to be voided and re-written.

Principal's response.

To prevent this finding, no checks will be written to cover expenses before all funds are deposited by the individuals. As mentioned, a weekly scheduled depositing date has been established, thus allowing the office manager and principal to monitor individual accounts more closely. By doing so, no accounts should be over drafted.

Current status. See Finding 4 for the year ended June 30, 2019. Cash balance remained positive for the year then ended.

WEST GADSDEN MIDDLE SCHOOL

Finding 2. Audit testing of receipts indicated:

- A. Two (2) instances where only one signature was on the RMC.
- B. Three (3) instances in which there was no price per ticket on the ticket sale reconciliation and three instances in which concession reconciliations were not provided.
- C. Athletic/concession change funds were not traceable through the general ledger.

Principal's response.

As the principal I will continue to meet with the bookkeeper to put measures in place to make sure this does not occur again in the areas of signatures on the RMC, price per ticket on the reconciliation form and change funds for concession. WGMS had a change second semester in the office manager/bookkeeper program.

Finding 3. Audit tests of disbursements indicated:

- A. Eighteen (18) instances of the invoice date preceding check requisition date. One of the purposes of the check requisition is to obtain prior approval for a purchase. Chapter 8, Section II, 2. states "Purchases from internal funds must be authorized in writing by the principal or designee."
- B. One (1) instance where an invoice for payment did not foot properly.

- C. Three (3) instances where checks were written to an individual instead of the vendors from which the invoices originated.
- D. There were three (3) canceled checks with only one authorizing signature when two are required.
- E. One (1) instance where an invoice was past due.

Principal's response.

As the principal I will continue to work with staff to ensure that Chapter 8, Section II is properly followed. I will also periodically review the records to ensure WGMS minimizes the findings in number 3.

Finding 4. The School did not pay sales tax on goods purchased for resale. Florida allows Schools offering grades K through 12, and PTOs and PTAs for those schools to elect to pay Florida sales tax to their suppliers when purchasing certain taxable items and then sell those items without collecting sales tax.

Principal's response.

As the principal I will continue to work with staff to ensure we purchase items and pay sales tax upfront.

Prior year status.

Finding 1. The primary weakness in internal control is one for which no immediate practical solution is available. The size of the school's staff precludes certain internal controls that would be preferred if the office staff were large enough to provide optimum segregation of duties. Separation of incompatible duties provides increased assurance that errors or irregularities will not go undetected for long periods of time. This situation dictates that the Principal remain involved in the financial affairs of the organization to provide oversight and independent review functions. In addition, the staff should be cross-trained to the extent possible in key positions. This would help to ensure that daily functions are performed in the event of personnel change or illness.

Principal's response:

I agree, I will work with staff to get cross trained to provide assistance.

Current status. See Finding 1 for the year ended June 30, 2019.

Finding 2. Audit testing of receipts indicated:

- A. Three (3) instances where monies received were not deposited within 5 working days as required by Chapter 8, Section III, 1.4c.
- B. Three (3) instances where only one signature was on the RMC, three (3) instances where the RMC did not have a date in the blank provided and one (1) instance where the RMC did not foot properly.
- C. Two (2) instance in which there was no ticket sale reconciliation, one (1) ticket reconciliation with only one signature and seven (7) with no price per ticket provided.

Principal's response.

As the principal of WGHS it is my job to work with staff to ensure the findings in #2 A, B and C are corrected and minimized. I will work with staff to deposit money in a timely manner. My plan of action for the report of money collected forms is to ensure that they are dated, have two signatures and the amounts are correct. Item C has been addressed by obtaining the necessary form that captures ticket reconciliations and price per ticket.

Current status. See Finding 2 for the year ended June 30, 2019.

Finding 3. Audit tests of disbursements indicated:

A. Seventeen (17) instances of the invoice date preceding check requisition date. One of the purposes of the check requisition is to obtain prior approval for a purchase.

Chapter 8, Section II, 2. states "Purchases from internal funds must be authorized in writing by the principal or designee."

B. One (1) instance of late payment on an invoice.

C. Three (3) instances where a list of people receiving items was not found or for which no signature and date was received from individuals receiving incentive gifts and T-shirts.

D. Two (2) instances where sales tax was paid.

E. Two (2) instances where checks for travel expenses were written to an individual and only an individual's signature was received instead of invoices for the actual expenses made.

Principal's response.

As the principal of WGMS I will work with staff to ensure the findings in #3 are corrected and minimized. I will work with the Bookkeeper and staff to make sure that Chapter 8, Section II is properly followed. As a measure to eliminate the findings in #3 I will conduct a monthly school base audit to lessen mistakes.

Current status. See Findings 3 and 4 for the year ended June 30, 2019.

Finding 4. West Gadsden High School was renamed West Gadsden Middle School, as of June 30, 2017 and received \$7,647.44 from the closing of Gretna Elementary School in September 2017.

Reorganization money received in the amount of \$7,647.44 was coded to the general account on September 28, 2017.

Principal's response.

West Gadsden Middle School did receive reorganization money in the amount of \$7,647.44 and was coded into the general account at WGMS on September 8, 2017. Due to the reorganization of schools WGMS received these funds from Gretna Elementary School and Greensboro Elementary School.

Current status. This Finding does not apply to the year ended June 30, 2019.

Ashmore & Ashmore, P.A., CPAs
Ashmore & Ashmore, P.A.
Certified Public Accountants
November 30, 2019

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8a

DATE OF SCHOOL BOARD MEETING: January 28, 2020

TITLE OF AGENDA ITEM: Extension of Erate Contracts

DIVISION: Administration

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

PURPOSE AND SUMMARY OF ITEM:

The five (5) year Erate funding cycle was extended a year by USAC. This allows Schools and Libraries' to extend contracts that were set to expire this year for one (1) more year. Next year a formal bid will be required to renew all Erate contracts for the next 5 year cycle. Attached are 3 renewable contracts.

FUND SOURCE: USAC 85% District 15%

AMOUNT: \$540,800.00

PREPARED BY: John Thomas

POSITION: Network Coordinator

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered

CHAIRMAN'S SIGNATURE: page(s) numbered

**CONTRACT (EXTENSION) FOR SERVICES AND/OR PRODUCTS FOR
E-RATE YEAR 2020-2021**

	SERVICE PROVIDER "PROVIDER"	SCHOOL DISTRICT "APPLICANT"
Company Name:	TDS Telecom	Gadsden County School District
Contact Name:	Matthew Kircher	
SPIN:	143001441	
Address:	525 Junction Rd	
City, State, ZIP	Madison, WI 53717	
Phone Number:	912-882-1467	
Contract Awarded On:	4/25/17	

The **Applicant** and **Provider** sign this document for the purchase of eligible equipment and services as part of the E-Rate Year 2020 effort. Provider was selected based on Provider's response to Applicant's RFP, or on the basis of a qualifying Form 470. Applicant intends to file a Funding Request Form 471 with the Universal Services Administrative Company (USAC), Schools and Libraries Division (SLD) E-Rate Program for eligible equipment and services.

The purchase of the eligible equipment and/or services described are expressly subject to, and conditioned on, satisfaction of all the following conditions:

- (i) USAC approval of Applicant's request for funding through a formal Funding Commitment Decision Letter;
- (ii) Applicant's formal acceptance of the USAC approved funding; and
- (iii) Board Approval as required

Provider agrees to abide by all terms and conditions of the Universal Service Act of 1996 as implemented by the SLD E-Rate Discount Program in the procurement, delivery, installation, invoicing and all other transactions associated with the project. The term of this contract shall commence on:

July 1, 2020 and shall terminate on June 30, 2021 for recurring services.
 July 1, 2020 and shall terminate on September 30, 2021 for non-recurring services
 (or Service Delivery/Contract Extension Date as approved by USAC).
 Remaining Extensions: 1

Total costs of the goods and services shall not exceed SLD Pre-Discount Amount of \$398,400.
 (\$62,400 for IA + \$336,000 for WAN)

FOR SERVICE PROVIDER

FOR APPLICANT

SPIN:

Signature: _____

Print Name: _____

Title: _____

Date: 1/2/20

Signature: _____

Print Name: _____

Title: _____

Date: 1/2/20

**CONTRACT (EXTENSION) FOR SERVICES AND/OR PRODUCTS FOR
E-RATE YEAR 2020-2021**

	<u>SERVICE PROVIDER "PROVIDER"</u>	<u>SCHOOL DISTRICT "APPLICANT"</u>
Company Name:	Intra-Tech Alliance	Gadsden County School District
Contact Name:	Stephen Gauss	
SPIN:	143019937	
Address:	3720 Sutor Court	
City, State, ZIP	Tallahassee, FL 32311	
Phone Number:	850-567-6911	
Contract Awarded On:	4/25/17	

The **Applicant** and **Provider** sign this document for the purchase of eligible equipment and services as part of the E-Rate Year 2020 effort. Provider was selected based on Provider's response to Applicant's RFP, or on the basis of a qualifying Form 470. Applicant intends to file a Funding Request Form 471 with the Universal Services Administrative Company (USAC), Schools and Libraries Division (SLD) E-Rate Program for eligible equipment and services.

The purchase of the eligible equipment and/or services described are expressly subject to, and conditioned on, satisfaction of all the following conditions:

- (i) USAC approval of Applicant's request for funding through a formal Funding Commitment Decision Letter;
- (ii) Applicant's formal acceptance of the USAC approved funding; and
- (iii) Board Approval as required

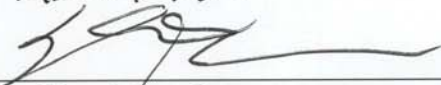
Provider agrees to abide by all terms and conditions of the Universal Service Act of 1996 as implemented by the SLD E-Rate Discount Program in the procurement, delivery, installation, invoicing and all other transactions associated with the project. The term of this contract shall commence on:

July 1, 2020 and shall terminate on June 30, 2021 for recurring services.
 July 1, 2020 and shall terminate on September 30, 2021 for non-recurring services
 (or Service Delivery/Contract Extension Date as approved by USAC).
 Remaining Extensions: 1

Total costs of the goods and services shall not exceed SLD Pre-Discount Amount of \$84,000

FOR SERVICE PROVIDER

FOR APPLICANT

SPIN: 143019937
Signature: 
Print Name: Stephen Gauss
Title: President
Date: 1/28/2020

Signature: _____
Print Name: _____
Title: _____
Date: 1/28/2020

**CONTRACT (EXTENSION) FOR SERVICES AND/OR PRODUCTS FOR
E-RATE YEAR 2020-2021**

	SERVICE PROVIDER "PROVIDER"	SCHOOL DISTRICT "APPLICANT"
Company Name:	Applied Com-Tek	Gadsden County School District
Contact Name:	Sam Powell	
SPIN:	143019087	
Address:	2905 Alyssa Pond Ct	
City, State, ZIP	Tallahassee, FL 32303	
Phone Number:	850-999-8848	
Contract Awarded On:	4/25/17	

The **Applicant** and **Provider** sign this document for the purchase of eligible equipment and services as part of the E-Rate Year 2020 effort. Provider was selected based on Provider's response to Applicant's RFP, or on the basis of a qualifying Form 470. Applicant intends to file a Funding Request Form 471 with the Universal Services Administrative Company (USAC), Schools and Libraries Division (SLD) E-Rate Program for eligible equipment and services.

The purchase of the eligible equipment and/or services described are expressly subject to, and conditioned on, satisfaction of all the following conditions:

- (i) USAC approval of Applicant's request for funding through a formal Funding Commitment Decision Letter;
- (ii) Applicant's formal acceptance of the USAC approved funding; and
- (iii) Board Approval as required

Provider agrees to abide by all terms and conditions of the Universal Service Act of 1996 as implemented by the SLD E-Rate Discount Program in the procurement, delivery, installation, invoicing and all other transactions associated with the project. The term of this contract shall commence on:

July 1, 2020 and shall terminate on June 30, 2021 for recurring services.
 July 1, 2020 and shall terminate on September 30, 2021 for non-recurring services
 (or Service Delivery/Contract Extension Date as approved by USAC).
 Remaining Extensions: 1

Total costs of the goods and services shall not exceed SLD Pre-Discount Amount of \$58,400

FOR SERVICE PROVIDER

FOR APPLICANT

SPIN:

Signature: _____
Print Name: _____
Title: _____
Date: 1/28/2020

Signature: _____
Print Name: _____
Title: _____
Date: 1/28/2020

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8b

DATE OF SCHOOL BOARD MEETING: January 28, 2020

TITLE OF AGENDA ITEM: Contracted Services between Accountable Healthcare Staffing, Inc. and Gadsden County School Board

DIVISION: **EXCEPTIONAL STUDENT EDUCATION**

NO This is a CONTINUATION of a current project, grant, etc.

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

This is an Annual Contractual Agreement that will provide services (including, but not limited to counseling, assessments, evaluations, consulting, collaboration, intervention services, therapy, and support to families, school staff and administrators) from School Psychologists, Behavior Analysts, Speech/Language Pathologists, Occupational Therapists and Physical Therapists.

SOURCE: **FEFP Dollars**

AMOUNT: \$ 57,960.00

PREPARED BY: **Sharon B. Thomas** *SBT*

POSITION: **Director of 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 & 4

CHAIRMAN'S SIGNATURE: page(s) numbered _____

SCHOOL BOARD ATTORNEY: page(s) numbered _____

This form is to be uplicated on light blue paper.

PROOF READ BY: *Alan R. Francis*

Staffing Agreement

Client: Gadsden County School District

Contact: Sharon Thomas

Phone: 850-627-9651

Email: Thomass@Gcpsmail.Com

Accountable Healthcare Staffing, Inc. ("Accountable") is committed to presenting the most qualified Health Care Providers ("Providers") at the best possible rates. The rates listed below reflect the hourly billing rate for each specialty, or discipline. The terms and requirements of each assignment will be detailed and agreed upon in an Accountable Assignment Confirmation ("Assignment Confirmation"), which the Client must sign, and return, prior to the assignment start date.

Please note that every Provider and their rate must be approved in writing by Client, on the Assignment Confirmation prior to starting the assignment.

DISCIPLINE	Weekday Per Hour Billing Rate*
Psychologist	\$60-63
Behavior Analyst - BCBA	\$63-67
Special Education Teacher	\$52-57
PT - OT - SLP	\$62-67
Therapy Assistant	\$50-55
Registered Nurse	\$47-52
LPN	\$30-35
Social Worker	\$58-63
School Counselor	\$54-59

Other disciplines priced upon request.

-
- All hours worked in excess of forty (40) hours in a workweek are billed at 1.5 times the applicable hourly rate when pre-approved in writing, except in California. In California, all hours worked in a single workday up to and including eight, to a maximum of 40 in the workweek are billed at the applicable hourly rate; hours worked after eight and through twelve in a workday, and the first eight hours on the 7th consecutive day of work in the workweek are billed out at 1.5 times the applicable hourly rate; and hours after twelve and through twenty-four in a workday, and hours nine through twenty-four on the 7th consecutive day of work in the workweek are billed out at 2 times the applicable hourly rate.
 - When transportation between schools is required, the time in transit is billable at the applicable hourly rate. There are no additional charges for mileage.
 - Bilingual positions may require a higher billing rate.

Accountable Healthcare Staffing, Inc. | 999 Yamato Road | Suite 210 | Boca Raton, FL 33431
 Phone: 888.853.0979 | Email: schools@ahcstaff.com
 www.ahcstaff.com

Terms and Conditions

This Staffing Agreement (hereinafter referred to as the "Agreement") is made and entered into between Gadsden County School District (hereinafter referred to as "Client") and **Accountable Healthcare Staffing, Inc.** (hereinafter referred to as "Accountable"). The individuals employed by Accountable and furnished to the Client are hereinafter referred to as "Provider(s)." Accountable is in the business of recruiting therapists, nurses and other employees in the health care field, and providing their services in a temporary capacity to client employers throughout the United States. Client will, upon request, receive such services based on the provisions outlined below.

ACCOUNTABLE RESPONSIBILITIES

1. Accountable will provide the Assignment Confirmation to be completed, signed and returned by the Client regarding each assignment. The Assignment Confirmation works in tandem with this Agreement to define the responsibilities and arrangements of the assignment. In the event of a conflict between this Agreement and the Assignment Confirmation, the Assignment Confirmation will control.
2. Accountable will provide a copy of any available licenses, resume and appropriate documentation for each Provider when requested in order that Client may determine if the Provider meets Client's requirements.
3. Accountable will dismiss or reassign a Provider, if necessary, based on receipt of **written** notice from the Client of unsatisfactory performance.
4. Accountable is responsible for salary, withholding applicable federal and state taxes, unemployment insurance and worker's compensation for Providers. In addition, Accountable will provide proof of general and professional liability coverage with a minimum of One Million Dollars (\$1,000,000.00) per occurrence and Three Million Dollars (\$3,000,000.00) in the aggregate, when requested.
5. Provider(s) will be considered an employee of Accountable working under the supervision of the Client.
6. Accountable will not be considered in breach or violation of this Agreement if prevented from performing its obligations due to any reason beyond its control.
7. Accountable will invoice Client weekly.

CLIENT RESPONSIBILITIES

1. Client will confirm any specific needs, such as facility, shift or specialty, start dates, duration, work site, and report times for each assignment in the Assignment Confirmation.
2. Client will provide orientation to Provider(s), which will include all relevant rules and responsibilities necessary to perform satisfactorily.
3. If Client, or an affiliate, hires said Provider within a one (1) year period subsequent to the end date of Provider's assignment, Client will pay Accountable a placement fee as specified in the Assignment Confirmation.
4. Client is responsible for verifying, approving and signing Accountable time cards for Provider(s).
5. Client agrees to pay each invoice upon receipt. Failure to pay within thirty (30) days of invoice date will result in a 1.5% finance fee per month and may result in withdrawal of Provider's services to the Client.
6. Client agrees to retain Provider(s) according to the specified facility, dates, times and hours, as well as particular minimum billing requirements, as detailed on the Assignment Confirmation.
7. Assignments may be extended or renewed by mutual written agreement, no later than five (5) working days before the end of the assignment. If extended or renewed, the fee to Accountable will be at least the amount set forth in the Assignment Confirmation.



8. Client agrees to comply with all applicable federal, state and local laws, rules and regulations.

TERMS OF AGREEMENT

1. This Agreement will commence when signed by authorized representatives of both Client and Accountable. Once signed, the Agreement will remain in effect until terminated, in writing, by either party. Upon termination of this Agreement, any Provider(s) on assignment at that time will complete said assignment as outlined in the Assignment Confirmation.
2. This writing and the Assignment Confirmation constitute the entire Agreement between the parties.
3. Both parties agree that the prevailing party in any litigation arising from this Agreement is entitled to be compensated for all related court costs and attorney fees.
4. Payment shall be made to: **Accountable Healthcare Staffing, Inc., PO Box 732800, Dallas, TX 75373-2800.**

IN WITNESS WHEREOF, this Agreement has been duly executed by Accountable and Client on the dates set forth below.

CLIENT:

ACCOUNTABLE HEALTHCARE STAFFING, INC.:

Authorized Signature

Authorized Signature

Print Name: _____

Print Name: _____

Title: _____

Title: _____

Date: _____

Date: _____

Assignment Confirmation

This Assignment Confirmation works in tandem with the Agreement to define the responsibilities and arrangements of the assignment. In the event of a conflict between the Agreement and this Assignment Confirmation, the Assignment Confirmation will control.

Client	Gadsden County School District	Provider	Robert Ivy
Address	35 Martin Luther King, Jr. Blvd Quincy, Florida 32351	Position	Psychologist
Phone	850-627-9651 X 1239	Start Date / Time	January 22, 2020 (Or As Soon As Credentials Clear)
Fax		Estimated End Date	June 30, 2020
Report To	Sharon Thomas	Bill Rate	\$63

Assignment Details:

- **Credentialing by Accountable includes:** a criminal background check (which includes OIG and National Sex Offenders Registry), drug testing, verification of references and licensure/certifications as required per state and discipline, and HIPAA acknowledgement;
- **Additional credentialing required by Client:** (e.g., TB test, CPR, Proof of Immunizations, Hep B)

Please note: Client's signature below without the addition of any Client-specific credentialing requirements will be considered approval of Accountable's current credentialing as described above.

- Subject to Client's written pre-approval, overtime will be billed at 1.5 times the hourly rate for all hours worked in excess of 40 hours per week, except in California. In California, all hours worked in a single workday up to and including 8, to a maximum of 40 in the workweek are billed at the applicable hourly rate; hours worked after eight and through twelve in a workday, and the first eight hours on the 7th consecutive day of work in the workweek are billed out at 1.5 times the applicable hourly rate; and hours after twelve and through twenty-four in a workday, and hours nine through twenty-four on the 7th consecutive day of work in the workweek are billed out at 2 times the applicable hourly rate.
- Should the Provider be unable to fulfill this assignment due to illness or other unforeseen emergency, Accountable will make every effort to provide a substitute. Accountable has no control over these circumstances and can assume no liability.
- Accountable does not provide testing materials or equipment for this assignment.
- If the Client or its affiliate hires Provider or allows Provider to work at Client through another agency within one (1) year from the end date of this Assignment Confirmation, the Client will pay Accountable a placement fee equal to 20% of the Provider's first year total compensation within thirty (30) days after the Provider commences work at Client.

By signing below, Client acknowledges its review and acceptance of the above assignment details and requirements:

CLIENT:

Authorized Signature

Print Name: _____

Title: _____



Date: _____

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8c

DATE OF SCHOOL BOARD MEETING: January 28, 2020

TITLE OF AGENDA ITEM: Contracted Services between Advanced Medical Personnel Services, Inc. and Gadsden County School Board

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 is an Annual Contractual Agreement that will provide Speech Language Pathologists, School Psychologists, Occupational and Physical Therapists Services (including, but not limited to counseling, assessments, evaluations, consulting, collaboration, intervention services, and support to families, school staff and administrators).

SOURCE: **FEFP Dollars**

AMOUNT: \$155,000.00

PREPARED BY: **Sharon B. Thomas** 

POSITION: **Director of Exceptional Student Education**

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 8

CHAIRMAN'S SIGNATURE: page(s) numbered _____

SCHOOL BOARD ATTORNEY: page(s) numbered _____

This form is to be duplicated on light blue paper.

PROOF READ BY: 



Supplemental Staffing Agreement

This Supplemental Staffing Agreement ("Agreement") is entered into as of the 15th day of January, 20 20 ("Effective Date") between Advanced Medical Personnel Services, Inc. (d/b/a, Advanced Travel Therapy, Advanced Travel Nursing, Advanced School Staffing, Advanced Teletherapy), a Florida corporation (hereinafter "Advanced") and Gadsden County School District (hereinafter "District").

WHEREAS, District provides or arranges for the provision of healthcare and educational services to students and employees;

WHEREAS, Advanced employs healthcare professionals ("HCP" or "HCPs") to provide healthcare and educational services (the "Services") on an independent contract basis to healthcare providers;

WHEREAS, District desires Services at its facilities and Advanced desires to provide the Services in accordance with the terms of this Agreement; and

WHEREAS, it is contemplated by and between the Parties that this Agreement will set forth the basic understanding of the Parties, and that the Parties will be able to add additional Addenda to this Agreement in the future by written agreement between the Parties.

NOW, THEREFORE, in consideration of the mutual covenants and promises set forth herein, and other good and valuable consideration, it is mutually covenanted and agreed by and between the parties hereto as follows:

A. Engagement:

1. District hereby retains and engages Advanced to provide the Services to District at its facilities ("Facilities").

B. Obligations of Advanced:

1. Advanced shall provide HCPs determined to meet minimum requirements and qualifications ("Job Qualifications") of job vacancy requisitions ("Requisitions") on an as-available, as-needed basis to District. Advanced will make available to District qualified staff, including, but not limited to, Speech Language Pathologists, Occupational Therapists, Physical Therapists, Behavioral Specialists, Assistant Therapists (SLPA/COTA/PTA), School Psychologists ("Therapist") and School Nurses to provide supplemental healthcare



support and education services (“Services”) to Partner students (“Students”) with identified or suspected educational or disability special needs.

2. Each HCP assigned to District will possess: (a) experience and qualifications at least equivalent to the Job Qualifications; (b) current BLS certification and other certifications as required; (c) valid professional license in state of practice, as applicable; (d) current physical examination, including proof of Hepatitis B vaccination or declination, and PPD or negative Chest X-Ray; (e) criminal background check; (f) drug testing. Advanced will provide the above documentation to District during the Quality Assurance process, in addition to other specific requirements as identified by the District.

3. HCPs reporting to a local contract or travel assignment (“Assignment”) for the first time shall report to District’s Human Resources Department, or Special Education Department, and provide a picture ID evidencing their identity.

4. HCPs accepted by District for Assignment will be employed by Advanced and Advanced will have sole and exclusive responsibility for the payment of wages and applicable payroll taxes for Services performed.

5. All HCPs will be W-2 employees of Advanced, and Advanced will be solely responsible for payroll, benefits, insurance and all employer-employee matters

6. Advanced shall provide professional liability insurance in limits of not less than \$2,000,000 per occurrence and \$4,000,000 in aggregate, and worker's compensation insurance as required by state law. Additionally, Advanced will carry general liability in the amount of \$1,000,000 per occurrence and \$3,000,000 in aggregate.

7. Advanced will not use sub-contractors to fulfill placement of HCPs with District.

8. Advanced will comply with all applicable federal and state laws and regulations regarding the confidential and secure treatment of Personally Identifiable Information (PII) and Personal Health Information (PHI). Compliance includes but is not limited to: HIPPA; FERPA; PPRA; COPPA; IDEA.

9. Prior to providing Services, each HCP shall receive orientation to Advanced policies and procedures, safety, infection control, rights of patients and cultural diversity and sensitivity.

10. Advanced shall assign an Account Manager to act as the primary contact between Advanced and District. The Account Manager will engage with unit managers to understand screening requirement, perform interview scheduling and other relationship management tasks required to ensure a high level of performance.



11. HCPs are required to report to Advanced any occurrence or incident outside routine events that have caused or might cause injury or loss to a patient, employee or visitor, or have resulted in damage to Advanced or District property. These types of incidents and all safety and health violations must be reported and are logged and reviewed pursuant to the Advanced incident reporting policy. Advanced will notify and, where appropriate, will work with District to mitigate the potential for incidents to reoccur. Incidents deemed “sentinel events” as defined by the Joint Commission (“JCAHO”) would be addressed pursuant to Joint Commission protocol.

C. Obligations of District:

1. District will provide Advanced with Requisitions defining the Job Qualifications of each vacancy District wishes to fill. District will be responsible to confirm through phone interview, and any other competency evaluation methods District chooses to employ, that HCP meets the Job Qualifications and is accepted for Assignment(s).

2. District shall endeavor to request HCPs for Assignment at least fourteen (14) days prior to Assignment commencement.

3. District will provide HCPs on Assignment with orientation to District policies, the relevant work setting and any program-specific policies and procedures.

4. District has the right to cancel an Assignment without penalty up to seven (7) days prior to Assignment commencement. District will pay Advanced an early cancellation fee equal to thirty-seven and a half (37.5) hours at the regular hourly bill rate if an approved assignment is canceled less than seven (7) days of the start date.

5. District retains the right to reassign or dismiss any HCP for cause. Cause shall be defined as an HCP deemed in the professional judgment of District to be: (a) incapable of performing the duties and responsibilities of the position; (b) excessively absent; (c) insubordinate; (d) found to be engaging in substance abuse; (e) engaging in unprofessional conduct or neglect of duty; (f) in violation of District rules, regulations or policies; (g) debarred from providing services under any regulation or state or federal program. District shall immediately notify Advanced of its intent to dismiss or reassign an HCP for cause and provide written notice outlining the circumstance leading to the action. In the event District dismisses an HCP for cause, District shall be obligated to pay Advanced only for hours worked by the HCP prior to dismissal. Advanced will use its best efforts to provide a replacement HCP, should District desire a replacement, within two (2) weeks of notification.

6. District shall complete and execute a Facility Assignment Confirmation form (“Confirmation Form”) for each HCP accepted by District for an Assignment. Confirmation Form shall reference the incorporation of the terms of this Agreement, including the name of each accepted HCP, start and end date of Assignment, unit, shift, expected hours per workweek, billing rate(s) to District and authorization of any additional costs,



fees or compensation above those listed in the Fee Schedule attached hereto as Exhibit A. Confirmation Form may also include other requested services or terms to which Advanced and District agree.

7. District guarantees each Assignment a minimum number of regular work hours per workweek (the "Expected Minimum Work Hours"). District agrees to guarantee 32 hours per week. District guarantees each Assignment the Expected Minimum Work Hours whether or not HCP is actually utilized by District for said period. District will compensate Advanced for each Assignment at either the actual hours worked or the Expected Minimum Work Hours, whichever is greater.

8. Should District wish to dismiss a HCP for reasons other than cause, such as a change in student population or other reasons not related to performance, District agrees to provide thirty (30) day notice to Advanced. If District does not provide thirty (30) day notice, District agrees to pay Advanced thirty (30) days of the Expected Minimum Work Hours at the Assignment regular bill rate.

9. Flipping. A HCP submitted to District for acceptance may not be contracted through another agency, or hired directly by District, if the Advanced was first to submit the HCP for review. Furthermore, a parent, subsidiary, successor, assignee or partner of District, or any customer of District, may not utilize the services of HCP, unless it is through agreement with Advanced (either this Agreement or another substantially similar agreement), or as further provided hereunder.

10. District agrees not to engage, solicit, entice or attempt to hire (other than by or through this Agreement) any HCP until one (1) year after the start date of the HCP's first Assignment. If District wishes to hire a HCP within the one (1) year blackout period, District agrees to pay the applicable conversion fee as defined in Exhibit A attached hereto.

11. District will comply with all applicable federal and state laws and regulations regarding the confidential and secure treatment of Personally Identifiable Information (PII) and Personal Health Information (PHI). Compliance includes but is not limited to: HIPPA; FERPA; PPRA; COPPA; IDEA.

12. District agrees to designate a member of its staff who will act as a coordinator for HCPs and will ensure HCPs are oriented to all applicable policies and procedures, code of conduct and safety requirements. District also agrees to provide an orientation period adequate for the specialty and competency for each Assignment, which will be considered part of the Expected Minimum Work Hours.

13. District shall only float or re-assign HCP to a student caseload or different school other than the student caseload or school HCP was originally assigned to, if HCP is determined qualified and competent to work in the alternate student caseload or different school. District agrees to provide HCP with orientation to the new student caseload or school appropriate to the HCP's qualifications and experience. District agrees to notify Advanced in writing if HCP is to be permanently re-assigned to a different school or student caseload other than the student caseload or school HCP was originally assigned to.



14. District agrees at all times to provide HCP a safe and suitable work environment which complies with all applicable federal, state, HIPAA and local workplace rules and regulations.

15. District will notify Advanced immediately in the event District becomes aware of any work-related injury to HCP, occupational exposure, safety hazard event, or "sentinel event" involving an HCP. At the request of Advanced, District will cooperate with administration of treatment/care, and/or incident investigation and reporting. District shall provide written documentation to Advanced.

16. **Exclusivity.** Until such time, if any, that this Agreement is terminated pursuant to the terms of this Agreement, District grants Advanced the exclusive right to provide Therapy services to Partner, and its affiliates and subsidiaries, upon the terms as set forth in this Agreement.

D. Compensation:

1. Advanced shall invoice District weekly according to the Fee Schedule, plus all applicable state and local taxes. Payment for invoices shall be due no later than thirty (30) days from the invoice date (Net30). A finance charge of one and one-half percent (1.5 %) per month shall be added to balances outstanding for thirty (30) days or more.

2. District agrees to pay all reasonable attorney's fees and other costs and expenses that may be incurred by Advanced to collect amounts past due for performance of Services or to enforce any other obligation under this Agreement.

E. Term and Termination:

1. The term of this Agreement shall commence on the Effective Date and shall continue for a period of one (1) year, subject to earlier termination of this Agreement as provided for herein. Thereafter, this agreement shall renew automatically for additional one (1) year periods, unless either party notifies the other party in writing of its intent not to renew at least sixty (60) days prior to automatic renewal.

2. Either party may terminate this Agreement without cause upon notice of no less than sixty (60) days. Notice shall be in writing and sent via certified mail.

3. Termination of this Agreement for any reason whatsoever shall not affect an approved Assignment hereunder. Notwithstanding the termination of this Agreement, any HCP who has started an Assignment or is confirmed to begin an Assignment shall complete such Assignment with District through the Initial Contract Period, or such applicable longer period, and District shall continue to compensate for the services of HCP according to the terms of this Agreement.



F. Miscellaneous:

1. Neither party shall have the right to assign this Agreement or any of the rights or obligations under this Agreement without the prior written consent of the other party hereto.

2. The terms, covenants, conditions, provisions and agreements herein contained shall be binding on, and inure to the benefit of the parties hereto, their successors and permitted assignees.

3. The Agreement shall be subject to and governed by the laws of the State of Florida. The venue for any legal action or proceeding will be Volusia County, Florida.

4. In performing the services herein specified, both Advanced and each HCP is acting as an independent contractor and shall not be considered an employee of District. In no event shall this Agreement be construed as establishing a partnership or joint venture or similar relationship between the parties hereto, and nothing herein contained shall be construed to authorize either party to act as agent for the other. Advanced and each HCP shall be responsible for their own debts, obligations, acts and omissions, including the payment of all withholding, social security and other taxes and benefits. As an independent contractor, Advanced and/or each HCP is responsible for filing such tax returns as may be required by law or regulations.

5. Neither party to this Agreement will make any commitments nor incur any charges or expenses for, or in the name of, the other party, nor be considered the agent, partner, joint venture, employer, fiduciary or employee of the other party. The provisions set forth in this Section shall survive expiration or other termination of this Agreement, regardless of the cause of such termination.

6. Each party ("Indemnifying Party") shall indemnify, defend and hold harmless the other party and such other party's officers, directors, employees, agents and contractors (the "Indemnified Parties") from and against any and all liability, claims, losses, costs, judgments, penalties, fines, damages and expenses directly arising from the negligent acts or omissions of the Indemnifying Party, its officers, directors, agents, employees or contractors.

7. In compliance with federal law, including the provisions of Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, as well as state and local laws regulations, the parties hereto will not discriminate on the basis of race, sex, religion, color, national or ethnic origin, age disability, sexual orientation or military service.

8. Advanced strictly follows all state wage & hour laws, include mandatory meal and rest breaks. District agrees that all state wage & hour laws are applicable and will be enforced for Advanced employees on assignment.



9. This Agreement may not be changed or modified except by written agreement executed by both parties. Notices shall be hand delivered by courier service or mailed by registered or certified mail, return receipt requested, addressed to:

Advanced:	District:
ADVANCED MEDICAL PERSONNEL SERVICES, INC	Gadsden County School District
5535 S. Williamson Blvd., Suite 774	
Port Orange, FL 32128	
Attn: Contracts	

10. Either party's failure to enforce, or the delay by either party in enforcing, any of the provisions, rights or remedies hereunder shall not constitute a continuous waiver or modification of such provision, right or remedy, or a waiver or modification of any other provision, right or remedy hereunder.

11. The headings contained here are for convenience reference only and shall not modify, define, limit or expand the expressed provisions of this Agreement.

12. In connection with the execution of this Agreement, the parties hereto agree that all matters relating to this Agreement are strictly confidential and that no such party shall disclose or disseminate any information concerning any term or terms of this Agreement to any third person or persons, except as set forth herein. Any such disclosure or dissemination shall be regarded as a breach of this Agreement and cause of action shall immediately accrue for damages. Disclosures made to legal and financial advisors to the extend reasonably necessary to obtain their counsel in connection with this Agreement, as long as those third parties agree to be bound by the confidentiality obligations contained herein, shall be permitted.

13. Advanced agrees to make available to the Secretary of Health and Human Services, the Comptroller General of the Government Accounting Office, District and each of their representatives, all contracts, books, documents and records that are necessary to certify the nature and extent of costs hereunder for a period of four (4) years after furnishing of services pursuant to this Agreement in the event compensation to Advanced exceeds \$10,000 per year.

14. This Agreement contains the entire Agreement between the parties hereto, and no representations or agreements, oral or otherwise, between the parties not embodied herein or attached hereto shall be of any force or effect. Any additions or amendments to this Agreement subsequent hereto shall be of no force or effect unless in writing and signed by the parties hereto. This Agreement may be executed in counterparts, each of which shall be deemed and original and all of which shall constitute a single agreement.



IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the day and year first written above.

Advanced Medical Personnel Services, Inc.

Gadsden County School District

Signed:

Signed:

Name:

Name:

Title:

Title:

Date:

Date:

ADDENDUM TO CONTRACT

- Advanced does not utilize sub-contractors for any services or staffing purposes.
- Advanced requires an annual skills checklist to be completed by all clinicians for assessment purposes. If a competency exam is required, it will be provided by Advanced.
- Re-assignment of staff to different facilities or assignments requires notification so that Advanced can ensure the clinician is appropriately credentialed and suited for the new placement.
- Incidents, complaints, errors and sentinel events must be communicated with Advanced (Director of Operations) within 24 hours of the occurrence. All reported issues will be investigated immediately and thoroughly by Advanced. Resolution information will be documented appropriately and disseminated to all required persons.
- Clinicians placed on assignment will require full orientation of the facility, by facility staff, prior to treating patients.
- Any District, facility or employee that has a concern about the quality and safety of patient care provided by Advanced Medical, which has not been addressed by Advanced Medical's management, is encouraged to contact the Joint Commission at www.jointcommission.org or by calling the Office of Quality Monitoring at 630.792.5636.

Advanced Medical Personnel Services, Inc.
5535 S. Williamson Blvd, Suite 774, Port Orange, FL 32128
Phone 888-756-0605 ~ Fax 866.426.2811 www.GoWithAdvanced.com

EXHIBIT A

1. Billing Rates & Terms

REGULAR BILL RATES

Classification	Regular Rate Range
Physical Therapist	\$62/hr
Occupational Therapist	\$62/hr
Speech Language Pathologist	\$58/hr
Certified Occupational Therapy Assistant (COTA)	\$55/hr
Physical Therapy Assistant (PTA)	\$55/hr
Speech Language Pathology Assistant (SLPA)	\$55/hr
Clinical Fellow Advanced Supervision	\$55/hr
Clinical Fellow District Supervision	\$52/hr
School Psychologist	\$65/hr
Board Certified Behavioral Analyst (BCBA)	\$65/hr
School Nurse	\$60/hr

OVERTIME THRESHOLDS

8 Hr. Shift	Billing Rate
1 – 8 hrs.	Regular

Weekly Hours Worked (8, 10, 12 hr. shifts)	Billing Rate
1 – 40 hrs.	Regular ³
40+ hrs.	Overtime ³

Rate Range Definition

Company will present all HCP candidates with a predetermined rate, hours/schedule and cancellation notice timeframe that is tailored to District's request. Rates are all-inclusive and will cover housing, health insurance, workers compensation, general and professional liability, payroll taxes and travel expenses to and from the job assignment location. Full season contracts are 42 weeks in length and range from 35 to 40 hours per week. Hours and contract length may be pre-negotiated based on your individual facility needs.

1. Overtime, holidays and call-back hours are billed at 1.5 x the applicable Regular Rate.
2. Holidays and designated school closure days are defined as New Year's Day, Memorial Day, Fourth of July, Labor Day, Thanksgiving Day, Christmas Day, and all other holidays regularly observed by District.
3. Advanced strictly follows State and W&H Laws, specifically on the determination of compensable OT hours worked.

Conversion Fees

An HCP accepted by District for a job assignment and hired to work staff for District within the following periods will incur a conversion fee.

Classification	After Year 1	After Year 2
Physical Therapist, Occupational Therapist, Speech Language Pathologist, Physical Therapy Assistant (PTA), Certified Occupational Therapy Assistant (COTA), Speech Language Pathology Assistant (SLPA), School Psychologist, Board Certified Behavioral Analyst and School Nurse	15% of annualized Salary	10% of annualized Salary

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the day and year first written above.

Advanced Medical Personnel Services, Inc.

Gadsden County School District

Sign _____

Sign _____

Name _____

Name _____

Title _____

Title _____

Date _____

Date _____

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8d

DATE OF SCHOOL BOARD MEETING: January 28, 2020

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

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM:

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

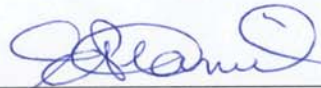
FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Ella-Mae P. Daniel

POSITION: Director, Professional Learning

SIGNATURE:



INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: _____

CHAIRMAN'S SIGNATURE: _____

page(s) numbered _____



THE SCHOOL BOARD OF GADSDEN COUNTY

35 Martin Luther King, Jr. Blvd
Quincy, Florida 32351
Main: (850) 627-9651 or Fax: (850) 627-2760
www.gcps.k12.fl.us

Roger P. Milton
Superintendent
miltonr@gcpsmail.com

"Putting Children First"

INSERVICE PROGRAM

FOR ADD-ON

ENDORSEMENT

IN THE AREA OF

FLORIDA GIFTED

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

Recommended to the Gadsden County District School Board on January 28, 2020

Superintendent

Approved by the Gadsden County District School Board on January 28, 2020

Chairman of the Board

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

Steve Scott
DISTRICT NO. 2
QUINCY, FL 32351
HAVANA, FL 32333

Leroy McMillan
DISTRICT NO. 3
CHATTAHOOCHEE, FL 32324
GREENSBORO, FL 32330

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

Tyrone D. Smith
DISTRICT NO. 5
QUINCY, FL 32351

**INSERVICE PROGRAM
FOR ADDING AN ENDORSEMENT IN**

**Florida Gifted
TO A FLORIDA EDUCATOR'S CERTIFICATE**

**Prepared by the
Panhandle Area Educational Consortium**

2019



*Advancing Schools and Communities for Student Success
Every Student, Every Day!*

753 West Boulevard
Chipley, FL 32428
www.paec.org
850-638-6131
Toll free: 1-877-873-7232

TABLE OF CONTENTS

I. Title	1
II. Program Rationale and Purpose	1
III. Curriculum.....	1
Competencies.....	1
Specialization.....	3
Nationally Recognized Guidelines	4
IV. Instructional Design and Delivery	5
V. Inservice Codes.....	7
VI. Program Content/Curriculum	8
<i>Nature and Needs of Students Who Are Gifted</i>	<i>8</i>
<i>Curriculum and Instructional Strategies for Teaching Gifted Students</i>	<i>11</i>
<i>Guidance and Counseling for Gifted Students</i>	<i>14</i>
<i>Education of Special Populations of Gifted Students.....</i>	<i>19</i>
<i>Gifted: Theory and Development of Creativity</i>	<i>24</i>
Gifted Endorsement Matrix.....	27
VII. Instructor Qualifications	30
VIII. Completion Requirements	31
Program Completion	31
Competency Demonstration.....	31
Competency Verification.....	31
IX. Program Evaluation	31
Evaluation Plan	31
Annual Review	32
X. Management	32
State Program Oversight.....	32
District Director of Professional Development.....	32
Professional Learning Catalog.....	33
Records.....	33
Candidate Application and Admission	33
Advisement	33
Transfer and Utilization of Credit (College or Inservice)	33
Attendance Requirement for Inservice Points	34
Certification of Completion	34
Appendix	35
A- Verification of Inservice Points.....	36

Gifted Add-On Endorsement

I. Title

In-service Program for Adding an Endorsement in Florida Gifted

II. Program and Rationale and Purpose

The Gifted Endorsement is designed to increase the level of knowledge, expertise, and understanding of educators working with students who are gifted. The endorsement is intended to raise the awareness of the unique characteristics, emotional/social needs, and other challenges and issues associated with students who are gifted. It is designed to foster an understanding of historical state and national trends, policies, and guidelines in order to ensure implementation of appropriate academic curriculum, differentiation strategies, educational intervention, and support for this diverse population.

III. Curriculum

Competencies

The specialization competencies for the District Alternative Program for Add-On Certification: Gifted Endorsement were developed by a Florida Department of Education sponsored certification task force, representing statewide stakeholders and constituent groups. The competencies are grouped to correlate with the major components of the Rule 6A-4.01791, F.A.C.; Specialization Requirements for the Gifted Endorsement-Academic Class. In addition, the Council for Exceptional Children (CEC) and the National Association for Gifted Children (NAGC), two national organizations committed to promoting quality training programs, were used as resources in the final development of the competencies.

Competency 1.0: Participants will demonstrate an awareness of the following:

- The historical foundation of gifted education
- The characteristics, needs, and unique challenges of the student who is gifted and differences to respond to the needs of individuals with gifts and talents
- The process of screening and identifying students who are gifted
- The knowledge of issues involved with planning, developing, and implementing services for students who are gifted
- The essential role of collaboration to support students who are gifted and teachers

Competency 2.0: Participants will be able to demonstrate modifications in the content, process, product, affect, and learning environment of the classroom and curricula as they relate to gifted learners. Ultimately, course participants will design units of instruction that are powerful, aligned, engaging, authentic, and challenging.

Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following:

- Identify characteristics of students identified as gifted with a focus on the implications for learning and curricular issues.
- Demonstrate understanding of the terminology used in the development of curriculum for students who are gifted, including such terms as acceleration, enrichment, and differentiation.
- Demonstrate awareness and knowledge of appropriate resources and materials for developing curriculum and facilitating learning for students who are gifted.

- Demonstrate the ability to develop a unit of instruction aligning curricular components—including objectives, introduction, teaching strategies, learning activities, products, resources, and assessments—to meet the cognitive and affective needs of students who are gifted.
- Demonstrate knowledge of a continuum of services to support the needs and interests of students who are gifted.
- Demonstrate the ability to identify student outcomes, evaluate student progress, and develop an appropriate Educational Plan (EP).

Competency 3.0: Participants will receive an overview of the theory, research, practical strategies, and resources on guidance and counseling, with an emphasis on classroom applications in the gifted classroom.

Upon completion of this course, beginning gifted education professionals will demonstrate an awareness of the following:

- Describe holistic developmental characteristics of a gifted child and understand what it is like to be gifted from the child's point of view. (1.1, 3.1, 5.1)
- Analyze strengths and vulnerabilities that distinguish students who are gifted from their age-related peers. (1.2, 2.2, 5.5)
- Describe personality variances of individuals who are gifted and profoundly gifted. (1.1, 1.2, 2.2, 5.5)
- Differentiate needs and concerns of students who are gifted in special populations, including differences due to gender, cultural and ethnic divergence, twice exceptionality, and low socio-economic status. (1.1, 3.3, 3.4, 4.1, 7.3)
- Describe thoroughly risk factors and resiliency related to students who are gifted. (2.1, 2.4, 4.3, 4.4)
- Identify numerous educational opportunities available for students who are gifted and discuss the strengths and limitations of each. (2.4, 6.3, 7.3)
- Identify counseling and guidance activities and resources to assist students who are gifted—K-12 and post-secondary—to plan for coursework, college, career, and life choices. (2.4, 6.3-6.5)
- Use knowledge of social skills training to assist students who are gifted in developing healthy relationships and displaying leadership capability. (2.2, 7.3)
- Acquire and refine the knowledge, skills, and resources needed to advocate as a teacher, parent, or supporter of self-advocacy for gifted students. (3.1, 5.3, 7.1-7.3)
- Understand special needs in parenting the gifted child and in family dynamics. (5.3, 5.5, 6.5, 7.3)
- Understand and support children who are emotionally gifted and spiritually gifted. (5.3, 5.5, 6.5, 7.3)
- Apply knowledge and skills necessary to assist students, their families, and educators in understanding the psychology of giftedness and in tapping community, state, and national resources for service support. (6.4, 6.3, 6.5, 7.1-7.3)
- Become competent in identifying and navigating Web sites that extensively address topics related to giftedness for personal and professional use. (5.2, 6.1-6.5)

Competency 4.0: Participants will receive an overview of the challenges and issues that face diverse populations of gifted students as they struggle to gain acceptance, recognition, and access to appropriate gifted education to meet their individual needs. Participants will develop an awareness of the central issues in multicultural education that examine questions of equity and excellence; prejudice and stereotyping of special populations; and lack of awareness,

understanding, and recognition manifested in discriminatory practices on the national, state, and local levels. They will examine policies and procedures to screen, identify, and provide appropriate modifications to curriculum for these diverse gifted students.

Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following:

- The teacher's own prejudices and stereotypes concerning students who are diverse gifted (1.1, 4.1, 6.3)
- The development of intercultural competence in the teacher and advocacy for underserved populations of gifted students (2.3, 4.1, 5.4, 6.4, 6.5)
- The cognitive, physical, and affective characteristics of diverse gifted children (2.1, 2.3, 3.4, 5.5)
- Skills to assist in the screening and identification process (4.1-4.5)
- The process and content of individual psychological testing and assessment in the identification of the gifted (4.1-4.5)
- The essential role of collaboration in supporting the needs of children from diverse populations who are gifted (4.3, 5.3, 7.1-7.3)
- Knowledge of issues involved with the planning, development, and implementation of services for diverse gifted children (4.4-4.5; 5.1-5.5)

Competency 5.0: Participants will develop an awareness of valuing creativity, clarifying creativity, understanding the elements of creativity, assessing creativity, and cultural conceptions of creativity. They will also learn how to foster a creative learning environment, nurture and develop creativity, identify goals, and use evaluation procedures.

Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following:

- Knowledge of the nature and definition of creativity
- Self-reflection and strategies to enhance personal creativity
- Ideas and strategies for teaching students to develop and use their creativity

Specialization

6A-4.01791 Specialization Requirements for the Gifted Endorsement--Academic Class Beginning July 1, 1992. (Florida Statute):

- (1) A bachelor's or higher degree with certification in an academic class coverage, and
- (2) Fifteen (15) semester hours in gifted education to include three (3) semester hours in each area specified below:
 - (a) Nature and needs of gifted students to include student characteristics; cognitive, social, and emotional needs; and history and current research;
 - (b) Curriculum and instructional strategies for teaching gifted students to include modification of curriculum content, instructional process, student products, and learning environment;
 - (c) Guidance and counseling of gifted students to include motivation, self-image, interpersonal skills, and career options for gifted students;
 - (d) Educating special populations of gifted students such as minorities, underachievers, handicapped, economically disadvantaged, and highly gifted to include student characteristics and programmatic adaptations; and

(e) Theory and development of creativity to include elements of creativity such as fluency, flexibility, originality, and elaboration.

(3) This rule shall take effect July 1, 1992.

Specific Authority 1001.02, 1012.55, 1012.56FS. Law Implemented 1001.02, 1012.54, 1012.55, 1012.56 FS. History-New 7-1-92.

Nationally Recognized Guidelines

To address the broad disparity in teacher training for teachers of gifted children, the NAGC, the Council for Exceptional Children (CEC), and its division, The Association for the Gifted (TAG), have recently completed a three-year collaborative project to develop a set of research-based standards for educators: The Teacher Knowledge and Skill Standards for Gifted and Talented. In developing the standards, the organizations worked closely with the Interstate New Teacher and Assessment and Support Consortium (INTASC), a division of the National Council for Accreditation for Teacher Education (NCATE), that provides a national forum to set and meet standards for teacher licensure and professional development. Closely aligned with INTASC's ten Model Standards for Teacher Licensure, the Teacher Knowledge and Skill Standards for Gifted and Talented were created to assist state departments of public instruction in developing standards for teachers of gifted children, grades K-12, and to provide college and universities with a framework for teacher education programs.

Identification and summary of the ten standards include teacher knowledge and understanding of the following:

- Foundations, the research-based evidence, philosophies, laws and policies, and various historical and human perspectives in the evolving field of gifted education;
- Development and Characteristics of Learners, including those with exceptional learning needs and those without;
- Individual Learning Differences, which include the effects that giftedness as well as diversity can have on one's learning;
- Instructional Strategies, which are based on evidence-based research and are specific to gifted and talented students;
- Learning Environments and Social Interactions that promote creativity, cultural understanding, diversity, safety, and emotional well-being, and full student engagement in the learning process;
- Language and Communication and the important role they play in talent development; effective teaching strategies for oral and written communication skills; and individual language proficiencies and cultural and linguistic differences;
- Instructional Planning that reflects both long- and short-range goals and objectives for individual giftedness;
- Assessment in multiple forms that can be used for identification, progress, instruction, and evaluation of gifted learners;
- Professional and Ethical Practice standards in all situations, both in dealing with students and in staying abreast of new evidence and more effective teaching techniques;
- Collaboration with families, other educators, and appropriate service and support personnel for gifted children and gifted programs.

The complete text for the NAGC Standards can be found at <http://www.nagc.org/resources-publications/resources/national-standards-gifted-and-talented-education>.

IV. Instructional Design and Delivery

Instructional Strands

There are five instructional strands included in the Gifted Add-On Endorsement Program. These strands have been developed to ensure that teachers meet the competencies required for teaching in Florida's gifted programs and to support quality training on a statewide basis.

The five instructional strands and major topics are the following:

Instructional Strands	Topics
1. Nature and Needs of Students Who Are Gifted	Defining Giftedness & Exploring Foundations Understanding Giftedness Identifying Giftedness Educating the Gifted Managing Gifted Services
2. Curriculum Development for the Gifted	Key Terms and Concepts of Gifted Curriculum Programs and State Standards Principles of Differentiated Instruction and Universal Design for Learning Curriculum Models Curriculum and Instructional Strategies Selecting Resources, Materials, and Technology Providing a Continuum of Services Student Outcomes and Educational Plan Communicating and Advocating Effectively
3. Guidance and Counseling for the Gifted	Understanding the Gifted Developmental Characteristics of Gifted Children Phenomenological Experience of Gifted Children Strengths and Vulnerabilities Personality Variance of the Gifted and Highly Gifted Special Populations From Risk to Resiliency Opportunities in Education Placement Counseling, Guidance, and Career Placement Advocates for the Gifted

	Parenting the Gifted Child and Family Dynamics
4. Education of Special Populations of Gifted Students	<ul style="list-style-type: none"> Identification of Special Populations of Gifted Students Diverse Types of Gifted Students Multicultural Gifted Education Ethnicity Linguistic Diversity Underachievement Socio-economic and Educational Disadvantage Twice-Exceptional Students Diverse Family Structures and Pressures Gender and LGBTQ+ Young and Highly Gifted Evaluation of Effective Programs for Special Populations of Gifted Students
5. Theory and Development of Creativity	<ul style="list-style-type: none"> Valuing Creativity Defining Creativity Developing and Nurturing Creativity Measuring Creativity and Assessing Creative Outcomes Personalization and Commitment to Creativity

V. Inservice Codes

Primary Purpose	Implementation Methods
<ul style="list-style-type: none"> A. Add-on Endorsement B. Alternative Certification C. Florida Educators Certificate Renewal D. Other Professional Certificate/License Renewal E. Professional Skills Building - Non-instructional F. W. Cecil Golden Professional Development Program for School Leaders G. Approved District Leadership Development Program H. No Certification, Job Acquisition, or Retention Purposes 	<ul style="list-style-type: none"> M. Structured Coaching/ Mentoring N. Independent Learning/Action Research O. Collaborative Planning P. Participant Product Q. Lesson Study R. Electronic, Interactive S. Electronic, Non-interactive T. Evaluation of Practice
Learning (Delivery) Methods	Evaluation (Staff/Participant)
<ul style="list-style-type: none"> A. Knowledge Acquisition B. Electronic, Interactive C. Electronic, Non-interactive D. Learning Community/ Lesson Study Group E. Independent Inquiry F. Structured Coaching/ Mentoring G. Implementation of "High Effect" Practice(s) H. Job-Embedded I. Deliberate Practice J. Problem Solving Process 	<ul style="list-style-type: none"> A. Changes in Instructional or Learning Environment Practices B. Changes in Instructional Leadership or Faculty Development Practices C. Changes in Student Services/Support Practices D. Other Changes in Practices E. Fidelity of Implementation of the Professional Learning Process F. Changes in Observed Educator Proficiency in Implementing Targeted State Standards or Initiatives G. Changes in Observed Educator Proficiency in Practices that Occur Generally without Students Present
Florida Educator Accomplished Practices (FEAP)	Evaluation (Students)
<ul style="list-style-type: none"> Quality of Instruction A.1 Instructional Design and Lesson Planning A.2 The Learning Environment A.3 Instructional Delivery and Facilitation A.4 Assessment Continuous Improvement, Responsibility, and Ethics B.1: Continuous Professional Improvement B.2 Professional Responsibility and Ethical Conduct 	<ul style="list-style-type: none"> A. Results of State or District-Developed/ Standardized Growth Measure(s) B. Results of School/ Teacher- Constructed Student Growth Measure(s) that Track Student Progress C. Portfolios of Student Work D. Observation of Student Performance E. Other Performance Assessment(s) F. Did Not Evaluate Student Outcomes (evaluated with staff evaluation) Z. Did Not Evaluate Student Outcomes

VI. Program Content/Curriculum

Title: Nature and Needs of Students Who Are Gifted

Component Number 2-106-511

Number of Inservice Points: 60

Course Description: *Nature and Needs of Students Who Are Gifted* is designed as a 60-hour course that includes participation in instructional activities, research, and extended learning outside of the classroom. *Nature and Needs of Students Who Are Gifted* provides an overview of the evolution of gifted education on the national, state, and local level. Major events affecting gifted education are described as well as major policies and procedures governing the delivery of gifted education. Cognitive, social, and emotional characteristics common to individuals who are gifted are identified along with strategies that can be used to meet the academic needs of different categories of students who are gifted.

There is flexibility in the course pace depending on the specific needs of the participants and the nature of the instructional setting. The course facilitator is expected to be knowledgeable in the field of giftedness and gifted education. A variety of learning activities is included. Course facilitators may determine which activities are appropriate based on the needs and experiences of the participants.

Competency 1.0

Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following:

- The historical foundation of gifted education (6.2)
- The characteristics, needs, and unique challenges of the student who is gifted and differences to respond to the needs of individuals with gifts and talents (1.1, 1.2)
- The process of screening and identifying students who are gifted (4.3)
- The knowledge of issues involved with planning, developing, and implementing services for students who are gifted (4.4, 4.5)
- The essential role of collaboration to support students who are gifted and teachers (7.1, 7.2, 7.3)

This course infuses the 2013 Teacher Preparation Standards in Gifted and Talented Education in its objectives, as presented by the National Association for Gifted and Talented Children and the Council for Exceptional Children (*NAGC-CEC*).

The content has been organized around five topics:

- Defining Giftedness and Exploring Foundations
- Understanding Giftedness
- Identifying the Gifted
- Educating the Gifted
- Managing Gifted Programs

- Within these five topics are 20 objectives to be demonstrated by those who successfully complete the course. Objectives reference the *National Association of the Gifted and Talented and Council for Exceptional Children (NAGC-CEC) Teacher Knowledge & Skill Standards for Gifted and Talented Education (2013)*.

Specific Objectives:

Topic 1: Defining Giftedness and Exploring Foundations

- Describe the importance, implications, and benefits of gifted education for students and society through the identification of key philosophies, theories, and research.
- Demonstrate an understanding of major historical and contemporary trends that influence gifted education.
- Demonstrate knowledge of the historical, national, and state definitions of giftedness.
- Demonstrate knowledge of the current criteria for gifted eligibility and placement in Florida.

Topic 2: Understanding Giftedness

- Identify cognitive and affective characteristics of learners who are gifted, including those from diverse backgrounds.
- Identify the needs and challenges associated with common gifted characteristics.
- Compare and contrast the cognitive, social, emotional, experiential, and economic factors in supporting or inhibiting the development of giftedness.
- Understand the role of societal, cultural, emotional, experiential, and economic factors in supporting or inhibiting the development of giftedness.

Topic 3: Identifying the Gifted

- Identify issues related to the identification of students who may be gifted.
- Examine district screening practices and identification procedures.
- Recognize contents, uses, limitations, and interpretation of multiple assessments for the screening and identification of learners who are gifted, including students from diverse backgrounds.

Topic 4: Educating the Gifted

- Examine how gifted services differ from education services with regard to curriculum, instruction, grouping, and learning environment.
- Analyze the relationship among gifted programming, differentiation, and identification criteria.
- Prioritize the educational needs of individual students who are gifted based on cognitive and affective characteristics and present levels of educational performance.
- Compare and contrast different service delivery models for students who are gifted and the relationship of the level of need for differentiation to placement on a continuum of services.
- Describe the characteristics and competencies of effective teachers of students who are gifted.

Topic 5: Managing Gifted Services

- Identify laws, regulations, and official documents that directly impact students who are gifted and services in Florida, including the relationship between exceptional student education and gifted programs.

- Identify and interpret implications of current research that impacts gifted education.
- Demonstrate an understanding of the teacher's responsibility for record keeping, including developing a suitable educational plan (EP) for an individual learner who is gifted.
- Examine the importance and role of the parent, teacher, and student in advocating for the gifted.

Professional Learning Delivery, Implementation, and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation method from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader. To the satisfaction of the professional developer, each individual will also complete one or more of the evaluation methods following implementation of professional development strategies.

Professional Development Activity Descriptions:

Each participant will complete one or more of the following component activities:

Lecture/discussion, professional reading, classroom observation, research paper, case study, lesson plan development/implementation, data collection/analysis, assessment design/delivery/analysis, and/or other activities approved by the instructor.

Learning (Delivery) Methods: A, B, E, I, J

Implementation Methods: P, R, T

Evaluation Methods:

Staff: A, F, G

Student: A, D, F, Z

FEAP: A.2, A.3, A.4, B.1

Title: Curriculum and Instructional Strategies for Teaching Gifted Students
Component Number 2-106-540
Number of Inservice Points: 60

Course Description: *Curriculum and Instructional Strategies for Teaching Gifted Students* provides an analysis of curriculum modifications for gifted learners based on the National Association for Gifted Children (NAGC) Standards for Graduate Programs in Gifted Education. Participants will be able to demonstrate adaptations in the content, process, product, affect, and learning environment of the classroom and curricula as they relate to gifted learners. Ultimately, course participants will design units of instruction that are powerful, aligned, engaging, authentic, and challenging. Participants will be able to demonstrate modifications in the content, process, product, affect, and learning environment of the classroom and curricula as they relate to gifted learners.

Competency 2.0

Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following:

- Identify characteristics of students identified as gifted with a focus on the implications for learning and curricular issues. (1.1, 1.2, 3.2, 3.4)
- Demonstrate understanding of the terminology used in the development of curriculum for students who are gifted, including such terms as acceleration, enrichment, and differentiation. (3.1, 3.4, 5.1)
- Demonstrate awareness and knowledge of appropriate resources and materials for developing curriculum and facilitating learning for students who are gifted. (5.1-5.5, 6.2, 6.3)
- Demonstrate the ability to develop a unit of instruction aligning curricular components—including objectives, introduction, teaching strategies, learning activities, products, resources, and assessments—to meet the cognitive and affective needs of students who are gifted. (3.1-3.4, 5.1-5.5)
- Demonstrate knowledge of a continuum of services to support the needs and interests of students who are gifted. (2.4, 5.4, 7.3)
- Demonstrate the ability to identify student outcomes, evaluate student progress, and develop an appropriate Educational Plan (EP). (2.4, 4.1-4.5)

This course infuses the 2013 Teacher Preparation Standards in Gifted and Talented Education in its objectives, as presented by the National Association for Gifted and Talented Children and the Council for Exceptional Children (*NAGC-CEC*).

The content has been organized around 12 topics:

- Key Terms & Concepts
- Program & State Standards
- Principles of DI & UDL
- Curriculum Models
- Curriculum & Instructional Strategies
- Selecting Resources, Materials, & Technology

- Instructional Needs & Strategies
- Designing Units of Instruction
- Providing a Continuum of Services
- Student Outcomes & the Educational Plan
- Communicating & Advocating Effectively
- Program Evaluation
-

Within these 12 topics are 21 objectives to be demonstrated by those who successfully complete the course. Objectives reference the *National Association of the Gifted and Talented and Council for Exceptional Children (NAGC-CEC) Teacher Knowledge & Skill Standards for Gifted and Talented Education (2013)*.

Specific Objectives:

Topic 1: Key Terms & Concepts

- Justify the need to differentiate or adapt instruction to respond to the needs of the gifted learner.
- Demonstrate understanding of the terminology used in the development of curriculum for the gifted.

Topic 2: Program & State Standards

- Demonstrate knowledge of the role of the current state and national standards of the general education curriculum and implications for the education of gifted students.

Topic 3: Principles of DI & UDL

- Demonstrate knowledge of the principles of differentiation and Universal Design for Learning (UDL).

Topic 4: Curriculum Models

- Demonstrate the ability to evaluate models for teaching gifted curriculum.

Topic 5: Curriculum & Instructional Strategies

- Develop an understanding of the issues of equity and excellence as they relate to gifted.
- Demonstrate knowledge of effective instructional strategies and the role of the teacher in implementing these strategies.
- Demonstrate the ability to select gifted curriculum and appropriate instructional strategies.
- Appreciate the role of assessment as an instructional strategy.

Topic 6: Selecting Resources, Materials, & Technology

- Demonstrate awareness and knowledge of appropriate resources and materials for developing curriculum and facilitating learning for students who are gifted.

Topic 7: Instructional Needs & Strategies

- Demonstrate the ability to match instructional strategies to individual needs of learners.
- Identify the impact of Response to Intervention (RtI) as it pertains to students who are gifted.

Topic 8: Designing Units of Instruction

- Demonstrate the ability to develop a unit of instruction aligning curricular components to Florida State Standards, including objectives, introduction, teaching strategies, learning activities, products, resources, and assessments to meet the cognitive and affective needs of gifted learners.

Topic 9: Providing a Continuum of Services

- Demonstrate knowledge of a continuum of services to support the needs and interests of gifted students.

Topic 10: Student Outcomes & the Educational Plan

- Demonstrate the ability to identify various types of assessments and assessment strategies used before, during, and after instruction that provide evidence of student growth and understanding.
- Demonstrate the ability to identify student outcomes, evaluate student progress, and develop an appropriate Educational Plan (EP).

Topic 11: Communicating & Advocating Effectively

- Demonstrate the ability to effectively communicate and work in partnerships with students, families, and school personnel in the interest of students who are gifted.

Topic 12: Program Evaluation

- Establish criteria to evaluate the effectiveness of the gifted programs at local, district, and state levels based on research-based, valid approaches.
- Identify areas in which to assess gifted programs based on the parameters defining gifted services as set by state and national standards, laws, rules, and policies.
- Identify areas in which to assess gifted programs based on the unique needs of students who are gifted.
- Identify effects of culture and environment as well as family and key stakeholders in gifted programming.

Professional Learning Delivery, Implementation, and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation method from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader. To the satisfaction of the professional developer, each individual will also complete one or more of the evaluation methods following implementation of professional development strategies.

Professional Development Activity Descriptions

Each participant will complete one or more of the following component activities:

Lecture/discussion, professional reading, classroom observation, research paper, case study, lesson plan development/implementation, data collection/analysis, assessment design/delivery/analysis, and/or other activities approved by the instructor.

Primary Purpose: A

Learning (Delivery) Methods: A, B, E, H, I, J

Implementation Methods: P, R, T

Evaluation Methods:

Staff: A, F, G

Student: C, E

FEAP: A.1, A.2, A.3, A.4, B.1

Title: Guidance and Counseling for Gifted Students

Component Number: 2-106-542

Number of Inservice Points: 60

Course Description: *Guidance and Counseling for the Gifted* is designed as a 60-hour course that includes participation in instructional activities, research, and extended learning outside of the classroom. This course provides an overview of the theory, research, practical strategies, and resources on guidance and counseling, with an emphasis on classroom applications in the gifted classroom. Participants will understand holistic developmental characteristics of gifted children, will be able to identify risk factors related to gifted students, and will be to support social skills, career exploration, and leadership development of gifted students.

Competency 3.0

Participants will receive an overview of the theory, research, practical strategies, and resources on guidance and counseling, with an emphasis on classroom applications in the gifted classroom.

This course infuses the 2013 Teacher Preparation Standards in Gifted and Talented Education in its objectives, as presented by the National Association for Gifted and Talented Children and the Council for Exceptional Children (*NAGC-CEC*).

The content has been organized around twelve topics:

- Understanding the Gifted
- Developmental Characteristics of Gifted Children
- Phenomenological Experience of Being Gifted
- Strengths and Vulnerabilities
- Personality Variance of the Gifted and Highly Gifted
- Special Populations
- From Risk to Resiliency
- Opportunities in Educational Placement
- Counseling, Guidance, and Career Placement
- Supporting Social Skills and Leadership Development
- Advocates for the Gifted
- Parenting the Gifted Child and Family Dynamics

Within these 12 topics are 45 objectives to be demonstrated by those who successfully complete the course. Objectives reference the *National Association of the Gifted and Talented and Council for Exceptional Children (NAGC-CEC) Teacher Knowledge & Skill Standards for Gifted and Talented Education (2013)*.

Upon completion of this course, beginning gifted education professionals will demonstrate an awareness of the following:

- Describe holistic developmental characteristics of a gifted child and understand what it is like to be gifted from the child's point of view. (1.1, 3.1, 5.1)
- Analyze strengths and vulnerabilities that distinguish students who are gifted from their age-related peers. (1.2, 2.2, 5.5)
- Describe personality variances of individuals who are gifted and profoundly gifted. (1.1, 1.2, 2.2, 5.5)
- Differentiate needs and concerns of students who are gifted in special populations, including differences due to gender, cultural and ethnic divergence, twice exceptionality, and low socio-economic status. (1.1, 3.3, 3.4, 4.1, 7.3)
- Describe thoroughly risk factors and resiliency related to students who are gifted. (2.1, 2.4, 4.3, 4.4)
- Identify numerous educational opportunities available for students who are gifted and discuss the strengths and limitations of each. (2.4, 6.3, 7.3)
- Identify counseling and guidance activities and resources to assist students who are gifted—K-12 and post-secondary—to plan for coursework, college, career, and life choices. (2.4, 6.3-6.5)
- Use knowledge of social skills training to assist students who are gifted in developing healthy relationships and displaying leadership capability. (2.2, 7.3)
- Acquire and refine the knowledge, skills, and resources needed to advocate as a teacher, parent, or supporter of self-advocacy for gifted students. (3.1, 5.3, 7.1-7.3)
- Understand special needs in parenting the gifted child and in family dynamics. (5.3, 5.5, 6.5, 7.3)
- Understand and support children who are emotionally gifted and spiritually gifted. (5.3, 5.5, 6.5, 7.3)
- Apply knowledge and skills necessary to assist students, their families, and educators in understanding the psychology of giftedness and in tapping community, state, and national resources for service support. (6.4, 6.3, 6.5, 7.1-7.3)
- Become competent in identifying and navigating Web sites that extensively address topics related to giftedness for personal and professional use. (5.2, 6.1-6.5)

Specific Objectives:

Topic 1: Understanding the Gifted

- Identify common attitudes, biases, and preconceived expectations held about gifted children by teachers, parents, age-related peers, and throughout American society.
- Discuss the many ways these attitudes affect the everyday lives of gifted children and impact educational services available to them.
- Identify several current definitions of giftedness. Note the impact each definition has in a school situation, at home and in society at large.

Topic 2: Developmental Characteristics

- Attain a developmental understanding of gifted individuals across the life span from infancy to adulthood incorporating a holistic perspective (namely: intellectual, physical, social, and spiritual/moral).
- Describe how the interaction between the environment and innate capabilities affects productivity throughout life.

Topic 3: Phenomenological Experience

- Understand the inner experience of gifted children.
- Become familiar with Dabrowski's Theory of Positive Disintegration and the importance of Developmental Potential and Overexcitabilities in understanding the gifted.
- Become cognizant of personality variables that affect the social and emotional well-being of gifted children.
- Understand the distinguishing characteristics of emotional and spiritual giftedness.

Topic 4: Strengths and Vulnerabilities

- Understand strengths and vulnerabilities of a gifted individual that originate from within the self.
- Understand vulnerabilities that are due to another's reaction to giftedness.
- Understand the vulnerabilities that are due to a specific circumstance.

Topic 5: Personality Variance

- Realize that some researchers further categorize gifted people by IQ scores, into highly and profoundly gifted categories.
- Understand that a person who has an I.Q. that is two or more standard deviations above the norm will have greater difficulty finding peers and will be misunderstood by others.
- Recognize that a person with an I.Q. two or more standard deviations above the norm is different.
- Understand that any grouping of traits for profoundly gifted individuals is merely for convenience of presentation.

Topic 6: Special Populations

- Describe the different social and emotional needs of gifted students from special populations, including gender, ethnicity and culture, socioeconomic status, twice exceptional, and underachieving students.
- Realize the need for additional or different assessment tools to identify special population students.
- Learn how to recognize, understand, and support gifted children with multiple differences.

Topic 7: From Risk to Resiliency

- Identify risk factors and resiliency as related to gifted students.
- Enumerate what you can do as a teacher to help students at risk.
- List symptoms in children and adults of addiction and physical or sexual abuse.

Topic 8: Opportunities in Educational Placement

- Read Templeton National Report on Acceleration- A nation deceived: How schools hold back America's brightest students. Vol. 1 and 2. (2004) and A Nation Empowered. Vol. 1 and 2 (2015) Colangelo, N., Assouline, S., & Gross, M.
- Understand two categories of acceleration - grade based and subject based - and list 18 acceleration options that respond to gifted students' academic needs and support their social and emotional well-being.

- Compare and contrast Florida's Acceleration Statute [1002.3105 f.s.](#) with your district's schools' policies and activities for acceleration.
- Recognize home-schooling as a positive option for some gifted students and families.
- Be aware of myths, fears and expectations of teachers and administrators that hold back students and the research that responds to these concerns.

Topic 9: Counseling, Guidance, and Career Placement

- Understand the need for supportive services for gifted individuals due to the complexity and sensitivity of their nature.
- Recognize that a counselor, therapist, or psychologist must be educated in the gifted field so not to misdiagnose common characteristics of gifted individuals as pathology.
- Realize counseling provides empathy and partnership in times of need.
- Identify activities and resources to assist K-12 students who are gifted in planning for further education, career, or life choices.
- Recognize that guidance and career counseling support gifted individuals in decision-making for positive life choices.

Topic 10: Supporting Social Skills and Leadership Development

- Learn how to help students develop social skills and inspire leadership.
- Support gifted children's experience of global interconnectedness and personal responsibility to take action.
- Realize that a primary need in life is to belong.
- Help gifted children to appreciate that their profound sensitivity and empathy can be channeled to help humankind.
- Recognize that perceptivity, empathy, ethics, values, integrity, and leadership are related.

Topic 11: Advocates for the Gifted

Acquire and refine the knowledge and skills needed to advocate for gifted learners.

- Identify how parent, teacher, and educational advocates can positively affect gifted services and programming.
- Identify advocacy issues, needs, resources, educational laws, skills, and strategies.
- Support the necessity of self-advocacy by gifted students.

Topic 12: Parenting and Family Dynamics

- Understand that gifted children naturally have unique needs that parents are challenged to address daily.
- Recognize that parents of gifted children need guidance and support to respond suitably to additional needs and demands of their children.
- Realize that parents of gifted children may experience isolation from other parents due to other's lack of understanding; societal expectations and myths; jealousy; competition; and lack of acceptance that gifted children have special needs.
- Understand the significance of the quote from Mr. Rogers: "The best parents can do for children is to listen to them."

Topics developed in Guidance and Counseling for the Gifted address various objectives that attempt to answer 12 broad questions:

- What does it mean to be gifted?

- What characteristics do gifted individuals display across their lives to differentiate them from same-age peers?
- What is the phenomenological experience of a gifted individual?
- How do the strengths and vulnerabilities of gifted individuals impact their lives?
- How does the very nature of highly gifted and profoundly gifted individuals separate them from others?
- How can we identify and support a gifted child who displays atypical characteristics due to life differences?
- How can we help foster resiliency in at-risk gifted students?
- How can schools support our brightest students?
- How can we help students learn what they want to do, not just what others think they should do?
- How can we facilitate social skills and leadership development in students?
- How can advocates positively affect others' understanding and acceptance of gifted children's needs?
- What is different about parenting a gifted child?

Delivery Methods

Both facilitator and participants may use a variety of formats to augment this course. Some suggestions follow:

- Multiple presentation formats i.e.: Google Slides, Prezi, PowerPoint, Keynote
- Formative Assessment tools such i.e.: Google forms, Quizlet, Kahoot, Socrative
- Other formats appropriate for this course

Professional Learning Delivery, Implementation, and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation method from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader. To the satisfaction of the professional developer, each individual will also complete one or more of the evaluation methods following implementation of professional development strategies.

Professional Development Activity Descriptions

Each participant will complete one or more of the following component activities:

Lecture/discussion, professional reading, classroom observation, research paper, case study, lesson plan development/implementation, data collection/analysis, assessment design/delivery/analysis, and/or other activities approved by the instructor.

Primary Purpose: A

Learning (Delivery) Methods: A, B, E, H, I, J

Implementation Methods: P, R, T

Evaluation Methods:

Staff: A, F, G

Student: A, D, F, Z

FEAP: A.2, A.3, A.4, B.1

Title: Education of Special Populations of Gifted Students
Component Number: 2-106-512
Number of Inservice Points: 60

Course Description: *Education of Special Populations of Gifted Students* course provides an overview of the challenges and issues that face diverse populations of gifted students as they struggle to gain acceptance, recognition, and access to appropriate gifted education to meet their individual needs. It incorporates central issues in multicultural education that examine questions of equity and excellence; prejudice and stereotyping of special populations; and lack of awareness, understanding, and recognition manifested in discriminatory practices on the national, state, and local levels. It examines policies and procedures to screen, identify, and provide appropriate modifications to curriculum for these diverse gifted students, and concludes with a view of how to evaluate effective practices and exemplary programs for special populations of gifted students.

Competency 4.0

Participants will receive an overview of the challenges and issues that face diverse populations of gifted students as they struggle to gain acceptance, recognition, and access to appropriate gifted education to meet their individual needs. Participants will develop an awareness of the central issues in multicultural education that examine questions of equity and excellence; prejudice and stereotyping of special populations; and lack of awareness, understanding, and recognition manifested in discriminatory practices on the national, state, and local levels. They will examine policies and procedures to screen, identify, and provide appropriate modifications to curriculum for these diverse gifted students.

Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following:

- The teacher's own prejudices and stereotypes concerning students who are diverse gifted (1.1, 4.1, 6.3)
- The development of intercultural competence in the teacher and advocacy for underserved populations of gifted students (2.3, 4.1, 5.4, 6.4, 6.5)
- The cognitive, physical, and affective characteristics of diverse gifted children (2.1, 2.3, 3.4, 5.5)
- Skills to assist in the screening and identification process (4.1 -4.5)
- The process and content of individual psychological testing and assessment in the identification of the gifted (4.1-4.5)
- The essential role of collaboration in supporting the needs of children from diverse populations who are gifted (4.3, 5.3, 7.1 -7.3)
- Knowledge of issues involved with the planning, development, and implementation of services for diverse gifted children (4.4-4.5; 5.1-5.5)

This course infuses the 2013 Teacher Preparation Standards in Gifted and Talented Education in its objectives, as presented by the National Association for Gifted and Talented Children and the Council for Exceptional Children (*NAGC-CEC*).

Within these 12 topics are 21 objectives to be demonstrated by those who successfully complete the course. Objectives reference the *National Association of the Gifted and Talented and Council*

for Exceptional Children (NAGC-CEC) Teacher Knowledge & Skill Standards for Gifted and Talented Education (2013).

The course begins with a review of central concepts of giftedness in relation to diversity and current practices in identification, and then it is structured into three perspectives:

- Socio-cultural issues that examine global and geographical differences; ethnicity, religion, and linguistic diversity
- Personal issues that examine underachievement, physical disabilities, behavioral and emotional disorders, and learning disabilities
- Community issues that examine economic and educational disadvantaged; diverse family structures and pressures; the young gifted, highly gifted, and precocious; and gender differences

Topics developed in Education of Special Populations of Gifted Students address various objectives that attempt to answer four broad questions:

- Who are they?
- How do you find and identify them?
- Why do diverse gifted students need different programs and curricular options?
- How can you judge the effectiveness of the programs for diverse students?

The content has been organized around 12 topics:

- Identification of Special Populations
- Diverse Types of Gifted Students
- Multicultural Gifted Education: Incidence of Special Populations of Gifted
- Ethnicity
- Linguistic Diversity
- Underachievement
- Socio-Economic & Educational Disadvantage
- Twice-Exceptional Students
- Diverse Family Structures & Pressures
- Gender & LGBTQ+
- Young & Highly Gifted
- Evaluation of Effective Programs for Special Populations

Within these 12 topics are 57 objectives to be demonstrated by those who successfully complete the course. Objectives reference the *National Association of the Gifted and Talented and Council for Exceptional Children (NAGC-CEC) Teacher Knowledge & Skill Standards for Gifted and Talented Education (2013)*.

Specific Objectives:

Topic 1: Identification of Special Populations

- Demonstrate knowledge of Plan B (Florida Statutes and State Board of Education Rules, 6A. -6.03019 Special Instructional Programs for Students Who are Gifted) and 6A. -6.03313 (Procedural Safeguards for Exceptional Students Who are Gifted).
- Demonstrate Knowledge of alternative assessments and non-traditional screening, and evaluation appropriate for use with students from special populations.
- Match appropriate screening and identification procedures with the needs of special populations.

Topic 2: Diverse Types of Gifted Students

- Within the broad spectrum of giftedness in the general population, identify subgroups and underserved populations.
- Understand the learning needs and challenges of diverse types of gifted students.
- Identify the unique needs of gifted girls, culturally diverse, rural, those with disabilities, underachieving, highly gifted, young gifted students, and disadvantaged gifted students.
- Examine the challenges of finding gifted students from underserved populations.
- Justify the need to modify and differentiate the curriculum in terms of the needs of these special populations.

Topic 3: Multicultural Gifted Education: Incidence of Special Populations of Gifted

- Examine the nature of giftedness in relation to multicultural principles and underserved populations.
- Acquire knowledge of diversity focus of national standards in gifted education.
- Justify the need to modify and differentiate the curriculum in terms of the needs of these special populations.
- Examine personal cultural competencies.

Topic 4: Ethnicity

- Understand the impact of global diversity issues in education of gifted students from diverse ethnic perspectives.
- Examine the rights and perspectives of diverse ethnic religions of gifted students and first amendment issues.
- Identify the characteristics of specific ethnic groups of gifted students.
- Develop an awareness of and demonstrate teaching strategies for addressing the needs of specific ethnic groups.

Topic 5: Linguistic Diversity

- Understand the characteristics and needs of linguistic minority gifted students.
- Appreciate and incorporate the cultural and linguistic perspectives of gifted students who are bilingual or multilingual into curriculum.
- Examine policies and procedures for working with gifted LEP (Limited English Proficient) or EL (English Learners) students.
- Examine ways to identify high potential linguistic minority students.
- Identify strategies to effectively work with linguistic minority students.
- Identify strategies to effectively work with linguistically diverse gifted students and those who are classified as LEP or EL students.

Topic 6: Underachievement

- Examine the impact of cultural, ethical, and educational norms and expectations on underachievement in gifted students.

- Understand the individual characteristics, attitudes, and circumstances that can affect the achievement of a gifted student from diverse populations.
- Explore ways to identify gifted students from special populations who are unsuccessful in school.
- Examine the characteristics and needs of these students.
- Identify strategies to assist these students.

Topic 7: Socio-Economic & Educational Disadvantage

- Identify and describe low socio-economic status populations that are underserved.
- Examine the nature of giftedness as masked by socio-economic and educational disadvantages.
- Identify inhibiting socio-economic factors that have prevented services for low-income gifted children.
- Identify key research on identification of disadvantaged gifted students from underserved populations.
- Examine alternative, contextual or process-oriented forms of assessment as promising ways to identify low-income gifted students.
- Examine methods and strategies that challenge the unique needs of disadvantaged gifted children.
- Research promising programs and services for socio-disadvantaged gifted children that would accommodate their unique needs for skill-development, exposure to relevant experiences, mentoring opportunities, and access to resources in the community.

Topic 8: Twice-Exceptional Students

- Clarify and define diverse types of gifted twice-exceptional students.
- Demonstrate knowledge, characteristics, and needs of students who are both gifted and have a disability, including physical impairments, sensory impairments, emotional and behavioral disabilities, and learning disabilities.
- Identify the reasons that gifted students with disabilities are underrepresented in gifted programs.
- Discuss strategies and programming needs for gifted students who are twice-exceptional.

Topic 9: Diverse Family Structures & Pressures

- Identify and describe the impact of non-traditional experiences, values, and cultural expectations on the development and educational experiences of gifted students.
- Identify the unique characteristics and needs of gifted students from diverse family structures.
- Identify strategies for stimulating personal growth of gifted students from diverse families.
- Identify community support systems for diverse families of gifted students.

Topic 10: Gender & LGBTQ+

- Examine stereotyping and prejudice that impacts girls, boys, and those who identify as LGBTQ+.
- Examine the impact of culture and ethnicity on gender expectations for gifted students from minority groups.
- Demonstrate knowledge of how gender can affect achievement and aspirations of gifted students.
- Explore the contribution of mentorships in their education.

Topic 11: Young & Highly Gifted

- Examine concepts of age-appropriate development in relation to concepts of giftedness.
- Understand the needs and characteristics of very young gifted students.
- Examine ways to identify very young gifted students in early childhood education and support their educational and personal needs.
- Understand the needs and characteristics of highly gifted students.
- Identify problems, challenges and present options for developing skills in highly gifted students.
- Examine exemplary practices and programs for meeting the needs of the highly gifted student.

Topic 12: Evaluation of Effective Programs for Special Populations

- Identify and describe criteria of effective programs.
- Examine theories of giftedness in the socio-cultural perspective in relation to goals for gifted programs.
- Identify instructional methods that accommodate the needs of special populations.
- Identify key research on programs for special populations.
- Communicate and consult with school personnel to evaluate the effectiveness of programs in local schools/districts.

Professional Learning Delivery, Implementation, and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation method from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete one or more of the evaluation methods following implementation of professional development strategies.

Professional Development Activity Descriptions

Each participant will complete one or more of the following component activities:

Lecture/discussion, professional reading, classroom observation, research paper, case study, lesson plan development/implementation, data collection/analysis, assessment design/delivery/analysis, and/or other activities approved by the instructor.

Primary Purpose: A

Learning (Delivery) Methods: A, B, E, H, I, J

Implementation Methods: P, R, T

Evaluation Methods:

Staff: A, F, G

Student: B

FEAP: A.1, A.2, A.3, A.4, B.1, B.2

Title: Gifted: Theory and Development of Creativity

Component Number: 2-106-543

Number of Inservice Points: 60

Course Description: *Theory and Development of Creativity* is designed as a 60-hour course that includes participation in instructional activities, research, and extended learning outside of the classroom. There is flexibility in the course pace depending on the specific needs of the participants and the nature of the instructional setting. The course facilitator is expected to be knowledgeable in the field of giftedness and gifted education. A variety of learning activities is included. Course facilitators may determine which activities are appropriate based on the needs and experiences of the participants. Participants will develop an awareness of valuing creativity, clarifying creativity, understanding the elements of creativity, cultural conceptions of creativity, and assessing creativity. They will also learn how to foster a creative learning environment, nurture and develop creativity, identify goals, and use evaluation procedures.

Competency 5.0

Participants will develop an awareness of valuing creativity, clarifying creativity, understanding the elements of creativity, assessing creativity, and cultural conceptions of creativity. They will also learn how to foster a creative learning environment, nurture and develop creativity, identify goals, and use evaluation procedures.

Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following:

- Knowledge of the nature and definition of creativity (1.2, 3.2, 5.1).
- Self-reflection and strategies to enhance personal creativity (1.1, 3.2, 5.5, 6.4).
- Ideas and strategies for teaching students to develop and use their creativity (5.1, 5.2, 5.3, 5.4, 5.5).

This course infuses the 2013 Teacher Preparation Standards in Gifted and Talented Education in its objectives, as presented by the National Association for Gifted and Talented Children and the Council for Exceptional Children (*NAGC-CEC*).

The content has been organized around 5 topics:

- Valuing Creativity
- Defining Creativity
- Developing and Nurturing Creativity
- Measuring Creativity and Assessing Creative Outcomes
- Personalization and Commitment to Creativity

Within these 5 topics are 19 objectives to be demonstrated by those who successfully complete the course. Objectives reference the *National Association of the Gifted and Talented and Council for Exceptional Children (NAGC-CEC) Teacher Knowledge & Skill Standards for Gifted and Talented Education (2013)*.

Specific Objectives:

Topic 1: Valuing Creativity

- Describe the importance, implications, and benefits of creative thinking for students in today's schools and for society.
- Demonstrate an understanding of how creative thinking can be used to address problems in society.
- Describe the impact of creativity on personal growth and self-actualization.

Topic 2: Defining Creativity

- Compare and contrast several definitions of creativity, including a personal definition, and explain why a single definition has not been universally accepted.
- Review research in the field of creativity and apply it to a classroom setting.
- Demonstrate an understanding of the elements of creative thinking, e.g. fluency, flexibility, originality and elaboration.
- Identify cognitive and personal characteristics associated with creativity across cultures and throughout time using contemporary and historical examples.

Topic 3: Developing and Nurturing Creativity

- Identify specific personal, developmental, socio-cultural, and educational experiences that facilitate and those that inhibit the development of creativity and its expression.
- Recognize ways to establish a classroom environment that fosters the development and expression of creativity.
- Plan appropriate teaching strategies and groupings that support the development and expression of creative abilities.
- Investigate tools and programs (e.g. Odyssey of the Mind, Future Problem Solving, Invent America) for generating ideas, focusing thought, and fostering creativity.
- Develop instructional plans to integrate creativity within and across the content areas on process and product.

Topic 4: Measuring Creativity and Assessing Creative Outcomes

- Understand the role of assessment of creativity and the use of tests and inventories.
- Describe, compare, and evaluate different instruments for measuring creativity.
- Examine the role of assessment, including portfolio development, in the evaluation of creative processes and products.
- Describe traits and appropriate criteria used to assess creative outcomes and products.

Topic 5: Personalization and Commitment to Creativity

- Explore and analyze the ethical issues surrounding creativity.
- Design and implement a personal plan for establishing a classroom environment to nurture and develop creativity.
- Evaluate personal and student creativity development and monitor success in applying creativity strategies to real problems and challenges.

Professional Learning Delivery, Implementation, and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation method from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader. To the satisfaction of the professional developer, each individual will also complete one or more of the evaluation methods following implementation of professional development strategies.

Professional Development Activity Descriptions

Each participant will complete one or more of the following component activities:

Lecture/discussion, professional reading, classroom observation, research paper, case study, lesson plan development/implementation, data collection/analysis, assessment design/delivery/analysis, and/or other activities approved by the instructor.

Primary Purpose: A

Learning (Delivery) Methods: A, B, E, H, I, J

Implementation Methods: P, R, T

Evaluation Methods:

Staff: A, F, G

Student: Z

FEAP: A.1 A.2, A.3, A.4, B.1

Gifted Endorsement Matrix

Competency	Specific NAGC Standards	Method of Competency Demonstration
<p>1.0 : Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following:</p> <ul style="list-style-type: none"> • The historical foundation of gifted education • The characteristics, needs, and unique challenges of the student who is gifted and differences to respond to the needs of individuals with gifts and talents • The process of screening and identifying students who are gifted • The knowledge of issues involved with planning, developing, and implementing services for students who are gifted • The essential role of collaboration to support students who are gifted and teachers 	<p>1.1, 1.2, 4.3, 4.4, 4.5, 6.2, 7.1, 7.2, 7.3</p>	<p>Discussions, Classroom Observations, Student Observations, Student Assessments, Interviews, Presentations, Projects, Case study</p>
<p>2.0 : Participants will be able to demonstrate modifications in the content, process, product, affect, and learning environment of the classroom and curricula as they relate to gifted learners. Ultimately, course participants will design units of instruction that are powerful, aligned, engaging, authentic, and challenging.</p> <p>Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following:</p> <ul style="list-style-type: none"> • Identify characteristics of students identified as gifted with a focus on the implications for learning and curricular issues. • Demonstrate understanding of the terminology used in the development of curriculum for students who are gifted, including such terms as acceleration, enrichment, and differentiation. Demonstrate awareness and knowledge of appropriate resources and materials for developing curriculum and facilitating learning for students who are gifted. 	<p>1.1, 1.2, 3.1, 3.2, 3.4, 4.1, 4.2, 4.3, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 6.2, 6.3, 7.3</p>	<p>Discussions, Student Observations, Student Assessments, Presentations, Projects, Case study, Lesson plan, Unit of Study</p>

<ul style="list-style-type: none"> • Demonstrate the ability to develop a unit of instruction aligning curricular components—including objectives, introduction, teaching strategies, learning activities, products, resources, and assessments—to meet the cognitive and affective needs of students who are gifted. • Demonstrate knowledge of a continuum of services to support the needs and interests of students who are gifted. • Demonstrate the ability to identify student outcomes, evaluate student progress, and develop an appropriate Educational Plan (EP). (2.4, 4.1-4.5). 		
<p>3.0 Participants will receive an overview of the theory, research, practical strategies, and resources on guidance and counseling, with an emphasis on classroom applications in the gifted classroom. Upon completion of this course, beginning gifted education professionals will demonstrate an awareness of the following:</p> <ul style="list-style-type: none"> • Describe holistic developmental characteristics of a gifted child and understand what it is like to be gifted from the child’s point of view. (1.1, 3.1, 5.1) • Analyze strengths and vulnerabilities that distinguish students who are gifted from their age-related peers. (1.2, 2.2, 5.5) • Describe personality variances of individuals who are gifted and profoundly gifted. (1.1, 1.2, 2.2, 5.5) • Differentiate needs and concerns of students who are gifted in special populations, including differences due to gender, cultural and ethnic divergence, twice exceptionality, and low socio-economic status. (1.1, 3.3, 3.4, 4.1, 7.3) • Describe thoroughly risk factors and resiliency related to students who are gifted. (2.1, 2.4, 4.3, 4.4) • Identify numerous educational opportunities available for students who are gifted and discuss the strengths and limitations of each. (2.4, 6.3, 7.3) • Identify counseling and guidance activities and resources to assist students who are gifted—K-12 and post-secondary—to plan for coursework, college, career, and life choices. (2.4, 6.3-6.5) • Use knowledge of social skills training to assist students who are gifted in developing healthy 	<p>1.1, 1.2, 2.2, 3.1, 3.3, 3.4, 4.1, 5.1, 5.2, 5.3, 5.5, 6.3, 6.4, 6.5, 7.1, 7.2, 7.3</p>	<p>Quizzes, discussions, classroom observations, district staff interviews, district policy review, student interviews, presentations, student assessments, projects</p>

<p>relationships and displaying leadership capability. (2.2, 7.3)</p> <ul style="list-style-type: none"> • Acquire and refine the knowledge, skills, and resources needed to advocate as a teacher, parent, or supporter of self-advocacy for gifted students. (3.1, 5.3, 7.1-7.3) • Understand special needs in parenting the gifted child and in family dynamics. (5.3, 5.5, 6.5, 7.3) • Understand and support children who are emotionally gifted and spiritually gifted. (5.3, 5.5, 6.5, 7.3) • Apply knowledge and skills necessary to assist students, their families, and educators in understanding the psychology of giftedness and in tapping community, state, and national resources for service support. (6.4, 6.3, 6.5, 7.1-7.3) • Become competent in identifying and navigating Web sites that extensively address topics related to giftedness for personal and professional use. (5.2, 6.1-6.5) 		
<p>4.0: Participants will receive an overview of the challenges and issues that face diverse populations of gifted students as they struggle to gain acceptance, recognition, and access to appropriate gifted education to meet their individual needs. Participants will develop an awareness of the central issues in multicultural education that examine questions of equity and excellence; prejudice and stereotyping of special populations; and lack of awareness, understanding, and recognition manifested in discriminatory practices on the national, state, and local levels. They will examine policies and procedures to screen, identify, and provide appropriate modifications to curriculum for these diverse gifted students.</p> <p>Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following:</p> <ul style="list-style-type: none"> • The teacher's own prejudices and stereotypes concerning students who are diverse gifted (1.1, 4.1, 6.3). • The development of intercultural competence in the teacher and advocacy for underserved populations of gifted students (2.3, 4.1, 5.4, 6.4, 6.5). • The cognitive, physical, and affective characteristics of diverse gifted children (2.1, 2.3, 3.4, 5.5). • Skills to assist in the screening and identification process (4.1 -4.5). 	<p>1.1, 2.3, 4.1, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 5.5, 6.3, 6.4, 6.5, 7.1, 7.2, 7.3</p>	<p>Discussions, Classroom Observations, Student Observations, Student Assessments, Interviews, Presentations, Projects, Case study, Lesson Plan</p>

<ul style="list-style-type: none"> • The process and content of individual psychological testing and assessment in the identification of the gifted (4.1-4.5) • The essential role of collaboration in supporting the needs of children from diverse populations who are gifted (4.3, 5.3, 7.1 -7.3). • Knowledge of issues involved with the planning, development, and implementation of services for diverse gifted children (4.4-4.5; 5.1-5.5) 		
<p>5.0 : Participants will develop an awareness of valuing creativity, clarifying creativity, understanding the elements of creativity, cultural conceptions of creativity, and assessing creativity. They will also learn how to foster a creative learning environment, nurture and develop creativity, identify goals, and use evaluation procedures.</p> <p>Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following:</p> <ul style="list-style-type: none"> • Knowledge of the nature and definition of creativity. • Self-reflection and strategies to enhance personal creativity. • Ideas and strategies for teaching students to develop and use their creativity. 	<p>1.1, 1.2, 3.2, 5.1, 5.2, 5.3, 5.4, 5.5, 6.4</p>	<p>Discussions, Classroom Observations, Student Observations, Student Assessments, Interviews, Presentations, Projects, Case study</p>

VII. Instructor Qualifications

Selection of instructors for the Gifted Endorsement Add-on Endorsement Program will be based on the following minimum selection criteria:

- Current Florida teaching certificate (or the equivalent) with gifted endorsement,
- Minimum three years successful teaching experience in gifted education
- Commitment to carry out the number of hours of instruction, individual participant consultation, and follow-up specified in each training module.

VIII. Completion Requirements

Program Completion

Satisfactory completion of all required training activities in each module/component and demonstration of mastery of all competencies within is required for program completion. Satisfactory completion of individual components for add-on purposes may be demonstrated through:

- A. Instructor's verification of successful demonstration of all applicable competencies and products within the component of the approved add-on program;
- B. Verification of successful demonstration of all applicable competencies within a component of another district's Gifted add-on program shall be conducted by personnel from the district's staff development office and will apply when reasonable equivalency between the components can be established through a review of the approved program; or,
- C. Successful completion of a college or university course documented by official transcript, where reasonable equivalence can be established between the component and the course through review of the course catalog description and course materials. This review shall be conducted by personnel from the district's staff development office.

Competency Demonstration

All those attempting to add the Gifted Endorsement to their Florida Educator's Certificates must earn a minimum of 300 in-service points by successfully completing the prescribed set of in-service components including the demonstration of all competencies required for the endorsement or through documented evaluation means. In general, competency demonstration will be done through products, tests, classroom demonstrations, and/or portfolios; however, procedures for evaluation of competency achievement within components will vary depending on the nature of the competency. In-service training credits for those completing the add-on program will be awarded on the basis of a candidate's successful completion of the components, direct instruction, practicum (when applicable), and follow-up activities.

Competency Verification

Verification of competencies other than through the procedures stated above is not an option for the Gifted Add-on Endorsement Program. Certificates will be issued to successful completers as a record of competency completion.

IX. Program Evaluation

Evaluation Plan

Program assessment techniques, training components, and competency acquisition by individual participants will be used to evaluate the Gifted Endorsement Program. Methods by which the component coordinator will determine successful completion of individual participants are described for each component.

- D. Individual participants will be evaluated on the basis of having acquired the necessary competencies as verified by the instructor in accordance with approved methods and criteria.
- E. Participants, using district staff development program procedures, will evaluate each training component.

- F. The program may be assessed by participants, instructors, staff development personnel, district Gifted director, principals, or school-level coaching specialists to determine program effectiveness and program efficiency in terms of management, operation, and delivery.
- G. The budget for Gifted Endorsement will mostly be borne by the participating district. Participants may be able to participate in FDLRS-sponsored courses or district-sponsored courses that are offered free of charge.
- H. Methods by which the component coordinator will determine the impact of the component on the individual's job performance and/or classroom, school, work setting are described as part of each component evaluation.

Annual Review

Data described below will be reviewed and analyzed per Rule 6A-5.071(7), F.A.C.:

1. Descriptive Data

- Number of teachers who are out-of-field in Gifted
- Number and percentages of out-of-field that have enrolled in the add-on program
- Number of program completers

2. Client Satisfaction Data

- Attitudes of candidates will be surveyed to determine the extent to which:
- The program is meeting candidate needs.
- The quality of instruction is consistent with professional development standards.
- The curriculum is pertinent to their coaching and professional development needs.
- The pace, quantity, and quality of assessments are compatible with their primary coaching responsibilities.

3. Supervisory Evaluation Data

- The add-on certification program is meeting school and program needs.
- Skills acquired in add-on training are practiced and shared with others.
- Evidence exists of tangible benefits to students accruing from add-on training.
- Implementation of the program is cost and time effective.
- The data collected during the annual review will be used to determine overall program performance

X. Management

1. **State Program Oversight:** The FDLRS organization will be responsible for the overall management of the Gifted Endorsement Program including dissemination of information, maintaining participant and program files, certifying the completion of program requirements and processing applications, coordinating program activities, collecting evaluation data, and providing information regarding the Program when required by the school district and/or Florida Department of Education staff.
2. **District Director of Professional Development:** Each district's Director of Professional Development Services is designated by the Superintendent of Schools for monitoring the implementation of the Florida Gifted Endorsement Program and has the responsibility for submitting an evaluation transfer credit and coordinating the delivery of the program's in-service components.

3. **Professional Learning Catalog:** The Florida Gifted Add-On Endorsement Program is a part of the district's professional learning catalog.

4. **Records:**

- a. **Participant** – The district will maintain a file on each program participant containing performance, advisement, transfer, component completion and all other necessary data. Records are also maintained in the PAEC ePDC and are accessible digitally.
- b. **Component** – The district will maintain a file for each component offered containing performance and other evaluative data, instructor personnel data, and other necessary information.
- c. **Program** – District records will be in compliance with the standards of the add-on endorsement program and applicable State Board Rules.

Candidate Application and Admission

Certified teachers who plan to add the endorsement to their current certificate.

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

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

NOTE: Acceptance of coursework completion under conditions stated above went into effect on October 1, 2010. Those who completed coursework prior to October 1, 2010 shall be "grandfathered" in and receive credit as long as work was done no earlier than 2000. Credit awarded from different providers prior to January 1, 2000 will not be accepted.

Advisement

Individualized advisement will be provided by the appropriate district personnel in collaboration with the course instructor on matters related to the endorsement offerings, training requirements, and progress toward completion of the Gifted Endorsement Program. The district will ensure that staff members are available to assist candidates with the initial program orientation, inservice training requirements, and progress toward successful program completion.

Transfer and Utilization of Credit (College or Inservice)

Credit earned in college courses from an accredited institution of higher education may be considered for transfer of credit to this add-on certification program. College courses are converted to inservice points with each semester credit hour equivalent to 20 inservice points. Participants must request an official college transcript from the institution of higher education for courses they

wish to transfer; course syllabi will be analyzed to determine correlation to the appropriate Gifted inservice course within the chosen plan of study.

Inservice credit earned in other school districts may be applied to the Gifted Endorsement Program provided that (1) the component is of equivalent or higher content level, and (2) the component was earned as part of an approved Add-on Certification Program for Gifted. Participants must request an official Inservice Transfer Record be sent from the previous employer to the district staff development director.

Attendance Requirement for Inservice Points

Attendance is mandatory unless because of serious illness or extreme emergency the instructor excuses the absence. Excused absence class hours must be satisfied through a schedule approved by the instructor. Participants receive one inservice point for each clock hour of component participation, up to 60 hours per component. When participants have completed all program completion requirements thereby demonstrating mastery of competencies and objectives, program completion is verified. District staff will acknowledge completion of all components and notify the Florida Department of Education.

Certification of Completion

When participants have completed all program requirements thereby demonstrating mastery of competencies and objectives, program completion is verified. Since records are kept during each step of the Gifted Endorsement Program by district staff development personnel, a professional development tracking system, or other inservice tracking systems, documentation is easily accessed by district staff to verify successful completion of all components. After the local verification process is complete, the district designee will notify the Florida Department of Education.

APPENDIX

**VERIFICATION OF INSERVICE POINTS
 APPLICABLE TOWARD ADD-ON CERTIFICATION
 FLORIDA GIFTED ENDORSEMENT (Optional Form A)**

NAME: _____

DISTRICT: _____

SCHOOL: _____

Course Name	Points on File
1. Nature and Needs of Students Who Are Gifted (60 points minimum)	
2. Curriculum and Instructional Strategies for Teaching Gifted Students (60 points minimum)	
3. Guidance and Counseling for Gifted Students (60 points minimum)	
4. Education of Special Populations of Gifted Students (60 points minimum)	
5. Gifted: Theory and Development of Creativity (60 points minimum)	

Credit earned in college courses from an accredited institution of higher education may be considered for transfer of credit to this add-on certification program. College courses are converted to inservice points with each semester credit hour equivalent to 20 inservice points. Participants must request an official college transcript from the institution of higher education for courses they wish to transfer; course syllabi will be analyzed to determine correlation to the appropriate Gifted inservice course within the chosen plan of study. Inservice credit earned in other school districts may be applied to the Gifted Endorsement Program provided that (1) the component is of equivalent or higher content level, and (2) the component was earned as part of an approved Add-on Certification Program for Gifted. Participants must request an official Inservice Transfer Record be sent from the previous employer to the district staff development director.

Points Required	Points Verified	Deficiency (if any)	District Initials
Nature and Needs of Students Who Are Gifted (60 points minimum)			
Curriculum and Instructional Strategies for Teaching Gifted Students (60 points minimum)			
Guidance and Counseling for Gifted Students (60 points minimum)			
Education of Special Populations of Gifted Students (60 points minimum)			
Gifted: Theory and Development of Creativity (60 points minimum)			
Nature and Needs of Students Who Are Gifted (60 points minimum)			
TOTAL POINTS REQUIRED 300	TOTAL POINTS VERIFIED		

Signature Program Coordinator _____

Date: _____

FOR _____

DISTRICT OFFICE OF CERTIFICATION USE ONLY.

(name of district)

Status of Application:

_____ Sent to Florida Department of Education

_____ Returned for Additional Verification

Date _____

By _____

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8e

DATE OF SCHOOL BOARD MEETING: January 28, 2020

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

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM:

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

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Ella-Mae P. Daniel

POSITION: Director, Professional Learning



INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of **ORIGINAL SIGNATURES NEEDED** by preparer.

SUPERINTENDENT'S SIGNATURE: _____

CHAIRMAN'S SIGNATURE: _____

page(s) numbered _____



THE SCHOOL BOARD OF GADSDEN COUNTY

35 Martin Luther King, Jr. Blvd
Quincy, Florida 32351
Main: (850) 627-9651 or Fax: (850) 627-2760
www.gcps.k12.fl.us

Roger P. Milton
Superintendent
miltonr@gcpsmail.com

"Putting Children First"

**INSERVICE PROGRAM
FOR ADD-ON
ENDORSEMENT
IN THE AREA OF
AUTISM SPECTRUM DISORDER K-12**

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

Recommended to the Gadsden County District School Board on January 28, 2020.

Superintendent

Approved by the Gadsden County District School Board on January 28, 2020.

Chairman of the Board

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

Steve Scott
DISTRICT NO. 2
QUINCY, FL 32351
HAVANA, FL 32333

Leroy McMillan
DISTRICT NO. 3
CHATTAHOOCHEE, FL 32324
GREENSBORO, FL 32330

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

Tyrone D. Smith
DISTRICT NO. 5
QUINCY, FL 32351

INSERVICE PROGRAM
FOR ADDING AN ENDORSEMENT IN
Autism Spectrum Disorder K-12
TO A FLORIDA EDUCATOR'S CERTIFICATE

Prepared by the
Panhandle Area Educational Consortium

2019



*Advancing Schools and Communities for Student Success
Every Student, Every Day!*

753 West Boulevard
Chipley, FL 32428
www.paec.org
850-638-6131
Toll free: 1-877-873-7232

TABLE OF CONTENTS

I. Title	1
II. Program Rationale and Purpose.....	1
III. Curriculum	2
Competencies	2
Specialization/Professional Studies	2
Nationally Recognized Guidelines	2
IV. Instructional Design and Delivery	3
Instructional Strands	4
Required Professional Learning Components.....	4
<i>Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience..</i>	5
<i>Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience</i>	10
<i>Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience.....</i>	14
Autism Spectrum Disorder Matrix.....	19
Instructor Qualifications	27
V. Completion Requirements.....	27
Program Completion.....	27
Competency Demonstration	28
Competency Verification	28
VI. Program Evaluation	29
Evaluation Plan.....	29
Annual Review	29
Logistical Support	30
VII. Management.....	30
Candidate Application and Admission	31
Advisement	31
Attendance Requirement for Inservice Points	31
Transfer and Utilization of Credit (College or Inservice).....	31
Certification of Completion	32
Appendix	33
A- Verification of Inservice Points	34

Autism Spectrum Disorder Add-On Endorsement

I. Title

In-service Program for Adding an Endorsement in Autism Spectrum Disorder

II. Program Rationale and Purpose

The Autism Spectrum Disorder Endorsement Program is designed to increase the level of knowledge, expertise, and understanding of educators working with K-12 students diagnosed with Autism Spectrum Disorder. The endorsement is intended to raise the awareness of the unique characteristics, emotional/social needs, and other challenges and issues related to students with Autism Spectrum Disorder and its range of pervasive developmental disorders that adversely affect functioning and result in the need for specially designed instruction and related services. It is designed to foster an understanding of policies and guidelines to ensure implementation of appropriate curriculum, differentiation, strategies, educational intervention, and support for this diverse population.

The purpose of the Autism Spectrum Disorder Endorsement Program is to provide an alternative training program to reduce the number of out-of-field teachers in the area of K-12 students with Autism Spectrum Disorder and to develop a pool of qualified and fully endorsed teachers with this specialized focus. The option of completing the Autism Spectrum Disorder Endorsement Program is available for teachers in lieu of taking online courses made available through limited university options.

Additional information about Autism Spectrum Disorder can be found at the Florida Department of Education website: <http://www.fl DOE.org/academics/exceptional-student-edu/ese-eligibility/autism-spectrum-disorder-asd.shtml>

Due to the

- increase in the prevalence of children with ASD by the National Institute of Health(1:59 births, 2018),
- the subsequent increase in school populations of students with ASD and demand for services within schools,
- the identification by both the State of Florida and individual localities of ASD being a Critical Shortage Area, and
- an insufficient number of highly qualified teachers needed to staff ASD classrooms,

The add-on endorsement is designed for teachers who currently hold a bachelor's or higher degree with certification in any exceptional student education area.

III. Curriculum

Competencies

Competencies to be addressed in the program are

- aligned with the general parameters delineated by Florida Statute,
- consistent with the course descriptions and objectives of the Add-On Endorsement Programs for Autism Spectrum Disorder offered by state universities and existing programs within Florida school districts,
- aligned with the Council for Exceptional Children (CEC) Autism Standards, and are
- written with an emphasis on evidence-based practices as identified by the National Professional Development Center on Autism Spectrum Disorder.

Participants must demonstrate a theoretical and functional knowledge to complete all course objectives and all summative assignments to receive credit for the component. Field experiences will be an element of application within each inservice component. Successful completion of the field experiences will be demonstrated through the submission of application exercises to an experienced course facilitator who will provide corrective and elaborative feedback to enhance the participant's learning process.

Specialization/Professional Studies

Specialization requirements for the Autism Spectrum Disorder Endorsement follow and are listed at: <https://www.flrules.org/gateway/ruleNo.asp?id=6A-4.01796>.

Participants will develop classroom behavior analysis techniques and positive behavior supports. They will increase their instructional strategy repertoire, learning goal development, and environmental management skills for working with students across the spectrum with an autism diagnosis. Additionally, participants will enhance their knowledge and skills of language and communication needs within the ASD population and available alternative and augmentative technology to address those needs. Finally, participants will further develop their assessment and diagnostic skills in working with students with autism.

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

Nationally Recognized Guidelines

Each of the three inservice courses focuses on research-based classroom practices with an emphasis on school-age evidence-based practices as identified through a meta-analysis by the National Professional Development Center on Autism Spectrum Disorder, 2017.

Validation of inservice content is important to ensure that teachers of students with autism have the skills needed to most effectively serve those students with the highest needs in the classroom. For this reason, course content has been keyed to The Council for Exceptional Children (CEC) Standards for Autism Spectrum Disorder and can be found in Appendix A.

The Add-on Endorsement Program will address both the Evidence-Based Practices and the CEC Standards for Autism Spectrum Disorder. In order to create and maintain the content, the Florida Diagnostic Learning Resources System (FDLRS) has contracted with and will continue to consult with professionals in the field to create course content and to facilitate inservice courses. Course content is reviewed on an on-going basis to ensure that new research and updated web resources are included.

St. John's County, Volusia County, Duval County Schools, Northeast Florida Educational Consortium (NEFEC) and Panhandle Area Educational Consortium (PAEC) existing plans, as well as course descriptions for state universities, were all consulted in the development of the autism endorsement plan.

IV. Instructional Design and Delivery

There are three modules in the Autism Spectrum Disorder Endorsement which cover assessment, diagnosis, behavior analysis, positive behavior supports, assistive technology, communication systems, and field experience (embedded in each course). Participants must complete all three modules.

There are three modules:

1. Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience
2. Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience
3. Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience

Tasks within the inservice components may include reading content, completing formative reflection and vocabulary assignments, responding to scenarios, reviewing web-based resources, and completing objective and field experience-based summative exercises.

Given the overall scope and intensity of the program, courses will be scheduled over a twelve-week period (per course). It is imperative that participants are given ample opportunity to acquire the necessary knowledge and skills needed for implementation. Practical application through field experience exercises will take time and guidance, as well. Providing time and support for both through experienced facilitators is paramount to participant success. Participants will document their field experiences and submit resulting artifacts to their facilitator.

Instructional Strands

Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience	Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience	Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience
<ol style="list-style-type: none"> 1. The Basics of Autism 2. History and Assessment 3. Evidence Based Practices 4. Parental Involvement 5. Sensory Differences 6. Visual Schedules 7. Social Narratives and Social Skills 8. Structured Work Systems 9. Quality Individualized Education Program (IEP) 	<ol style="list-style-type: none"> 1. Challenging Behavior in Autism 2. Applied Behavioral Analysis (ABA) 3. Decreasing Challenging Behavior 4. The Power of Reinforcement 5. Social Skills 6. Beginning the Functional Behavioral Assessment (FBA) 7. Self-Monitoring 8. Data Collection 9. Completing the Functional Behavioral Assessment (FBA) and Positive Behavior Intervention Plan (PBIP) 	<ol style="list-style-type: none"> 1. The Basics- Communication in Autism Spectrum Disorders 2. Augmentative/Alternative Communication Systems (AAC) 3. AAC in the School Setting 4. Functional Communication Training 5. Assistive Technology 6. Technology Aided Instruction and Intervention (TAII) 7. Communication and Collaboration in the School 8. Transition and Community Based Instruction 9. Transition

REQUIRED PROFESSIONAL LEARNING COMPONENTS

Component Number	Professional Learning Plan Inservice Points	Component Title
2-103-545	80	Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience
5-101-546	80	Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience
3-100-547	80	Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience

Title: Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience

Component Number 2-103-545

Function: 2

Focus Area: 103

Local Sequence: 545

Number of Inservice Points: 80

Course Description: *Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience* is a brief description of content or general objectives

Participants will be able to identify characteristics associated with Autism Spectrum Disorders (ASD), demonstrate an understanding of current trends and research-based methodologies used to create appropriate instructional programs for these students, and become familiar with formal and informal assessments used for diagnosis and instructional planning.

LINKS TO PRIORITY INITIATIVES: Identify the alignment of the targeted professional learning with key district priorities (select all that apply)

- Academic content standards for student achievement
- Assessment and tracking student progress
- Collegial learning practices
- Continuous Improvement practices
- Digital Learning/Technology Infusion
- Evaluation system indicators/rubrics/components
- Instructional design and lesson planning
- Instructional leadership (as per FPLS standards)
- Learning environment (as per FEAPS standards)
- Mastery of a specific instructional practice:
- Mastery of a specific leadership practice:
- Multi-tiered System of Supports (MTSS)
- Needs Assessments/Problem Solving supporting improvement planning (SIP, DP, IPDP)
- Non-Classroom Instructional staff proficiencies supporting student success
- Organizational leadership proficiencies (as per FPLS)
- Professional and ethical behavior
- Regulatory or compliance requirements
- Other:

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.1		<input checked="" type="checkbox"/> 3.1.3, 3.1.4, 3.1.5
Learning	<input checked="" type="checkbox"/> 1.2.2, 1.2.3, 1.2.4, 1.2.5,		<input checked="" type="checkbox"/> 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.8
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.3		<input checked="" type="checkbox"/> 3.3.1, 3.3.2, 3.3.3
Evaluating	<input checked="" type="checkbox"/> 1.4.2, 1.4.3, 1.4.4		<input type="checkbox"/> 3.4.3, 3.4.7

IMPACT AREAS

- Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted
- Repetitive practice leading to changes in proficiency of educator or leader on the job
- Tracking improvements in student learning growth supported by the professional learning

SPECIFIC LEARNER OUTCOMES:

Educators will:

1. Demonstrate knowledge of the major characteristics of autism and the range of functioning level across all domains including communication, sensory responses and needs, stereotypical behaviors, socialization and social skill development.
2. Demonstrate understanding of the historical perspective of etiological theories and treatment approaches of individuals with autism.
3. Demonstrate knowledge of current research trends, medical and educational issues, comorbidity and programs in the field of autism.
4. Understand the effects of neurological differences and its impact on learning and behavior.
5. Identify eligibility criteria for ASD as defined by the most recent version of the Diagnostic and Statistical Manual, and the definition/description used by The Florida Department of Education.
6. Demonstrate understanding of the instruments used and process utilized for a comprehensive evaluation, including:
 - a. criteria for determining eligibility (medical and educational)
 - b. autism-specific instruments
 - c. instruments used to determine IQ
7. Describe the impact of autism on the family.
8. Demonstrate the ability to work effectively with parents.
9. Understand factors considered when determining placement and services for students with ASD.
10. Match levels of support to the changing needs of a student with ASD.
11. Reflect knowledge of growth and development in curricular planning and expectations.
12. Describe the development of appropriate educational objectives across the range of functioning levels and across the age span (from preschool through adult services).

13. Demonstrate the ability to write appropriate educational and behavioral goals and objectives.
14. Demonstrate an understanding of strategies for structuring the environment to promote:
 - a. opportunities to enhance communicative initiations and interactions;
 - b. opportunities for appropriate play and leisure activities;
 - c. self-regulation and self-control;
 - d. sensory-motor concerns and
 - e. direct instruction.
15. Describe the importance that sensory issues play in maladaptive behaviors exhibited by many students with ASD and How? to accommodate for sensory issues in the school environment.
16. Describe strategies to promote social interactions and learning in more inclusive environments, including general education and community.
17. Describe various physical and visual strategies that can be used to accommodate a student with ASD in both a self-contained and a general education classroom, (i.e., environmental structuring, schedules, social situation stories and scripts), in order to communicate social information and expectations.
18. Plan and implement activities for independent functional life skills for a student with autism.
19. Categorize the different types of visual schedules used to promote independence based on a student's educational and cognitive abilities.
20. Implement evidence-based and promising practices strategies, such as incidental teaching, discrete trial, group instruction, task analysis, use of prompts and prompt fading, shaping, effective use of reinforcement in teaching skills, shadowing, modeling and scaffolding.
21. Describe strategies for conducting ongoing classroom-based assessments and databased decision making for program development.
22. Demonstrate transfer, lifting and positioning techniques

LEARNING PROCEDURES (Methods):

Learning Methods Database Code: B

Electronic, Interactive

WHAT will occur during this professional development component delivery?

Participants will engage in:

- Guided inquiry
- Discussion
- Observation of best practices
- Practice of strategies
- Cycles of feedback
- Data analysis
- Lesson planning
- Facilitated group discussions
- Case studies
- Reading professional texts
- Action planning
- Presentations

- Action research

HOW?

Tasks within the inservice components may include reading content, completing formative reflection and vocabulary assignments, responding to scenarios, reviewing web-based resources, and completing objective and field experience-based summative exercises.

KEY ISSUES

Participants must demonstrate a theoretical and functional knowledge to complete all course objectives and all summative assignments to receive credit for the component. Field experiences will be an element of application within each inservice component. Successful completion of the field experiences will be demonstrated through the submission of application exercises to an experienced course facilitator who will provide corrective and elaborative feedback to enhance the participant's learning process.

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: R:

Electronic, Interactive

Implementation, Support and Monitoring Procedure:

The facilitator will provide coaching, guidance and feedback to each participant on their skill development and/or products, to determine the participants successful completion of 100% of the course objectives.

IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method for Staff Data Base Code: A

Evaluation Method for Students Database Code: B

1. Participant understanding of these practices will be assessed through oral/written reflection, participant products, quizzes, discussion groups and case study participation.
2. Evidence of changes in instructional practice will be collected through evidence of implementation and participants work products throughout the course.
3. Changes in student performance will be evaluated based on student work products and student growth analysis from assignments and assessments.

Who will use the evaluation impact data gathered?

The impact data will be reviewed, as appropriate, by course facilitators, district staff and/or departmental leaders to evaluate the effectiveness of the professional development on changing participant behaviors and student outcomes.

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS

What other forms of evaluation data will be gathered?

a. What evaluation data address value of the PD design?

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.

b. What evaluation data addresses quality of implementation of the PD?

Participants will provide feedback on the professional learning experience regarding How? well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.

c. Who will use these aspects of PD evaluation data?

The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and plan future sessions.

Developed by FDLRS Administration Project

Date 2019-2020

Title: Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience

Component Number 5-101-546

Function: 5

Focus Area: 101

Local Sequence Number: 546

Number of Inservice Points: 80

Course Description

Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience provides participants with an understanding of How? applied behavior analysis principles pertain to individuals with ASD, including implementation associated with teaching various skills and supporting behavior in educational settings. The functional assessment of problem behavior as well as proactive and preventative methods for addressing problem behavior will be addressed. In addition, evidence-based instructional strategies to develop communication, social, self-help, and academic skills will be emphasized and linked to behavioral needs.

LINKS TO PRIORITY INITIATIVES: Identify the alignment of the targeted professional learning with key district priorities (select all that apply)

- Academic content standards for student achievement
- Assessment and tracking student progress
- Collegial learning practices
- Continuous Improvement practices
- Digital Learning/Technology Infusion
- Evaluation system indicators/rubrics/components
- Instructional design and lesson planning
- Instructional leadership (as per FPLS standards)
- Learning environment (as per FEAPS standards)
- Mastery of a specific instructional practice:
- Mastery of a specific leadership practice:
- Multi-tiered System of Supports (MTSS)
- Needs Assessments/Problem Solving supporting improvement planning (SIP, DP, IPDP)
- Non-Classroom Instructional staff proficiencies supporting student success
- Organizational leadership proficiencies (as per FPLS)
- Professional and ethical behavior
- Regulatory or compliance requirements
- Other:

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.1		<input checked="" type="checkbox"/> 3.1.3, 3.1.4, 3.1.5
Learning	<input checked="" type="checkbox"/> 1.2.2, 1.2.3, 1.2.4, 1.2.5,		<input checked="" type="checkbox"/> 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.8
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.3		<input checked="" type="checkbox"/> 3.3.1, 3.3.2, 3.3.3
Evaluating	<input checked="" type="checkbox"/> 1.4.2, 1.4.3, 1.4.4		<input type="checkbox"/> 3.4.3, 3.4.7

IMPACT AREAS

- Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted
- Repetitive practice leading to changes in proficiency of educator or leader on the job
- Tracking improvements in student learning growth supported by the professional learning

SPECIFIC LEARNER OUTCOMES: identify the priority study and/or on-the-job implementation outcomes.

Educators will:

1. Identify social and behavioral issues associated with ASD and How? those behaviors impact the functioning and quality of life of these individuals.
2. Demonstrate an understanding of the effect of theory of mind and executive functioning on learning and behavior.
3. Define applied behavioral analysis.
4. Describe possible reasons for self-stimulatory, repetitive behaviors.
5. Understand basic behavioral principles, including basic operant reinforcement, differential reinforcement, extinction, punishment, discrimination training, generalization, etc.
6. Understand and use reinforcement, shaping, behavioral momentum, chaining, modeling, prompting, fading, imitation, discrimination training, and presentation/instructions to promote adaptive behaviors and skills.
7. Describe methods for identifying reinforcers including parent input.
8. Develop a classroom token economy system that incorporates different schedules of reinforcement.
9. Plan instruction for social skills.
10. Identify evidence-based strategies to increase self-awareness and the ability to self-regulate including self-monitoring systems.
11. Describe methods used to decrease behaviors: overcorrection, time out, response cost and extinction.
12. Explain the importance of choosing ethical interventions (e.g., least restrictive and non-aversive interventions).
13. Identify proactive and preventative methods for addressing problem behaviors.

14. Describe visual strategies that may prevent inappropriate behavior.
15. Identify, define, and prioritize target behaviors.
16. Demonstrate the ability to use and collect data using a variety of assessment tools including the antecedent-behavior-consequence (ABC) model.
17. Develop a hypothesis of the function of behavior, considering setting events, antecedents/triggers, and consequence events.
18. Demonstrate the ability to design intervention strategies that match the function of a competing behavior (functional equivalency)
19. Understand the importance of data collection throughout all phases of intervention (e.g., baseline, treatment, generalization, maintenance).
20. Develop a Functional Behavioral Assessment and Positive Behavior Intervention Plan (PBIP) that takes into consideration function and the context of the problem behavior.

LEARNING PROCEDURES (Methods):

Learning Methods Database Code: B

Electronic, Interactive

WHAT will occur during this professional development component delivery?

Participants will engage in:

- Guided inquiry
- Discussion
- Observation of best practices
- Practice of strategies
- Cycles of feedback
- Data analysis
- Lesson planning
- Facilitated group discussions
- Case studies
- Reading professional texts
- Action planning
- Presentations
- Action research

HOW?

Tasks within the inservice components may include reading content, completing formative reflection and vocabulary assignments, responding to scenarios, reviewing web-based resources, and completing objective and field experience-based summative exercises.

KEY ISSUES

Participants must demonstrate a theoretical and functional knowledge to complete all course objectives and all summative assignments to receive credit for the component. Field experiences will be an element of application within each inservice component. Successful completion of the field experiences will be demonstrated through the submission of application exercises to an experienced course facilitator who will provide corrective and elaborative feedback to enhance the participant's learning process.

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database Code: R.

Electronic, Interactive, with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning.

Implementation, Support and Monitoring Procedure:

The facilitator will provide coaching, guidance and feedback to each participant on their skill development and/or products, to determine the participants successful completion of 100% of the course objectives.

IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact

Evaluation Method for Staff Data Base Code: A

Evaluation Method for Students Database Code: B

Areas and Targeted Learner Outcomes?

1. Participant understanding of these practices will be assessed through oral/written reflection, participant products, quizzes, discussion groups and case study participation.
2. Evidence of changes in instructional practice will be collected through evidence of implementation and participants work products throughout the course.
3. Changes in student performance will be evaluated based on student work products and student growth analysis from assignments and assessments.

Who will use the evaluation impact data gathered?

The impact data will be reviewed, as appropriate, by course facilitators, district staff and/or departmental leaders to evaluate the effectiveness of the professional development on changing participant behaviors and student outcomes.

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS

What other forms of evaluation data will be gathered?

a. What evaluation data address value of the PD design?

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.

b. What evaluation data addresses quality of implementation of the PD?

Participants will provide feedback on the professional learning experience regarding How? well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.

c. Who will use these aspects of PD evaluation data?

The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and plan future sessions.

Developed by FDLRS Administration Project

Date 2019-2020

Title: Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience

Component Number: 3-100-547

Function: 3

Focus Area: 100

Local Sequence Number: 547

Number of Inservice Points: 80

Course Description: *Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience* is a course to teach participants to describe and analyze communication needs, design strategies to facilitate intervention, and demonstrate an understanding of various communication interventions for students with Autism Spectrum Disorders; including AAC/AT. Participants will understand the importance of transition planning for students with ASD.

LINKS TO PRIORITY INITIATIVES: Identify the alignment of the targeted professional learning with key district priorities (select all that apply)

- Academic content standards for student achievement
- Assessment and tracking student progress
- Collegial learning practices
- Continuous Improvement practices
- Digital Learning/Technology Infusion
- Evaluation system indicators/rubrics/components
- Instructional design and lesson planning
- Instructional leadership (as per FPLS standards)
- Learning environment (as per FEAPS standards)
- Mastery of a specific instructional practice:
- Mastery of a specific leadership practice:
- Multi-tiered System of Supports (MTSS)
- Needs Assessments/Problem Solving supporting improvement planning (SIP, DP, IPDP)
- Non-Classroom Instructional staff proficiencies supporting student success
- Organizational leadership proficiencies (as per FPLS)
- Professional and ethical behavior
- Regulatory or compliance requirements
- Other:

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.1		<input checked="" type="checkbox"/> 3.1.3, 3.1.4, 3.1.5
Learning	<input checked="" type="checkbox"/> 1.2.2, 1.2.3, 1.2.4, 1.2.5,		<input checked="" type="checkbox"/> 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.8
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.3		<input checked="" type="checkbox"/> 3.3.1, 3.3.2, 3.3.3
Evaluating	<input checked="" type="checkbox"/> 1.4.2, 1.4.3, 1.4.4		<input type="checkbox"/> 3.4.3, 3.4.7

IMPACT AREAS

- Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted
- Repetitive practice leading to changes in proficiency of educator or leader on the job
- Tracking improvements in student learning growth supported by the professional learning

SPECIFIC LEARNER OUTCOMES:

Educators will:

1. Identify and describe communication characteristics of students with ASD including: limited communication, limited joint attention, and unconventional forms of communication.
2. Examine different alternative/augmentative communication (AAC) systems used with students with Autism Spectrum Disorders:
 - a. Single message
 - b. Picture communication systems
 - c. Manual communication boards
 - d. Voice output communication devices
 - e. Dynamic display devices
3. Consider different options for symbols as communication tools: objects, photos, symbols, etc.
4. Identify the differences between communication systems and choice systems.
5. Develop a classroom plan that integrates the use of alternative/augmentative communication and assistive/instructional technology(ies) into the curriculum, for example: environmental structure, picture symbols, visual schedules, electronic devices.
6. Describe How? to individualize a communication system for an individual student.
 - a. Identify vocabulary the student would need in specific environments.
 - b. Identify opportunities where the student would need to communicate.
7. Describe How? to manipulate the classroom/school environment to promote communication, including the use of “sabotage”.

8. Examine why student behavior improved across settings and with a variety of people when the communication tools provide consistency.
9. Demonstrate the ability to work effectively with paraprofessionals, service providers, general education teachers.
10. Describe the process of obtaining an assistive technology evaluation in your district.
11. Identify appropriate assistive/instructional technology(ies) that can be used to assist students with ASD of differing abilities.
12. Describe an example of low, mid and high-tech technology supports across all areas of development, including:
 - a. communication
 - b. social interactions
 - c. academics
 - d. daily living
 - e. executive functioning
13. Describe the benefits of community-based instruction.
14. Describe services that support transition, career and vocational development, community participation, and independent living in your community.
15. Identify transition assessments and How? the information gained is used to develop transition IEP goals, including goals for self-determination and self-advocacy.
16. Describe How? individuals with autism are included in transition planning in your district.

LEARNING PROCEDURES (Methods):

Learning Methods Database Code: B

Electronic, Interactive, (includes facilitation supporting development/application on the job)

WHAT will occur during this professional development component delivery?

Participants will engage in:

- Guided inquiry
- Discussion
- Observation of best practices
- Practice of strategies
- Cycles of feedback
- Data analysis
- Lesson planning
- Facilitated group discussions
- Case studies
- Reading professional texts
- Action planning
- Presentations
- Action research

HOW?

Tasks within the inservice components may include reading content, completing formative reflection and vocabulary assignments, responding to scenarios, reviewing web-based resources, and completing objective and field experience-based summative exercises.

KEY ISSUES

Participants must demonstrate a theoretical and functional knowledge to complete all course objectives and all summative assignments to receive credit for the component. Field experiences will be an element of application within each inservice component. Successful completion of the field experiences will be demonstrated through the submission of application exercises to an experienced course facilitator who will provide corrective and elaborative feedback to enhance the participant's learning process.

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database Code: R

Electronic, Interactive

Implementation, Support and Monitoring Procedure:

The facilitator will provide coaching, guidance and feedback to each participant on their skill development and/or products, to determine the participants successful completion of 100% of the course objectives.

IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method for Staff Data Base Code: A

Evaluation Method for Students Database Code: B

1. Participant understanding of these practices will be assessed through oral/written reflection, participant products, quizzes, discussion groups and case study participation.
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Who will use the evaluation impact data gathered?

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Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS

What other forms of evaluation data will be gathered?

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b. What evaluation data addresses quality of implementation of the PD?

Participants will provide feedback on the professional learning experience regarding How? well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.

c. Who will use these aspects of PD evaluation data?

The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and plan future sessions.

Developed by FDLRS Administration Project

Date 2019-2020

Autism Spectrum Disorder Matrix

Competency Number*	Component Number	Specific Component Objective Number(s)	CEC Initial and Advanced Specialty Standards	Method of Competency Demonstration
Nature and Needs, Assessment, and Diagnosis of Students with ASD with Field Experience				
2a		1, 3	DDA.1.K1, DDA.1.K2, DDA.1.K3, SEDAS.1.S1, SEDAS.1.S2, DDA.6.K4, SEDAS.1.K5, SEDAS.1.S3, SEDAS.4.S1	<ol style="list-style-type: none"> 1. Research major characteristics of ASD 2. Describe autism and comorbid conditions 3. Application exercise that include a dialogue between facilitator and educators 4. Self-reflection 5. Quiz
2a, 2d, 2e		2, 4, 5, 6	DDA.6.K3, SEDAS.4.K1, DDA.1.K1, DDA.1.K8, DDA.6.K5, DDA.6.K1, SEDAS.1.K1, DDA.4.K1, DDA.4.K3, SEDAS.1.K2, SEDAS.1.K3	<ol style="list-style-type: none"> 1. Research project that addresses history as well as medical diagnosis and educational eligibility 2. Describe autism specific instruments and process used for comprehensive evaluation 3. Application exercised that include a dialogue between facilitator and educators 4. Self-reflection 5. Field experience application of course concepts 6. Quiz
2a, 2e		14, 20, 22	DDA.1.K4, DDA.4.K2, DDA.5.S11, SEDAS.1.S3, SEDAS.3.S8, SEDAS.3.S11, SEDAS.3.S14, DDA.2.S6, DDA.5.K1, DDA.5.S9, DDA.5.S5, SEDAS.3.S5	<ol style="list-style-type: none"> 1. Research Evidence-based Practices (EBP) 2. Application exercise that include a dialogue between facilitator and educators 3. Self-reflection 4. Field experience application of course concepts 5. Quiz
2a		7, 8	DDA.7.K1, SEDAS.1.S10, SEDAS.6.K1, SEDAS.6.K2, SEDAS.7.S4, DDA.6.K7	<ol style="list-style-type: none"> 1. Research data regarding parental involvement in schools and how this can be improved in their own school 2. Application exercise that include a dialogue between facilitator and educators

				<ol style="list-style-type: none"> 3. Self-reflection 4. Quiz
2a		15	DDA.1.K4	<ol style="list-style-type: none"> 1. Sensory graphic organizer 2. Application exercise that include a dialogue between facilitator and educators 3. Self-reflection 4. Quiz
2a, 2e		19	DDA.3.S4, SEDAS.3.S9	<ol style="list-style-type: none"> 1. Development and implementation of visual schedules 2. Application exercise that include a dialogue between facilitator and educators 3. Self-reflection 4. Field experience application of course concepts 5. Quiz
2a, 2c, 2e		16, 17	DDA.2.S2, DDA.3.S5, DDA.5.S12, SEDAS.3.K1, DDA.2.S3, DDA.4.K2, DDA.5.S10, DDA.5.S15, DDA.5.S16, SEDAS.3.K2	<ol style="list-style-type: none"> 1. Development and implementation of a social narrative 2. Application exercise that include a dialogue between facilitator and educators 3. Self-reflection 4. Field experience application of course concepts 5. Quiz
2a,2e		17, 18	DDA.2.S3, DDA.4.K2, DDA.5.S10, DDA.5.S15, DDA.5.S16, SEDAS.3.K2, DDA.2.S1, DDA3.S3, DDA.5.S13, SEDAS.3.K4	<ol style="list-style-type: none"> 1. Development and implementation of structured work system; including progress monitoring tool 2. Develop and implement a visual to support the use of the structured work system 3. Application exercise that include a dialogue between facilitator and educators 4. Self-reflection 5. Field experience application of course concepts 6. Quiz
2a, 2d, 2e		9, 10, 11, 12, 13, 21	DDA.6.K2, SEDAS.1.S6, SEDAS.3.S1, DDA.2.S4, DDA.4.K4,	<ol style="list-style-type: none"> 1. Analysis of assessment results 2. Development of IEP SMART goals

			DDA.5.S1, DDA.5.S3, SEDAS.1.S5, SEDAS.3.S14, DDA.5.S3, DDA.5.S4, DDA.5.S14, DDA.5.S16, SEDAS.1.S6, SEDAS.3.S12, DDA.2.S4, DDA.3.S6, DDA.4.S1, DDA.5.S16, SEDAS.1.K4, SEDAS.1.S4, SEDAS.2.K2	<ol style="list-style-type: none"> 3. Make decisions regarding accommodations and instructional strategies 4. Field experience application of course concepts 5. Quiz
Applied Behavior Analysis and Positive Behavior Supports for Students with ASD with Field Experience				
2a, 2c, 2e		1, 2, 4	DDA.1.K1, DDA.1.K6, DDA.1.K8, DDA.1.K9, SEDAS.1.K1, SEDAS.1.S1, DDA.1.K7, DDA.1.K4, SEDAS.1.S2, SEDAS.3.K2	<ol style="list-style-type: none"> 1. Research project 2. Development of IEP SMART goals for social/emotional/behavior 3. Field experience application of course concepts 4. Quiz
2c		3, 5, 6		<ol style="list-style-type: none"> 1. Research basic principles of ABA 2. Choose an Evidenced Based Practice in the area of behavior to research 3. Application exercise that include a dialogue between facilitator and educators 4. Self-reflection 5. Field experience application of course concepts 6. Quiz
2c, 2e		11, 12, 16	SEDAS.3.S11, SEDAS.4.K1, SEDAS.1.K2, SEDAS.6.K2, DDA.4.S2, DDA.4.S3, SEDAS.1.S4, SEDAS.1.S6, SEDAS.1.S8	<ol style="list-style-type: none"> 1. Collect behavioral data (ABC) 2. Application exercise that include a dialogue between facilitator and educators 3. Self-reflection 4. Field experience application of course concepts 5. Quiz
2a, 2c, 2e		7, 8, 13, 14, 15	DDA.6.K7, SEDAS.3.S12, DDA.2.S1, DDA.3.S3,	<ol style="list-style-type: none"> 1. Develop token economy system 2. Identify target/replacement behavior

			DDA.3.S5, DDA.3.S6, DDA.4.K2, DDA.5.S11, DDA.5.S12, DDA.5.S13, SEDAS.3.K1, SEDAS.3.S1, SEDAS.3.S5, SEDAS.3.S7, SEDAS.3.S10, SEDAS.3.S11, SEDAS.3.S14, SEDAS.4.K1, SEDAS.1.S5, DDA.5.S5, DDA.5.S10, DDA.6.K4, SEDAS.3.K1, SEDAS.3.K2, SEDAS.3.S5, DDA.4.S2, DDA.4.S3, SEDAS.1.S4, SEDAS.1.S6, SEDAS.1.S8	<ol style="list-style-type: none"> 3. Analyze reinforcer assessment 4. Application exercise that include a dialogue between facilitator and educators 5. Self-reflection 6. Field experience application of course concepts 7. Quiz
2c, 2d, 2e		9	DDA.1.K9, DDA.2.S1, DDA.2.S3, DDA.3.S1, DDA.3.S5, DDA.5.S5, DDA.5.S11, DDA.5.S12, DDA.5.S15, SEDAS.3.S5, SEDAS.3.S7, SEDAS.3.S14, SEDAS.6.S2, SEDAS.6.S4	<ol style="list-style-type: none"> 1. Administer Functional Social Skills Assessment (FSSA) 2. Complete the Visual Social Skills Profile based on results of FSSA 3. Create and implement a social skills lesson that addresses the deficits from the above 4. Application exercise that include a dialogue between facilitator and educators 5. Self-reflection 6. Field experience application of course concepts 7. Quiz
2c, 2d, 2e		17, 18	DDA.4.S2, DDA.4.S3, SEDAS.1.S4, SEDAS.1.S6, SEDAS.1.S8, DDA.4.S2, DDA.4.S3, SEDAS.1.S4,	<ol style="list-style-type: none"> 1. Use ABC data to develop a hypothesis for the function of behavior 2. Research and design an intervention strategy that matches the function of the competing behavior

			SEDAS.1.S6, SEDAS.1.S8	<ol style="list-style-type: none"> 3. Implement intervention and collect data 4. Application exercise that include a dialogue between facilitator and educators 5. Self-reflection 6. Field experience application of course concepts 7. Quiz
2c		10	DDA.1.K9, DDA.3.S5, DDA.5.S11, DDA.6.K4, SEDAS.3.S11, SEDAS.3.S12	<ol style="list-style-type: none"> 1. Develop and implement a self-monitoring system 2. Application exercise that include a dialogue between facilitator and educators 3. Self-reflection 4. Quiz
2c, 2e		19	DDA.4.S2, DDA.4.S3, SEDAS.1.S4, SEDAS.1.S6, SEDAS.1.S8	<ol style="list-style-type: none"> 1. Develop a graph that shows baseline and intervention data 2. Make instructional decisions based on data results 3. Application exercise that include a dialogue between facilitator and educators 4. Self-reflection 5. Field experience application of course concepts 6. Quiz
2c, 2e		20	DDA.4.S2, DDA.4.S3, DDA.5.S5, SEDAS.1.S4, SEDAS.1.S6, SEDAS.1.S8	<ol style="list-style-type: none"> 1. Develop an FBA and PBIP based on data results 2. Application exercise that include a dialogue between facilitator and educators 3. Self-reflection 4. Field experience application of course concepts 5. Quiz
Assistive/Instructional Technology and Natural/Augmentative Communication Systems for Students with ASD with Field Experience				
2a		1	DDA.1.K2, DDA.1.K5, SEDAS.1.K1, SEDAS.1.S1, SEDAS.1.S2	<ol style="list-style-type: none"> 1. Research project 2. Application exercised that include a dialogue between facilitator and educators 3. Self-reflection

				4. Quiz
2b, 2e		2, 3, 4, 6	DDA.3.S2, DDA.3.S4, DDA.3.S5, DDA.5.S2, SEDAS.1.S5, SEDAS.1.S6, SEDAS.2.K1, SEDAS.3.K3, SEDAS.3.S6, SEDAS.6.S3, DDA.1.K5, DDA.2.S2, DDA.2.S3, DDA.3.S1, DDA.4.K2, DDA.4.K4, DDA.5.S4, DDA.5.S13, DDA.5.S15, SEDAS.3.S7	<ol style="list-style-type: none"> 1. Research AAC devices; including PECS 2. Individualize AAC for a student 3. Application exercised that include a dialogue between facilitator and educators 4. Self-reflection 5. Field experience application of course concepts 6. Quiz
2a, 2b		5, 7	DDA.1.K5, DDA.2.S2, DDA.3.S1, DDA.3.S3, DDA.3.S5, DDA.3.S6, DDA.5.K1, DDA.5.S2, DDA.5.S3, DDA.5.S10, DDA.5.S14, DDA.5.S15, SEDAS.2.K1, SEDAS.3.K1, SEDAS.3.K3, SEDAS.3.S7, SEDAS.6.S3, DDA.4.S1, DDA.4.S2, SEDAS.3.S5, SEDAS.3.S10	<ol style="list-style-type: none"> 1. Research AAC devices 2. Integration of AAC into classroom environment/curriculum 3. Application exercised that include a dialogue between facilitator and educators 4. Self-reflection 5. Quiz
2a, 2b, 2c, 2e		8	DDA.4.S2, DDA.5.S2, DDA.5.S5, DDA.5.S13, DDA.5.S15, DDA.6.K5, SEDAS.3.K2, SEDAS.3.K3, SEDAS.3.S5	<ol style="list-style-type: none"> 1. Identify interfering behavior 2. Implement the Functional Communication Training (FTC) strategy 3. Application exercised that include a dialogue between facilitator and educators 4. Self-reflection 5. Field experience application of course concepts 6. Quiz
2a, 2b		10, 11, 12	DDA.2.S4, DDA.4.K2, DDA.5.S2, DDA.5.S15,	<ol style="list-style-type: none"> 1. Research technology supports 2. Provide examples of low, mid, and high tech supports

			DDA.7.K1, SEDAS.1.S5, SEDAS.1.S7, DDA.1.K5, DDA.1.K8, DDA.2.S2, DDA.3.S2, DDA.4.S1, DDA.5.S1, DDA.5.S3, SEDAS.3.K1, SEDAS.3.K3, SEDAS.3.S7, SEDAS.3.S9, SEDAS.6.S3, DDA.1.K7, DDA.2.S1, DDA.2.S2, DDA.2.S3, DDA.2.S4, DDA.3.S3, DDA.3.S4, DDA.3.S5, DDA.3.S6, DDA.4.K4, DDA.5.S2, DDA.5.S4, DDA.5.S12, DDA.5.S13, DDA.5.S15, SEDAS.2.K1, SEDAS.3.K2, SEDAS.3.K4, SEDAS.3.S1, SEDAS.3.S5, SEDAS.3.S6, SEDAS.3.S14	3. Review district AT evaluation process 4. Application exercised that include a dialogue between facilitator and educators 5. Self-reflection 6. Quiz
2b, 2e		11, 12	DDA.1.K5, DDA.1.K8, DDA.2.S1, DDA.3.S2, DDA.3.S4, DDA.4.S1, DDA.5.S1, DDA.5.S3, SEDAS.3.K1, SEDAS.3.K3, SEDAS.3.S7, SEDAS.3.S9, SEDAS.6.S3, DDA.1.K7, DDA.2.S2, DDA.2.S3, DDA.2.S4, DDA.3.S3, DDA.3.S5, DDA.3.S6, DDA.4.K4, DDA.5.S2, DDA.5.S4, DDA.5.S12, DDA.5.S13, DDA.5.S15, SEDAS.2.K1,	1. Research Technology Aided Instruction and Intervention (TAII) resources 2. Describe the use of resources in the areas of communication, social interactions, academics, daily living, and executive functioning 3. Application exercised that include a dialogue between facilitator and educators 4. Self-reflection 5. Field experience application of course concepts 6. Quiz

			SEDAS.3.K2, SEDAS.3.K4, SEDAS.3.S1, SEDAS.3.S5, SEDAS.3.S6, SEDAS.3.S14	
2a		9	DDA.2.S2, DDA.5.K1, DDA.K.S14, DDA.6.K6, DDA.7.K1, SEDAS.1.S6, SEDAS.1.S7, SEDAS.3.K1, SEDAS.3.S1, SEDAS.3.S14, SEDAS.5.S1, SEDAS.5.S2, SEDAS.5.S3, SEDAS.5.S4, SEDAS.5.S5, SEDAS.6.S1, SEDAS.6.S2, SEDAS.6.S4, SEDAS.7.S3, SEDAS.7.S4	<ol style="list-style-type: none"> 1. Describe collaboration and communication with stakeholders; including paras and service providers 2. Describe collaboration and communication among and between special education and general education teachers 3. Application exercised that include a dialogue between facilitator and educators 4. Self-reflection 5. Quiz
2a		13, 14	DDA.2.S1, DDA.5.S6, DDA.5.S7, DDA.5.S8, DDA.7.K1, SEDAS.3.S12, SEDAS.3.S13, SEDAS.5.S1, DDA.3.K1, DDA.5.K2, DDA.6.K2, DDA.6.K6, SEDAS.1.K6, SEDAS.1.S9, SEDAS.3.K4, SEDAS.3.S3, SEDAS.3.S4, SEDAS.3.S8, SEDAS.6.S1, SEDAS.7.S1, SEDAS.7.S3, SEDAS.7.S4, SEDAS.7.S5	<ol style="list-style-type: none"> 1. Research transition services statewide and in their community/district 2. Describe the benefits of community-based instruction 3. Application exercised that include a dialogue between facilitator and educators 4. Self-reflection 5. Quiz
2a, 2b, 2d, 2e		15, 16	DDA.3.K1, DDA.4.K2, DDA.4.K3, DDA.4.K4, DDA.4.S1, DDA.4.S1,	<ol style="list-style-type: none"> 1. Research transition assessments

			DDA.5.K2, DDA.5.S6, DDA.5.S7, DDA.5.S14, DDA.5.S16, DDA.6.K2, DDA.6.K6, DDA.6.K6, DDA.7.K1, SEDAS.1.K6, SEDAS.1.S9, SEDAS.3.S2, SEDAS.3.S3, SEDAS.3.S4, SEDAS.3.S5, SEDAS.3.S12, SEDAS.3.S13, SEDAS.3.S14, SEDAS.7.S1, SEDAS.7.S3, SEDAS.7.S5, DDA.5.K2	2. Use assessment data to develop post-secondary transition IEP goals 3. Identify challenges facing families of transition aged students and how high-quality transition planning alleviates these challenges 4. Application exercised that include a dialogue between facilitator and educators 5. Self-reflection 6. Field experience application of course concepts 7. Quiz
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Note* Competency Number based upon Rule 6A-4.01796

Instructor Qualifications

Selection of instructors for the Add-On Certification: Autism Spectrum Disorder will be based on the following minimum selection criteria:

- Current Florida teaching certificate in Education and Exceptional Student Education
- Background of successful staff development and/or adult training expertise
- Master's degree in Education or Special Education
- Three years of qualified experience in working with students diagnosed with Autism Spectrum Disorder
- Certified and experienced in the areas of content to be taught
- Commitment to carry out the number of hours of instruction, individual participant consultation, and follow-up specified in each training module
- Commitment to use and maintain the integrity of the training components
- Commitment to the Autism Spectrum Disorder Endorsement Program and to the delivery of training at times and places convenient to the participants

V. Completion Requirements

Program Completion

The option of completing the three components is available for teachers in lieu of taking college courses to earn the Autism Spectrum Disorder Endorsement. In order to satisfy specialization requirements in Rule 6A-4.01796, Florida Administrative Code, participants must have a bachelor's or higher degree with certification in any exceptional student education area and complete 12 semester hours or 240 inservice hours including the following: nature of autism

spectrum disorder, use of assistive and instructional technology and natural, alternative and augmentative communication systems for students with ASD, behavior management and positive behavior supports for students with ASD, and field-based experience with students with ASD.

Satisfactory completion of all required training activities in each module/component and demonstration of mastery of all competencies within are required for program completion.

Satisfactory completion of individual components may be demonstrated through:

- Instructor's verification of successful demonstration of all applicable competencies and products within the component of the approved add-on program

In order to satisfy specialization requirements in Rule 6A-4.01796, Florida Administrative Code, participants must complete all requirements listed above.

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

Upon successful completion of all three required courses, the participant will be provided with a Certificate of Completion noting that the participant has successfully completed the Add-on Endorsement Program: Autism Spectrum Disorder. The teacher certification office will then assist the participant in filing the necessary paperwork and collecting fees associated with petitioning The Florida Department of Education to add the Autism Spectrum Disorder Endorsement to the educator's teaching certificate.

Competency Demonstration

All those pursuing the addition of the Autism Spectrum Disorder Endorsement to their Florida Educators' Certificates must earn a minimum of 240 inservice points by successfully completing the prescribed set of inservice components including the demonstration of all competencies required for the endorsement or through documented evaluation means. In general, competency demonstration will be done through products, tests, classroom demonstrations, and/or portfolios; however, procedures for evaluation of competency achievement within components will vary depending on the nature of the competency. Inservice training credits for those completing the add-on program will be awarded on the basis of a candidate's successful completion of the components, direct instruction, and follow-up activities.

Competency Verification

College and/or university coursework may be substituted for portions of the Autism Spectrum Disorder Add-on Endorsement requirement. Consideration will be given to students who have successful completion with a grade of B or better of a college/university course with verification from the instructor that there is reasonable equivalence between the college/university courses and the add-on courses. Decisions will be made at the local level, in collaboration with the teacher certification office and the professional development office. Certificates will be issued to successful completers as a record of competency completion.

VI. Program Evaluation

Evaluation Plan

The overall effectiveness of the Autism Spectrum Disorder Endorsement Program will be determined by participant assessment, training component assessment, and program assessment techniques using the strategies described below:

1. Individual participants will be evaluated based on competency acquisition as verified by the instructor in accordance with approved competency demonstration methods and criteria. (In accordance with district inservice requirements, any participant who wishes to receive inservice points must demonstrate competency on 100% of the specific objectives).
2. Each training component will be evaluated by utilizing staff development program procedures.
3. The program will be assessed by participants; instructors; staff development personnel; and exceptional student education administrative and supervisory staff to determine: program effectiveness, program efficiency in terms of management, operation, delivery and cost effectiveness.

Annual Review

Methods by which the component coordinator will determine the impact of the component on the individual's job performance and/or classroom, school, work setting are described as part of each component evaluation.

An annual review of the efficacy of the program will be conducted by Exceptional Student Education administration in the school district via continuous programmatic review of data collection previously noted above in *Program Evaluation, Evaluation Plan*. The carry-over effects of the training will be measured by direct observation, status of highly qualified personnel, and the provision of quality educational services. The data obtained in this continuous review cycle will be used to revise the program as necessary as well as to inform the next areas of professional development offered outside of the endorsement program.

Data described below will be reviewed and analyzed per Rule 6A-5.071(7), F.A.C.:

Descriptive Data

Formal program evaluation will provide the following data:

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

2. Client Satisfaction Data

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

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

3. Supervisory Evaluation Data

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

1. School and program needs are being met through the training provided by the add-on endorsement program
2. Skills acquired in add-on training are practiced in the candidate's classroom and shared with others

Evidence exists of tangible benefit to students accruing from add-on training

Logistical Support

Annual program costs will be calculated from records of training, material purchases, copying, consultant fees, district or project expenditures, and salary portions of key personnel in program operations.

Additional evaluation procedures may be developed and implemented as needed by the district. Any program revisions resulting from these evaluation procedures will be reported to the Florida Department of Education.

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

- Scope and sequence of courses
- Instructional materials
- Relevance to effective teaching and learning
- Adequacy of preparation for teaching assignment/study

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

The budget for Autism Spectrum Disorder Endorsement will mostly be borne by the participating districts. Districts may be able to participate in Florida Diagnostic and Learning Resources System-sponsored courses that are offered free of charge. In some cases, districts may offer stipends to participants for successful completion time. Staff development personnel will monitor administrator time and effort to ascertain intangible program costs.

VII. Management

The FDLRS organization will be responsible for the overall management of the ASD Endorsement Program including dissemination of information, maintaining participant and program files, certifying the completion of program requirements and processing applications, coordinating program activities, collecting evaluation data, and providing information regarding the Program when required by the school district and/or Florida Department of Education staff.

Participant files will include a copy of the Plan of Study, schedule of courses, and a timeline with a projected date for completion.

Inservice training will be offered by districts and regional service providers. FDLRS will be responsible for updating the program as necessary and, when appropriate, advertising the availability of the courses to districts.

Candidate Application and Admission

The individuals designated above will share the process for application, admission, and verification of the Autism Spectrum Disorder Endorsement Program. Eligibility to participate in the program is predicated on a candidate's holding a bachelor's or higher degree with certification in any exceptional student education area. The candidate must hold a valid Florida Educator's Certificate (Temporary or Professional).

A candidate who enters the program based on a Temporary Certificate must show proof of eligibility for a Professional Certificate prior to the district's verification of completion of the program. Permanent substitutes with valid full-time Florida Temporary or Professional Education Certificates are eligible to enroll in the program.

Enrollment preference will be given to educators who are currently classified as in need of Autism Spectrum Disorder Endorsement to meet employment requirements. Other participants will be admitted to the Program as part of their Individual Professional Learning Plan or to earn inservice credit for recertification purposes. If space allows, paraprofessionals directly involved with service to students with ASD can be enrolled to further their knowledge to assist with classroom instruction.

Advisement

Individualized advisement will be provided by the appropriate district personnel in collaboration with the course instructor on matters related to the endorsement offerings, training requirements, and progress toward completion of the Autism Spectrum Disorder Endorsement Program. The district will ensure that staff members are available to assist candidates with the initial program orientation, inservice training requirements, and progress toward successful program completion.

Attendance Requirement for Inservice Points

Attendance is mandatory unless because of serious illness or extreme emergency the instructor excuses the absence. Excused absence class hours must be satisfied through a schedule approved by the instructor. Participants receive one inservice point for each clock hour of component participation, up to 80 hours per component. When participants have completed all program completion requirements thereby demonstrating mastery of competencies and objectives, program completion is verified. District staff will acknowledge completion of all components and notify the Florida Department of Education.

Transfer and Utilization of Credit (College or Inservice)

Equivalent or higher content level college credit obtained from a regionally accredited institution of higher education with an approved Autism Endorsement Program may be used to satisfy component requirements. College course(s) are converted to inservice points with each semester credit hour equivalent to twenty (20) inservice points. An official college transcript must be requested by the participant and forwarded to the Professional Development Director's Office. Inservice credit earned while employed in another district may be applied to the Add-On Certification provided:

- The component is of equivalent or higher content level
- The component was earned as part of a Florida-approved Add-On Certification Program

Certification of Completion

When participants have completed all program requirements thereby demonstrating mastery of competencies and objectives, program completion is verified. Since records are kept during each step of the Autism Spectrum Disorder Endorsement Program by district staff development personnel, a professional development tracking system, or other inservice tracking systems, documentation is easily accessed by district staff to verify successful completion of all components. After the local verification process is complete, the district designee will notify the Florida Department of Education.

APPENDIX

**VERIFICATION OF INSERVICE POINTS
 APPLICABLE TOWARD ADD-ON CERTIFICATION
 FLORIDA AUTISM SPECTRUM DISORDER K-12 (Optional Form A)**

NAME: _____

DISTRICT: _____

SCHOOL: _____

Course Name	Points on File
1. Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience (80 points minimum)	
2. Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience (80 points minimum)	
3. Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience (80 points minimum)	

Credit earned in college courses from an accredited institution of higher education may be considered for transfer of credit to this add-on certification program. College courses are converted to inservice points with each semester credit hour equivalent to 20 inservice points. Participants must request an official college transcript from the institution of higher education for courses they wish to transfer; course syllabi will be analyzed to determine correlation to the appropriate Autism Spectrum Disorder inservice course within the chosen plan of study.

Inservice credit earned in other school districts may be applied to the Autism Spectrum Disorder provided that (1) the component is of equivalent or higher content level, and (2) the component was earned as part of an approved Add-on Certification Program for Autism Spectrum Disorder. Participants must request an official Inservice Transfer Record be sent from the previous employer to the district staff development director.

Points Required	Points Verified	Deficiency (if any)	District Initials
Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience (80 points minimum)			
Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience (80 points minimum)			
Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience (80 points minimum)			
TOTAL POINTS REQUIRED 240	TOTAL POINTS VERIFIED		

Signature District Official: _____

Date: _____

FOR _____

DISTRICT OFFICE OF CERTIFICATION USE ONLY.

(name of district)

Status of Application:

_____ Sent to Florida Department of Education

_____ Returned for Additional Verification

Date _____

By _____

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10a

DATE OF SCHOOL BOARD MEETING: January 28, 2020

TITLE OF AGENDA ITEM: Approval of School Board Policies

DIVISION: Administration

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

PURPOSE AND SUMMARY OF ITEM:

The purpose of this item is to request approval of School Board Policies

3.90	5.18
4.11	5.32
4.18	6.18
4.60	6.20
4.70	8.10
5.10	

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Roger P. Milton

POSITION: Superintendent of Schools

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

REVIEWED BY: _____

GADSDEN COUNTY SCHOOL BOARD

REGULAR MEETING: January 28, 2020

Suggested script for adopting and/or amending Gadsden County School Board Policy.

<p>CHAIRMAN</p>	<p>The next agenda item is Item Number ____ which includes consideration of, and action upon amendment of School Board Rules (Policies) numbered 3.90, 4.11, 4.18, 4.60, 4.70, 5.10, 5.18, 5.32, 6.18, 6.20, and 8.10. Based upon professional judgment and past experience, modifications of these policies will have little to no economic impact. For this reason no action is being taken on an economic impact statement. THIS PUBLIC HEARING IS INCLUDED IN THE REGULAR MEETING OF THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA, held on January 28, 2020 in the regular School Board Meeting Room in the Max D. Walker Administration Building at Number 35 Martin Luther King Jr. Blvd., Quincy, Florida. This hearing is for the purpose of receiving input and comments from the public regarding the amendments of School Board Rules (Policies). This hearing is being electronically recorded. The hour is now ____ p.m. At an appropriate time, the Chair will invite from the audience questions, comments, evidence, arguments, oral statements or other information regarding the proposed action. At that time, each individual wishing to address the Board will please first rise, be recognized by the Chair, and state her or his name.</p>
<p>SUPERINTENDENT</p>	<p>Mr. Chairman, each member of the Board has been furnished a copy of the proposed amendments previously described by you. I recommend that the Board adopt the proposed amendments to School Board Rules (Policies) as provided.</p>

CHAIRMAN	<p>If there is anyone who wishes to ask questions, make comments, present evidence or oral arguments or present other information regarding the proposed action, you may do so at this time. (QUESTIONS, COMMENTS, ETC., IF ANY.)</p>
MEMBER	<p>Mr. Chairman, I move to adopt the proposed amendments to School Board Rules (Policies) as provided.</p>
MEMBER	<p>I second the motion.</p>
CHAIRMAN	<p>There is a motion and a second to adopt School Board Rules (Policies) as provided. Is there any further discussion? All in favor of the motion please say AYE. All opposed say NAY. The School Board Rules (Policies) have been adopted and it is so ordered. The next item on the agenda is Item Number ____.</p>

THE HERALD
PUBLISHED WEEKLY
HAVANA, GADSDEN COUNTY, FLORIDA

State of Florida
County of Gadsden

Before the undersigned personally appeared Mark Pettus, who on oath says that he is the publisher of The Herald, a weekly newspaper published at Havana, in Gadsden County, Florida; that the attached copy of advertisement, being a Legal in the matter of

Notice of Intent to Adopt Policies

In the _____ Court, was published in said newspaper in the issues of _____

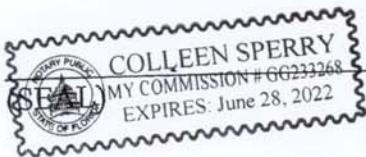
December 26, 2019

Affiant further says that the said The Herald is a newspaper published at Havana, in said Gadsden County, Florida, and that the said newspaper has heretofore been continuously published in said Gadsden County, Florida, each week and has been entered as second class mail matter at the post office in Havana, in said Gadsden County, Florida, for a period of one year next preceding the first publication of the attached copy of advertisement; and affiant further says that he has neither paid nor promised any person, firm or corporations any discount, rebate, commission or refund for the purpose of securing this advertisement for publication in the said newspaper.

[Handwritten Signature]

Sworn to and subscribed before me this 27

day of December, A.D. 20 19



[Handwritten Signature]
Notary Public

(We've written in a ...)
THE SCHOOL BOARD OF
GADSDEN COUNTY, FLORIDA
NOTICE OF INTENT TO ADOPT
POLICIES
DATE OF THIS NOTICE: Decem-
ber 17, 2019
The School Board of Gadsden
County, Florida hereby gives no-
tice of its intent to adopt/amend
Gadsden County School Board
Policies.
PURPOSE AND EFFECT: The
purpose and effect of these
policy adoptions is to establish
rules that govern processes while
conducting business on behalf of
the Board.
RULEMAKING AUTHORITY:
Subsection 1001.41(2), Florida
Statutes
LAWS IMPLEMENTED: 1000.21,
1001.41, 1001.42, 1001.43,
1001.51, 1002.20, 1002.31,
1002.32, 500

CHAPTER 3.00 - SCHOOL ADMINISTRATION

CHARTER SCHOOLS

3.90

The purpose of this policy is to ensure the highest quality of instruction and safety for all Charter School participating students and to maintain accountability for the appropriate use of all allocated resources.

I. Eligibility to Apply

- A. A proposal for a new charter school may be made by an individual, teachers, parents, group of individuals, a municipality, or any legal entity organized under the laws of the state of Florida. The school shall organize as a nonprofit organization prior to receiving approval as a charter school with the School Board.
- B. The principal, teachers, parents and/or the school advisory council at an existing public school that has been in operation for at least two (2) years may submit a proposal for converting the school to a charter school, provided that they demonstrate the support of at least fifty percent (50%) of the teachers then currently employed at the school and fifty percent (50%) of the parents voting whose children are then currently enrolled in the school. A majority of the parents eligible to vote must participate in the ballot process. The ballot process must be conducted in accordance with State Board of Education rule.
- C. A charter school may operate a virtual charter school to provide full time online instruction to eligible students. An existing charter school may become a virtual charter school by amending its charter or submitting a new application.
- D. Private schools, parochial schools and home education schools are not eligible for charter status. A charter school may not be affiliated with a nonpublic sectarian school or religious institution and shall be nonsectarian in programs, admission policies, employment practices and operations.

II. Timelines for Approving Charter Schools

The School Board shall annually accept applications on or before February 1 ~~August 1~~, and staff may provide technical assistance to organizations and individuals submitting proposals. Before approving or denying any application, the district shall allow the applicant, upon receipt of written notification, at least seven (7) calendar days to make technical or non-substantive corrections and clarifications. A charter school application shall be approved or denied no later than ninety (90) ~~sixty (60)~~ calendar days after receipt

of the application unless the sponsor and the applicant mutually agree in writing to temporarily postpone the vote to a specific date. An approved charter school will open 18 months later (at the beginning of the district's school year) or to be opened at a time determined by the applicant. ~~to allow sufficient time for the governing board of a charter school organization to obtain fiscal, material, facility, students, staff and other resources for start up for the succeeding fall school term.~~ However, a charter school may defer the opening of the school for up to three (3) ~~two (2)~~ years to provide time for adequate facility planning.

III. Application

- A. Proposals for charter schools shall be submitted on the application form prepared by the Department of Education. The application does not constitute the charter which will be considered the legal contract between the School Board and the school organizational body.
- B. ~~An applicant may submit a draft application on or before May 1 with a \$500.00 application fee. The Superintendent's designee shall review the application and provide feedback regarding material deficiencies in the application by July 1. The applicant may revise and resubmit the application by August 1.~~
- C. Before final approval or denial of an application, the District shall notify the applicant in writing if technical or nonsubstantive corrections need to be made or signatures need to be added if the errors may cause denial of the application. The applicant will be allowed at least seven (7) calendar days to make the corrections.
- D. The application shall include
 - 1. All items required by Florida Statutes.
 - 2. Proof of insurability from an adequate rated insurer with a policy of no less than one million dollars (\$1,000,000) for errors and omissions and general liability coverage to include but not limited to prior acts, sexual harassment, civil rights and employment discrimination, breach of contract, insured vs. insured, consultants and independent contractors.
 - 3. Coverages for property and casualty equal to replacement costs for school structures and contents, automobile and workers' compensation.
 - 4. An indemnification or hold harmless agreement releasing the School Board of all liability for actions by the charter school governing body or its employees.

- E. The applicants and members of the governing body of the proposed charter school shall submit with the application a complete set of fingerprints taken by an employee of the School District who is trained to take fingerprints. These fingerprints shall be submitted to the appropriate state and federal law enforcement agencies for processing with the cost borne by the applicant and charter school governing body members.
- F. The applicants, members of the governing body, and all proposed service providers shall disclose the name and sponsor of any charter school operated by an applicant, governing board member, or service provider that has closed, the reason for the closure, and the academic and financial history of those charter schools.

IV. Charter

- A. Within thirty (30) days of approving a charter school application, the District shall provide an initial proposed charter contract to the charter school.
- B. The applicant and the District shall have forty (40) ~~forty five (45)~~ days to negotiate the charter and provide notice for final approval of the charter contract.
- C. The following elements shall be included in the school's charter agreement with the School Board:
 - 1. School vision and mission
 - 2. Students to be served (ages, grades, current school or zone and projected FEFP categories)
 - 3. Student criteria for admissions, selection process and dismissal procedures
 - 4. Marketing/recruitment plan
 - 5. Method for achieving racial and ethnic balance of student population
 - 6. FTE enrollment verification process
 - 7. Focus of the curriculum with emphasis on reading
 - 8. Instructional methods to be used, including service to ESE, ADA and ESOL students and students who are reading below grade level

9. Current baseline standard of student achievement, outcomes to be achieved and method(s) of measurement
10. Methods used to identify the educational strengths and needs of students and how well goals are met by the students
11. Participation in the statewide assessment program
12. Method for determining that a student has met graduation or promotion requirements
13. *Code of Student Conduct* consistent with District policies and discipline code
14. Method of identification and acquisition of appropriate technologies needed to improve educational and administrative performance
15. Means for promoting safe, ethical, and appropriate uses of technology which comply with legal and professional standards
16. Nature of parent involvement
17. Conflict resolution strategies for students, parents and staff
18. Methods for resolving conflict between School Board and governing body of the charter school
19. Program evaluation and reporting plan
20. Annual progress reports to include state required information
21. Status as a private or public employer
22. Staff status related to certification or subcontracting
23. Strategies that will be used to recruit, hire, train, and retain qualified staff to achieve best value
24. Staff selection process, including fingerprinting and criminal background check

25. Disclosure of employees of the charter school who are related to the owner, board of directors, president, superintendent, school administrator or other person with decision making authority at the charter school
26. Qualifications of teachers which must be disclosed to parents
27. Professional development plan
28. Alternative arrangements for students and teachers at a converting public school who choose not to participate
29. Charter School Board members and background checks including fingerprinting for governing body
30. Articles of incorporation and governance structure, including names, addresses, financial disclosure to include the same requirements as in Florida Statutes
31. Financial and administrative management of school
32. Internal financial controls and audit process
33. Proposed budget including salary and benefits of staff and letter of credit or other funds to cover start-up costs
34. Procedure for notification by auditor if school is in a state of financial emergency or deficit financial position
35. Insurance coverage at specified limits no less than one million dollars (\$1,000,000) for errors and omissions and general liability and property equal to replacement costs of all structures and contents
36. Indemnification or hold harmless agreement
37. Transportation, food service or other plans and agreements with the District or other contractors
38. Facilities to be used and their location and evidence of all codes having been met
39. Length of agreement
40. Renewal and modification of the agreement

41. Provision for cancellation of the agreement for insufficient progress

42. Implementation timetable

D. The District shall provide academic student performance data to charter schools for each of their students coming from the District, as well as rates of academic progress of comparable student populations in the District school system.

E. The governing body shall exercise continuing oversight over charter school operations.

F. The governing body shall participate in governance training approved by the Department of Education.

G. After a public hearing to ensure community input, the governing body of the charter school and the District shall sign the charter.

V. Approval

A. The School Board shall review all completed applications for a charter school received on or before February 1 ~~August 1~~ of each calendar year for charter schools to be opened at 18 months later (at the beginning of the district's next school year) or to be opened at a time determined by the applicant. ~~the beginning of the District's next school year or within the next two (2) years if the applicant requests that the opening be deferred.~~ The School Board shall by a majority vote of the full Board approve or deny a formal application no later than ~~sixty (60)~~ ninety (90) days after receiving the completed application during the submission period, unless the sponsor and the applicant mutually agree in writing to temporarily postpone the vote to a specific date. ~~following a public hearing to ensure community input.~~

B. If the Board denies an application for a charter, the Board shall provide notice of denial to the applicants in writing within ten (10) days after the meeting at which the Board denied the application. The notice must specify the exact reason(s) for denial, based on good cause, and must provide documentation supporting those reasons. The notification shall also be submitted to the Department of Education.

VI. Selection Criteria

Utilizing the Department of Education evaluation instrument, the School Board shall consider but is not limited to using the following criteria to evaluate applications for charter school approval:

- A. Mission, guiding principles, and purpose
- B. Target population and student body
- C. Educational program design
- D. Curriculum plan
- E. Student performance, assessment, and evaluation
- F. Exceptional students
- G. English language learners
- H. School culture and discipline
- I. Supplemental programming
- J. Governance
- K. Management and staffing
- L. Human resources and employment
- M. Professional development
- N. Student recruitment and enrollment
- O. Parent and community involvement
- P. Facilities
- Q. Transportation
- R. Food service
- S. School safety and security
- T. Budget
- U. Financial management and oversight

V. Start-up plan

VII. Nonrenewal or Termination of Charter

- A. At the end of the term of a charter, the School Board may choose not to renew the charter for any of the following grounds:
1. Failure to participate in the state's education accountability system or failure to meet the requirements for student performance stated in the charter.
 2. Failure to meet generally accepted standards of financial management.
 3. Material vViolation of law, or
 4. Other good cause shown.
- B. During the term of a charter, the School Board may terminate the charter for any of the grounds listed in paragraph VII.A. If the health, safety, or welfare of the student(s) is threatened, the charter may be terminated immediately.
- C. At least ninety (90) days prior to renewing or terminating a charter, unless a state of emergency exists, the School Board shall notify the governing body of the school of the proposed action in writing, detailing the grounds for the action and stipulating that ~~a request for an informal a hearing may be requested~~ the school's governing board may within fourteen (14) calendar days of receipt of the notice request a hearing. The hearing shall be conducted by an administrative law judge assigned by the Division of Administrative Hearings.
1. ~~Within sixty (60) days after receipt of the request for a hearing, the School Board may~~
 - a. ~~Conduct a direct hearing and decide upon nonrenewal or termination by a majority vote or~~
 - b. ~~Elect to have a hearing conducted by an administrative law judge assigned by the Department of Administrative Hearings. The School Board may adopt or modify by majority vote the order recommended by the judge,~~
 2. The administrative law judge's final order shall be submitted to the sponsor and shall award to the prevailing party attorney fees and costs incurred during the administrative proceeding and any appeals. The

~~School Board shall issue the final order which shall state the specific reasons for the Board's decision. The final order shall be provided to the charter school and the Department of Education within ten (10) days after its issuance.~~

3. Within thirty (30) **calendar** days after receiving the final order, the charter school governing board may appeal the decision as allowed by law.
- D. After all school grade appeals are final, a charter school's charter contract is automatically terminated if the school earns two (2) consecutive grades of "F" unless the school meets certain criteria.
- E. A charter may be terminated by a charter school's governing board through voluntary closure.
- F. In the event a charter is not renewed or is terminated, the School District may assume the operation of the school, or the school shall be dissolved and students assigned to other public schools. All unencumbered funds, as well as property and improvements, furnishings and equipment purchased with public funds shall automatically revert to full ownership of the School Board.
- G. If a charter is not renewed or is terminated, the governing body of the school is responsible for all debts of the charter school. The District shall not assume the debt from any contract for services made between the governing body of the school and a third party, except for a debt that is previously detailed and agreed upon in writing by both the governing body of the school and the School Board and that may not reasonably be assumed to have been satisfied by the District.
- H. If a charter is not renewed or is terminated, any unencumbered capital outlay funds provided pursuant to 1013.62, F.S., and federal charter school program grant funds shall revert to the Department of Education for redistribution among other eligible charter schools.

VIII. Tuition Prohibition

A charter school shall not charge tuition or fees, except those fees normally charged by other public schools.

IX. Rule Exemptions

A charter school shall be exempt from all School Board policies except those pertaining to health, safety, civil rights, financial records, accountability related to student

enrollment reports, financial audits, and collective bargaining agreements if the staff chooses to remain part of the District bargaining unit(s).

X. Personnel Options

- A. Charter school employees may bargain collectively as a separate unit or as part of the existing applicable District collective bargaining unit(s).
- B. If teachers at a charter school choose to be part of a professional group that subcontracts with the charter school to operate the instructional program under the auspices of a partnership or cooperative that they collectively own, they shall not be considered public employees.
- C. Employees of the School District may ~~take leave for up to three (3) years to accept employment in a charter school~~ take leave to accept employment in a charter school upon the approval of the district school board. While employed by the charter school and on approved leave, the employee may retain seniority accrued in the district and may ~~upon the approval of the School Board and shall maintain seniority accrued in the School District. They may continue to be covered by the benefit program of the School District only if the charter school and the School Board agree to the arrangement and its financing.~~
- D. Teachers employed or under contract to a charter school shall be certified as required by Florida Statutes or if not certified, contracted with according to the provisions defined in Florida Statutes.
- E. The charter school shall conduct screenings and employment history checks, as required by law, on candidates for instructional and administrative positions that require direct contact with students.
- F. All governing board members and employees of a charter school shall be fingerprinted and shall undergo a background screening as provided for in Florida Statutes.
- G. The governing body of a charter school may elect to participate in the Florida Retirement System after proper application and approval under Florida Statutes.

XI. Funding

Students enrolled in a charter school shall be funded the same as students enrolled in a basic or special program in any other public school in the District.

- A. Each charter school shall report its student enrollment to the District School Board as required by Florida Statutes and School Board policy and procedures. The School Board shall include each charter school's enrollment in the District's report of students.
- B. Charter schools whose students or programs meet the eligibility criteria in law shall be entitled to their proportionate share of all Florida Education Finance Program and General Appropriations Act funds, gross state and local funds, discretionary funds, categorical program funds and federal funds. Total funding for each charter school will be recalculated during the year to adjust for the actual weighted full-time equivalent and eligible students reported by the school and the revised calculations under the Florida Education Finance Program, following the October and February Full Time Equivalent (FTE) counts.
- C. Any administrative fee charged by the School District to the charter school shall be no more than five percent (5%) of the available funds defined in XI.B. The District may only withhold an administrative fee for enrollment up to and including two hundred fifty (250) students. The District may only withhold an administrative fee for enrollment up to and including five hundred (500) students within a system of charter schools that meets designated criteria. Administering the contract includes providing technical assistance, monitoring policy compliance and processing financial, student and other records or required reports. This does not include contract(s) for other specific services to staff or student participation in the benefit packages or other special programs. The fees for these services will be negotiated and will be determined on an actual cost basis.
- D. The School District shall make every effort to ensure that charter schools receive timely and efficient reimbursement with payment issued no later than ten (10) working days after receipt of funding or pay a penalty of one percent (1%) interest per month. Under no circumstances will the School District advance funds before a charter school is open, but the School Board may approve a charter before the applicant has secured space, equipment or personnel if the applicant indicates approval is necessary for it to raise working capital.

XII. Facilities Requirement

A charter school shall utilize facilities which comply with the Florida Building Code adopted pursuant to Florida Statutes, the Florida Fire Prevention Code pursuant to Florida Statutes and the comprehensive land use plan as adopted by the authority in whose jurisdiction the facility is located. A certificate or temporary certificate of occupancy may be required by the School District within fifteen (15) days of the opening of school.

XIII. Length of the School Year

A charter school shall provide instruction for at least one hundred eighty (180) days and may provide instruction for additional days. Reimbursement for additional days of instruction will be subject to the limits of the Florida Education Finance Program, General Appropriations Act and other rule or programs that restrict funding to the School District. Upon approval of a charter application, the initial startup must be consistent with the beginning of the school year calendar(s) adopted by School Board.

XIV. Monitoring and Review

- A. The Superintendent, or designee, and the District internal auditor shall have ongoing responsibility for monitoring the health, safety and well being of students and the fiscal responsibility of all approved charter schools. The Superintendent, the Superintendent's designee, the District internal auditor and all School Board members shall have free and open access to the charter school at all times.
- B. The charter school shall submit a monthly financial report to the School District.
- C. Annually, no later than forty-five (45) calendar days following the end of the regular school term, the governing body of the charter school shall submit the following for School Board review:
 - 1. The charter school's progress towards achieving the goals outlined in its charter;
 - 2. The charter school's annual report to parents pursuant to Florida Statutes;
 - 3. An annual financial audit report obtained by the school reflecting generally accepted financial accounting standards;
 - 4. Salary and benefit levels of school employees;
 - 5. Certification status of instructional personnel; and
 - 6. Any other information provided by the school, the Superintendent or the internal auditor.
- D. Upon receipt of the required annual report, the School Board shall forward the report to the Commissioner of Education at the same time as other annual school accountability reports.

- E. If a deteriorating financial condition is identified, the School District shall notify the governing board of the charter school and the Commissioner of Education within seven (7) business days. The governing board and District shall develop a corrective action plan and submit the plan to the Commissioner of Education within thirty (30) business days after notifying the charter school.
- F. If a certified public accountant or an auditor finds that a charter school is in a state of financial emergency, the charter school shall file a detailed financial recovery plan with the District and Commissioner of Education no later than thirty (30) days after receipt of the audit. The Superintendent or designee shall monitor implementation of the recovery plan.
- G. A charter school that receives a school grade of D shall report to the District regarding areas of deficiency. The charter school shall submit a school improvement plan for approval by the School Board. The Superintendent or designee shall monitor implementation of the plan in accordance with Florida Statutes.

XV. Appeal Process

- A. An applicant may appeal any denial of an application for a charter school to the State Board of Education no later than thirty (30) days after the School Board's final decision or failure to act on an application. The State Board of Education must accept or reject the decision of the School Board no later than ninety (90) days after an appeal is filed, and remand the application with its written recommendation to the School Board.
- B. The School Board shall act upon the recommendation of the State Board of Education no later than thirty (30) days after it is received.
- C. The decision of the State Board of Education is a final action subject to judicial review.
- D. A governing body may appeal the School Board's decision not to renew or to terminate a charter as outlined in VII.C.

XVI. Immunity

For the purposes of tort liability, the governing body and employees of a charter school shall be governed by Florida Statutes. The School Board shall assume no liability for actions of the governing body of the charter schools or its employees.

STATUTORY AUTHORITY:

1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED:

**120.68, 1001.02, 1001.43, 1002.33, 1002.331,
1002.345, 1002.45, 1002.455, 1013.62, F.S.**

STATE BOARD OF EDUCATION RULE(S):

6A-6.0781, 6A-6.0787

HISTORY:

**ADOPTED: 10/22/2019
REVISION DATE(S): 00/00/0000
FORMERLY:**

DRAFT

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

STUDENT PROGRESSION PLAN

4.11*+

The School Board shall approve the *Student Progression Plan* and copies shall be maintained at the central office, on the District website, and at each school. The Plan shall be pursuant to Florida Statutes and shall be comprehensive to include student performance standards and promotional and graduation requirements for Grades K-12, adult and general education, exceptional student education, dual enrollment, career and technical education, job entry, vocational education and alternative compensatory education. The plan shall include options for virtual instruction, academic acceleration and early high school graduation. After School Board approval, the District's *Student Progression Plan* shall be made a part of this rule.

STATUTORY AUTHORITY:

1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED:

**1001.43, 1002.3105, 1002.321,
1003.4156, 1003.4281, 1003.4295,
1003.437, 1003.49, 1008.25, F.S.**

HISTORY:

**ADOPTED: 10/22/2019
REVISION DATE(S): 00/00/0000
FORMERLY:**

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

ACADEMIC AND CAREER PLANNING

4.18

- I. Middle grade students shall participate in a career and education planning course during the sixth, seventh or eighth grade. The course must be internet-based, customizable to each student, and include research-based assessments to assist with determining educational and career options and goals. Career exploration shall be included in the curriculum. The purpose of this course shall be to enable students and parents to develop realistic a personalized academic achievement and career goals for postsecondary experience. ~~By the end of the course, each student shall have completed a four (4) to five (5) year academic and career plan (ePersonal Education Planner) based on postsecondary and career goals.~~
- II. The academic and career plan shall include
- A. A destination;
 - B. A major area of interest;
 - C. A list of courses to meet the requirements of the destination and major area of interest.
 - D. A detailed explanation of the requirements for earning a high school diploma designation.
 - E. The requirements for each scholarship in the Florida Bright Futures Scholarships Program
 - F. The requirements for state university and Florida College System institution admission.
 - G. Opportunities available to earn college credit in high school, including Advanced Placement courses; the International Baccalaureate Program; the Advanced International Certificate of Education Program; dual enrollment, including career dual enrollment; and career education courses.

- III. Destinations shall include
 - A. Four (4) year college or university, community college plus university, or military academy degree;
 - B. Two (2) year postsecondary degree;
 - C. Postsecondary career certificate;
 - D. Immediate employment or entry level military; or
 - E. A combination of any of these destinations.
- IV. The destinations shall accommodate the needs of exceptional education students to the extent appropriate for individual students. These students may follow the courses outlined in the *Student Progression Plan*.
- V. Completion of the academic and career plan shall be required for promotion to grade nine (9).
- VI. Secondary schools shall ensure that students and parents are aware of the destinations and the process of developing and revising academic plans.
- VII. The District shall encourage the business community to support career preparation by providing internships and apprenticeships.
- VIII. Each high school principal shall
 - A. Designate an instructional or administrative staff member to serve as a specialist who will
 - 1. Coordinate the use of student achievement strategies;
 - 2. Assist teachers in integrating academic and career curricula, using technology, providing feedback about student achievement and implementing career and technical preparation programs;
 - 3. Coordinate the review of academic plans; and
 - 4. Coordinate the collection and retention of signed academic plans.

- B. Implement strategies to improve reading, writing and mathematics skills and eliminate deficiencies in these areas.
- C. Ensure that each student shall have an academic advisor if parental involvement is not evident.

STATUTORY AUTHORITY:

1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED:

1001.43, 1003.4156, 1003.491, F.S.

HISTORY:

ADOPTED: 10/22/2019
REVISION DATE(S): 00/00/0000
FORMERLY: NEW

DRAFT

CHAPTER 4.00 – CURRICULUM AND INSTRUCTION

DISTRICT AND STATE-WIDE ASSESSMENT PROGRAM

4.60+

- I. Provisions of the District and statewide testing program for students shall be set forth in the *Testing Handbook for District Schools*. The handbook shall be approved by the School Board and is hereby incorporated by reference and made a part of these rules.
- II. No student shall be excluded from participation in, be denied the benefit of, or be subjected to discrimination under any District testing program on the basis of race, color, religion, gender, age, national or ethnic origin, political or religious beliefs, marital status, sexual orientation, pregnancy, disability if otherwise qualified, genetic information, or social and family background.
- III. Measurement of student performance shall be the responsibility of the District for subjects and grade levels that are not measured under the statewide standardized assessment program.
- II. The statewide standardized end of course assessment shall be used as the final cumulative examination for the relevant course. A local assessment may be required as the final cumulative examination for a course that is not assessed under the statewide assessment program. A student enrolled in an Advanced Placement (AP), International Baccalaureate (IB), or Advanced International Certificate of Education (AICE) course who takes the respective AP, IB, or AICE assessment and earns the minimum score necessary to earn college credit, does not have to take the EOC assessment for the corresponding course.
- IV. The uniform calendar of assessment and reporting schedules, provided by the Department of Education, shall be published on the District website. The District assessment schedule and required information shall be incorporated into the uniform calendar.
- V. Test modifications shall be made for students with disabilities and Individual Education Plans (IEP) to ensure aptitude and achievement are measured and not their disability.
- VI. The parent, as defined by Florida Statutes, of each student must be notified regarding the progress of the student towards achieving state and District expectations for proficiency in reading, science, writing and mathematics. A student's state assessment results and the results of district-required local assessments must be reported to the parent.
- VII. The District shall provide student performance results on statewide standardized assessments and district-required local assessments to instructional personnel for the purpose of improving instruction.

STATUTORY AUTHORITY:

1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED:

1000.21, 1001.11(5), 1001.43, 1008.22, 1008.34, F.S.

HISTORY:

ADOPTED: 10/22/2019

REVISION DATE(S): 00/00/0000

FORMERLY:

DRAFT

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

HOME EDUCATION PROGRAM

4.70

The School Board encourages the enrollment of all resident school-age children in this District in public schools or in registered private schools so that they may enjoy the benefits of a well-planned educational program and the socialization possible in a group environment.

The Board recognizes its responsibility for assuring that every resident school-age child is enrolled in an approved school or is offered an equivalent education elsewhere and designates the Superintendent to act in its behalf.

All requests to educate a child in an equivalent education (home-education) program are to be submitted to the Superintendent.

Responsibilities

A parent or guardian who registers a child in a home education program shall meet the following requirements of Florida statute:

- A. notify the Superintendent of his/her intent to establish a home education program;
- B. maintain a portfolio of records and materials;
- C. provide for an annual educational evaluation.

If the parent or guardian of a child who has been identified as exhibiting a pattern of non-attendance enrolls a child in a home education program pursuant to Florida statute, the Superintendent shall provide the parent a copy of F.S. 1002.41 and the accountability requirements of F.S. 1003.26.

Notification

A parent establishing a home education program shall:

- A. provide written notice to the Superintendent of the intent to establish and maintain a home education program within thirty (30) days of the start of the program;

The notice must be signed by the parent/guardian and include the names, addresses, and birth dates of all the children who shall be enrolled as students in the home education program. The Superintendent shall accept the notice and immediately register the home education program upon receipt of the notice.

- B. provide written notice to the Superintendent's office within thirty (30) days of the termination of the home education program.

Records

A parent or guardian of a home school student shall maintain a portfolio or records and materials that includes:

- A. a log of educational activities made contemporaneously with the instruction and which designates by title any reading materials used;
- B. samples of any writing, worksheets, workbooks, or creative materials used or developed by the student;
- C. preserve the portfolio for a minimum of two (2) years and make it available to the Superintendent for inspection upon fifteen (15) days written notice.

Evaluation

The parent or guardian of each child in a home education program shall provide for an annual educational evaluation to document educational progress commensurate with the child's abilities. The parent/guardian shall select the method of evaluation from those provided in statute and shall file a copy annually with the Superintendent. The evaluation shall consist of one (1) of the following:

- A. An evaluation of the child's progress by a Florida certified teacher chosen by the parent (or the parent if certified) based on a review of the portfolio and discussion with the student.
- B. Any nationally-normed student achievement test (such as, ACT, SAT) that is administered by a certified teacher.
- C. A State student assessment test, administered by a certified teacher, at a location and under testing conditions approved by the School District. The School District shall provide the test materials, monitored site and test results when adequate notice is given to the District.
- D. An evaluation by a psychologist holding a valid active license pursuant to Florida statutes.
- E. An evaluation with another other valid measurement tool as mutually agreed upon by the Superintendent and the parent/guardian.

Failing to submit an annual evaluation places the home education program in non-compliance and the Superintendent may, after notice to the parent, terminate the home education program and enroll the student in the public school of residence to meet the compulsory attendance law. If the student has not made educational progress commensurate with his/her abilities, the parent/guardian has one (1) year to provide remedial instruction. At the end of that year, the child shall be re-evaluated. Continuation in the home education program is contingent upon showing educational progress that is commensurate with his/her level of ability. If progress is not demonstrated by the end of the one (1) year probationary period the Superintendent shall assign the student to the appropriate public school.

School District Responsibilities

The School District shall facilitate a parent request to implement and maintain a home education program through the following:

- A. The Superintendent shall identify an office to facilitate the parent notification of the intent to establish a home school program and to assist parents with finding resources and support for the implementation of a program of instruction.
- B. The Superintendent shall review and accept the result of the annual evaluation. If the child does not demonstrate progress, the Superintendent shall notify the parent/guardian in writing that such progress has not been achieved.
- C. Home education students who are gifted or have identified disabilities and who qualify for exceptional student education services shall be allowed to participate in those programs offered in the public schools consistent with an approved Individual Education Plan. Parents/Guardians shall be provided assessment for eligibility for ESE services upon request and shall be involved in the development of the student's Individualized Educational Plan (IEP).
- D. Home education students are not eligible for a regular high school diploma. A home education student may take the General Education Development (GED) test at an approved education center and be awarded a GED diploma by the State of Florida if the student receives a passing score.
- E. A home education student shall be allowed to participate in middle and high school extra-curricular and interscholastic extra-curricular activities in their zoned school and take any associated courses, provided the parent/guardian documents satisfactory attainment of the required 2.0 grade point average (GPA) and demonstrates educational progress in each subject taken in the home education program.
- F. Home education students shall be allowed to enroll in any class offered at a District school for part of the day. A Home education student may enroll in a public school solely for career and technical courses or programs. Industry certifications, national assessments and statewide assessments offered by the district shall be available to the home education program student. Enrollment in other non-ESE classes shall be on a space available basis in the home zone school with prior approval of the school principal.

Parents are responsible for the transportation of students in home education/private schools programs both to and from the public school. The school principal will establish the time and place for the arrival and departure of home education/private school student accepted into the part-time program. All home education/private school students who attend the District on a part-time basis are subject to the same relevant rules and regulations as full-time students.

Placement

Placement in the regular school program from a home education program shall follow the requirements of the District's *Student Progression Plan* as applied to out of county, foreign, and other non-accredited or non-traditional school. The principal's decision, following a review of documentation of performance or examination results and a conference with the parent or guardian, shall be final.

Transfer of High School Credit

Students placed above ninth grade shall have credits required for a diploma pro-rated accordingly. Course credits earned through participation in the Florida On-Line High School or other State or regionally accredited school or program shall be accepted when a transfer request is made from a home school program to a District high school and appropriate documentation is provided. Credit may be also awarded to home school students who transfer into the public school system based on the following:

- A. a special course approved in the State Course Code Directory with prior approval of a high school principal;
- B. demonstrated academic performance in the classroom;
- C. portfolio evaluation by the Superintendent;
- D. written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
- E. demonstrated proficiencies on standardized subject area assessments; or
- F. demonstrated proficiencies on the FCAT or other State-mandated standardized test.

Field Trips and Other Activities

Home school students may not participate in activities or field trips sponsored by a school other than middle and high school extracurricular or interscholastic extra-curricular activities unless they are enrolled in a related program or class at the school. Home school students may participate in District wide community sponsored activities that include non-public school students, such as history, science, spelling, or speech contests or fairs.

STATUTORY AUTHORITY:

1001.01,1001.41 F.S.

LAW(S) IMPLEMENTED:

490.003 (7), (8), 1002.41, 1003.21 F.S.

HISTORY:

ADOPTED: 10/22/2019
REVISION DATE(S): 00/00/0000
FORMERLY:

CHAPTER 5.00 – STUDENTS

REQUIREMENTS FOR ORIGINAL ENTRY

5.10

- I. Any student who initially enrolls in the District shall be required to have on file with the immunization registry a present certification of immunization for those communicable diseases as required by Florida Statutes. Any child who is excluded from participation in the immunization registry must present or have on file with the school such certification of non-participation.
 - A. Students who are under twenty-one (21) years of age and are attending adult education classes shall present certification of immunization for communicable diseases.
 - B. A transfer student may be granted thirty (30) days to provide documentation of school-entry health examination and certification of immunization record.
 - C. Exceptions may be granted as provided in Florida Statutes.
- II. Students in Grades PK-12 who enter Florida public schools for the first time shall present evidence of a health examination within the twelve (12) month period prior to their initial entrance.
 - A. Any student who was previously enrolled in a Florida school and who seeks admission may be granted thirty (30) days to secure documentation of a school health examination.
 - B. The Superintendent may grant exceptions to this rule pursuant to Florida Statute.
 - C. The health examination shall be completed by a health professional who is licensed in Florida or in the state where the examination was performed.
- III. Any student who was previously enrolled in an out-of-state public school and who seeks admission to a District school shall be admitted on the basis of admission requirements established in the state in which the student resided prior to moving to the county, except as provided in this rule.
- IV. A student entering a District school from a private or nonpublic school shall be assigned to a grade based on placement tests, age, and previous school records.

- V. Any student who initially enrolls in the District shall be required to report any previous school expulsions, arrests resulting in a charge and juvenile justice actions the student has had and any prior referrals to mental health services. If the student is admitted, the student may be placed in an appropriate educational program and referred to mental health services identified by the school district, when appropriate, at the direction of the School Board. The District may waive or honor the final order of expulsion or dismissal of a student if an act would have been grounds for expulsion according to the receiving District School Board's *Code of Student Conduct*.

STATUTORY AUTHORITY: 1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED: 1001.43, 1003.01, 1003.21, 1006.07, 1003.22, F.S.

STATE BOARD OF EDUCATION RULE(S): 6A-6.024

HISTORY: ADOPTED: 10/22/2019
REVISION DATE(S): 00/00/0000
FORMERLY:

CHAPTER 5.00 – STUDENTS

CHILDREN OF MILITARY FAMILIES

5.18

- I. The District shall recognize the provisions of the *Interstate Compact on Educational Opportunities for Military Children* and shall address the educational transition issues faced by military families.
- II. Assistance to children of military families, as defined in the *Compact*, shall include but not be limited to
 - A. Enrollment and eligibility;
 - B. Educational records;
 - C. Placement;
 - D. Attendance; and
 - E. Graduation.
- III. A student must be considered a resident for enrollment purposes and provided preferential treatment in the controlled open enrollment process when presented with an official military order advising that the parent is transferred or pending transfer to a military installation within the school district.
- IV. The Superintendent shall develop procedures to assist students who are children of military families and to remove barriers to educational success.

STATUTORY AUTHORITY:

1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED:

1000.36, 1001.43, 1003.05, F.S.

HISTORY:

ADOPTED: _____
REVISION DATE(S): _____
FORMERLY: NEW

CHAPTER 5.00 – STUDENTS

ZERO TOLERANCE FOR SCHOOL RELATED CRIMES

5.32*

- I. It is essential that schools be safe and orderly to provide environments that foster learning and high academic achievement. The District shall strive to protect students, staff, visitors and volunteers from harm and to protect victims of crime from further victimization. This policy applies to conduct on School District property, school or District provided transportation and at any school or District sponsored activity. This policy implements the zero tolerance policy as outlined in Florida Statutes.

- II. Acts that pose a serious threat to school safety are those acts that endanger the life or safety of a student, staff member or other person on campus or at a school or District sponsored activity. Such acts include but are not limited to
 - A. Aggravated battery;
 - B. Armed robbery;
 - C. Arson;
 - D. Battery or aggravated battery on a teacher or other school personnel;
 - E. Kidnapping or abduction;
 - F. Murder;
 - G. Manslaughter;
 - H. Possession, use or sale of a controlled substance;
 - I. Possession, use or sale of any explosive devise;
 - J. Possession, use or sale of any firearm or weapon;
 - K. Sexual battery.

- III. Acts that are considered petty misconduct may disrupt the educational process but do not endanger the life or safety of an individual. Such acts include but are not limited to

- A. Cellular telephone violation;
 - B. Defiance of authority;
 - C. Disruption, minor;
 - D. Dress code violation;
 - E. Eating or drinking on the bus;
 - F. Forgery;
 - G. Horseplay;
 - H. Leaving campus without permission;
 - I. Lying or misrepresentation;
 - J. Profanity;
 - K. Vehicle parking violation.
- IV. The District shall establish agreements with the county sheriff's office and local police department(s) that provide for reporting conduct that threatens school safety and obtaining assistance from the appropriate law enforcement agency. Law enforcement consultation is not required for petty acts of misconduct which are not a threat to school safety.
- V. The District shall report to the appropriate law enforcement agency any act that poses a threat to the safety or welfare of students, staff and other persons on school property or at school events or is a serious violation of law. The following acts when committed on School District property or at a District activity shall be reported to the appropriate law enforcement agency:
- A. Alcohol violation;
 - B. Alcohol, sale or distribution;
 - C. Arson;
 - D. Battery;

- E. Bomb or biochemical threat;
- F. Breaking and entering or burglary;
- G. Disruption of school, major;
- H. Drug use, sale or distribution;
- I. Explosives, possession or use;
- J. Extortion;
- K. False alarm;
- L. Firearms violation;
- M. Gang-related activity;
- N. Hate crime;
- O. Illegal organization, membership;
- P. Robbery;
- Q. Sexual battery;
- R. Sexual harassment;
- S. Sexual misconduct;
- T. Sexual offense;
- U. Stalking;
- V. Trespassing;
- W. Weapons violation;
- X. Any felony as defined by Florida Statutes.

- VI. Consultation with law enforcement is required when a student commits more than one misdemeanor, to determine if the act should be reported.
- VII. The school principal shall notify all school personnel of their responsibility to report to the principal or his/her designee crimes or incidents posing a threat to school safety and ensure the incident is properly documented.
- VIII. Students found to have committed one of the following offenses on school property, school sponsored transportation or during a school sponsored activity shall be expelled, with or without continuing educational services, from the student's regular school for a period of not less than one (1) full year and be referred to the criminal justice or juvenile justice system:
- A. Bringing a firearm or weapon as defined in Chapter 790, Florida Statutes, to school, to any school function, or onto any school-sponsored transportation or possessing a firearm at school.
 - B. Making a threat or false report as defined in Florida Statutes, Sections 790.162 and 790.163 respectively, involving school or school personnel's property, school transportation or a school-sponsored activity.
 - C. Assault or battery on specified officials or employees in violation of Section 784.081, Florida Statutes.
 - D. Hazing as defined in 1006.135, Florida Statutes.
- IX. When a student is formally charged with a felony or a delinquent act that would be a felony if committed by an adult, the Superintendent shall notify appropriate personnel including the principal, the transportation director, the student's classroom teachers, the student's bus driver and other school personnel who directly supervise the student.
- X. The School Board may assign the student to a disciplinary program for the purpose of continuing educational services during the period of expulsion.
- XI. The Superintendent may consider the one (1) year expulsion requirement on a case by case basis and request the School Board to modify the requirement by assigning the student to a disciplinary program or second chance school if the request for modification is in writing and it is determined to be in the best interest of the student and the school system.

- XII. If a student committing any of the offenses in this policy is a student with a disability, the School Board shall comply with the applicable State Board of Education rules.
- XIII. Any student found to have committed a violation of Section 784.081(1), (2) or (3), Assault or Battery on Specified Officials or Employees, shall be expelled or placed in an alternative school setting or other program as appropriate. Upon being charged with the offense, the student shall be removed from the classroom immediately and placed in an alternative school setting pending disposition.
- XIV. A student or his/her parent may request a review by the Superintendent of any disciplinary action taken by the District. Such request must be submitted in writing to the Superintendent within ten (10) days of the imposition of disciplinary action.

STATUTORY AUTHORITY: **1001.41, 1001.42, F.S.**

LAW(S) IMPLEMENTED: **120.57(1), 775.08, 784.081, 790.162, 790.163, 985.04, 1001.42, 1001.43, 1001.54, 1003.31, 1006.07, 1006.08, 1006.09, 1006.13, 1006.135, 1006.14, 1012.28, F.S.**

STATE BOARD OF EDUCATION RULE(S): **6A-6.03311**

HISTORY: **ADOPTED: 10/22/2019**
REVISION DATE(S): 00/00/0000
FORMERLY:

CHAPTER 6.00 – HUMAN RESOURCES

CONTRACTS: INSTRUCTIONAL AND ADMINISTRATIVE PERSONNEL

6.18*

Any person employed as a member of the instructional staff shall hold a valid Florida Educator's Certificate or professional license except as noted elsewhere in policy. Any person employed as an administrator shall meet those qualifications as enumerated in the Board adopted job description. All instructional and administrative staff shall be entitled to and shall enter into a written contract with the School Board as provided by law. All contracts shall be on forms prescribed by the Commissioner of Education. Any member of the instructional or administrative staff who is willfully absent from duty without leave shall forfeit compensation for the time absent, and his/her contract shall be subject to cancellation by the Board.

- I. Contracts with instructional staff. Each member of the instructional staff shall receive an annual or professional services contract in accordance with the provisions of law. The first ninety-seven (97) days of the initial contract shall be a probationary period during which the employee may be dismissed without cause. The contract shall be in accordance with the duly adopted salary schedule of the Board and shall be for a definite term of service.
- II. Contracts with administrative staff. Each member of the administrative staff on initial employment shall be given a written contract for a period not to exceed three (3) years subject to the condition that renewal of the contract from year to year will be based on an annual review of the services rendered and renewed only when acceptable and satisfactory service has been rendered. The first ninety-seven (97) days of the initial contract shall be a probationary period during which the employee may be dismissed without cause.

When the administrative staff member has rendered three (3) years of satisfactory and acceptable service, the School Board may enter into a contract for a fixed period of time not to exceed three (3) years. Any further renewal of the contract shall be based on a review and evaluation made during the last year of the contract and any additional contract shall be for a period of time not to exceed three (3) years.

- III. The minimum time which may be recognized as a year of service for contractual purposes shall be full-time actual service rendered under contract for more than one-half (1/2) of the number of days or more than one-half (1/2) the number of total hours required for the normal contractual period of service for the position held. In determining

such service, sick leave and holidays for which the employee received compensation shall be counted, but all other types of leave and holidays shall be excluded.

Any claim to a year of service for salary purposes shall be the equivalent of the service required for a continuing, instructional service, annual, or multi-year contract. Credit for service rendered in another state or as otherwise allowed under the adopted salary schedule shall be determined by using the minimum service required in the District for a comparable position and in accordance with provisions of the applicable collective bargaining agreement.

In determining the number of days that must be served to constitute a full year of out-of-state teaching experience, the existing regulations of the State or District in which the contract was executed shall be used as the criteria.

- IV. **Full or part-time employees of the Board shall not contract for additional service to the Board as consultants.**

STATUTORY AUTHORITY: 1001.41, 1012.22, 1012.23, F.S.

LAW(S) IMPLEMENTED: 120.57, 1001.43, 1012.22, 1012.32, 1012.33, 1012.56, F.S.

STATE BOARD OF EDUCATION RULE(S): 6A-1.0502, 6A-1.064

HISTORY: **ADOPTED:** 10/22/2019
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FORMERLY:

CHAPTER 6.00 – HUMAN RESOURCES

CERTIFICATION OF ADMINISTRATIVE AND INSTRUCTIONAL PERSONNEL

6.20*

No person shall be employed or continued in employment if he/she does not hold or is ineligible to hold a Florida Educator's Certificate, a local certificate, or a certificate issued by a Florida School District that has a reciprocal agreement with the School District or holds a professional license. However, a person may be employed under emergency conditions, pursuant to Florida Statutes, or may qualify as noncertificated instructional personnel pursuant to School Board rules. The staff member shall be responsible for maintaining a valid certificate. The staff member shall register his/her certificate and each certificate reissuance or renewal in the District office as soon as the Department of Education issues the new validity period on the certificate.

- I. The Superintendent shall designate a certification contact person to work directly with the Bureau of Educator Certification, Florida Department of Education, to assist personnel with certification issues.
 - A. If an individual employed by the District does not achieve a passing score on any subtest of the general knowledge examination, the District must provide information regarding the availability of state-level and district level supports and instruction to assist in achieving a passing score.
 - B. Information must include state-level test information guides, school district test preparation resources and preparation courses offered.
- II. An individual nominated for an instructional position shall be properly certificated, be eligible for certification, meet conditions prescribed in State Board of Education rules or qualify for employment or re-employment as a nondegreed vocational education or adult education teacher based on School Board rules.
- III. Pursuant to Sections 1012.39, 1012.55 and 1012.57, employment of temporary instructors, teachers of adult education, non-degreed teachers of career education, adjunct educators, career specialists, and experts in the field, each school district will establish the minimal qualifications for the issuance of a Gadsden County Public School Certificate. Such certificates establish eligibility for employment, but do not confer a right to employment.
 - A. The School Board defines an adjunct educator as a teacher who has expertise in the subject area to be taught. A teacher shall be considered to have expertise in the subject area to be taught if the teacher demonstrates sufficient subject area

- mastery through passage of a subject area test. The district is permitted to issue adjunct certificates to qualified applicants.
- B. Adjunct certificate holders should be used primarily to enhance the diversity of course offerings offered to all students.
 - C. Adjunct teaching certificates issued for full time teaching positions are valid for no more than three (3) years and are nonrenewable.

STATUTORY AUTHORITY: 1001.41, 1012.22, 1012.23, F.S.

LAW(S) IMPLEMENTED: 1001.43, 1011.60, 1012.24, 1012.54, 1012.55, 1012.56, 1012.57, F.S.

STATE BOARD OF EDUCATION RULE(S): 6A-1.0501, 6A-1.0502, 6A-1.0503

HISTORY: **ADOPTED:** 10/22/2019
REVISION DATE(S): 00/00/0000
FORMERLY:

DRAFT

CHAPTER 8.00 - AUXILIARY SERVICES

SCHOOL SAFETY

8.10

- I. The safety of pupils, employees and visitors shall be the responsibility of the authorized person in charge of each site owned or operated by the School Board. The supervisor of each site or facility shall cause to be established a safety committee which shall be responsible for the promotion of a safety education and accident prevention program for that site.
- II. Schools shall cooperate with the police, sheriff's department, fire department and other agencies promoting safety education.
- III. To assist in carrying out the responsibilities for safety, each principal shall appoint a member of the staff as school safety coordinator.
- IV. No person shall bring on any School Board premises or have in his/her possession or in his/her vehicle any School Board property, any firearm, weapon or destructive device unless such weapon is required as part of his/her regular job responsibilities.
- V. School Environmental Safety Incident Reporting. The Superintendent shall develop and implement procedures for timely and accurate reporting of incidents related to school safety and discipline and shall provide training to appropriate personnel in accordance with law and State Board of education rules. The District will utilize Florida's School Environmental Safety Incident Reporting (SESIR) Statewide Report on School Safety and Discipline Data to report the 26 incidents of crime, violence and disruptive behaviors that occur on school grounds, on school transportation, and at off-campus, school sponsored events to the Department Of Education.
- VI. Nonmedical School District personnel shall not perform invasive medical services that require special medical knowledge, nursing judgment and nursing assessment including, but not limited to, sterile catheterization, nasogastric tube feedings, cleaning and maintaining a tracheotomy and deep suctioning of a tracheotomy. Nonmedical assistive personnel can perform health related services upon successful completion of child-specific training by a registered nurse, a licensed practical nurse, a physician or a physician assistant. These procedures, which include but are not limited to clean intermittent catheterization, gastrostomy tube feedings, monitoring blood glucose and administering emergency injectable medications, must be monitored by a nurse. A

registered nurse, licensed practical nurse, physician or physician assistant shall determine if nonmedical School District personnel shall be allowed to perform any other invasive medical services not listed above.

- VII. A child under the age of sixteen (16) shall wear appropriate headgear as required by law for any equine activity on a public school site. Students shall wear appropriate headgear when participating in an off campus, school sponsored equine activity as required by law.
- VIII. The Superintendent shall develop and present to the Board for approval appropriate emergency management and emergency preparedness plans.
- IX. The District shall annually conduct a self-assessment of safety and security practices. Based upon this self-assessment and other concerns, if applicable, the Superintendent shall present appropriate recommendations to the School Board for increasing safety and security and the School Board shall take such actions as it deems necessary and appropriate to address safety and security in the District or at individual sites.

STATUTORY AUTHORITY:

1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED:

316.614, 773.06, 1001.43, 1006.062(3), 1006.07, F.S.

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