

# AGENDA

## REGULAR SCHOOL BOARD MEETING

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

March 26, 2019

6:00 P.M.

### THIS MEETING IS OPEN TO THE PUBLIC

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

### ITEMS FOR CONSENT

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

- a. February 26, 2019, 4:30 p.m. – School Board Workshop
- b. February 26, 2019, 6:00 p.m. – Regular School Board Meeting

ACTION REQUESTED: The Superintendent recommends approval.

6. PERSONNEL MATTERS (resignations, retirements, recommendations, leaves of absence, terminations of services, volunteers, and job descriptions) – **SEE PAGE #5**

- a. Personnel 2018 - 2019

ACTION REQUESTED: The Superintendent recommends approval.

- b. Personnel 2019 - 2020

ACTION REQUESTED: The Superintendent recommends approval.

- c. 2019 – 2020 Calendars – **SEE PAGE #8**

ACTION REQUESTED: The Superintendent recommends approval.

- d. Special Pay Plan for Leave Payouts – **SEE PAGE #12**

Fund Source: Employees' Sick and Annual Leave Payout

Amount: Employees would not be charged Federal Income Tax at the time of separation and both Employees and Board would save FICA/Medicare costs of 7.65%

ACTION REQUESTED: The Superintendent recommends approval.

7. BUDGET AND FINANCIAL TRANSACTIONS

- a. Budget Amendment No. 1 (2018 – 2019 Fiscal Year) – **SEE PAGE #15**

Fund Source: General Fund (1100) Revenue & Expenditures

Amount: (\$311,798.00)

ACTION REQUESTED: The Superintendent recommends approval.

8. AGREEMENT/CONTRACT/PROJECT APPLICATIONS

- a. Participation in the Coach Aaron Feis Guardian Program – **SEE PAGE #60**

Fund Source: General Fund

Amount: Salaries and related benefits for Safe-School Officers plus applicable liability costs

ACTION REQUESTED: The Superintendent recommends approval.

- b. Gadsden County School Board Resolution Regarding School Safety  
**SEE PAGE #67**

ACTION REQUESTED: The Superintendent recommends approval.

- c. Renewal of Dental Insurance for the 2019 – 2020 Fiscal Year with The Standard – **SEE PAGE #70**

Fund Source: All funds in which salaries and benefits are paid

Amount: Board's premium is \$18.20/month per employee – Annual Amount = \$87,612 (based on current participation)

ACTION REQUESTED: The Superintendent recommends approval.

- d. Vision Insurance for the 2019 – 2020 Fiscal Year with The Standard  
**SEE PAGE #73**

Fund Source: Employee Voluntary Deduction

Amount: Dependent upon Various Standard Plans

ACTION REQUESTED: The Superintendent recommends approval.

- e. Section 125 Compliance – American Fidelity – **SEE PAGE #79**  
 Fund Source: Not Applicable  
 Amount: No cost to the School Board  
 ACTION REQUESTED: The Superintendent recommends approval.
  - f. Career & Technical Education Career Pathways Articulation Agreement between Tallahassee Community College and Gadsden County Schools 2018 – 2019 – **SEE PAGE #81**  
 Fund Source: FEFP  
 Amount: Undetermined – based upon enrollment  
 ACTION REQUESTED: The Superintendent recommends approval.
  - g. Education Partnership Agreement: Panhandle Area Educational Professional Development Center and the Gadsden County School Board – **SEE PAGE #89**  
 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 #62-1819-0231  
 ACTION REQUESTED: The Superintendent recommends approval.
10. **SCHOOL FACILITY/PROPERTY**
- a. Annual Certification of Facilities Data - **SEE PAGE #156**  
 Fund Source: N/A  
 Amount: N/A  
 ACTION REQUESTED: The Superintendent recommends approval.
11. **EDUCATIONAL ISSUES**
- a. School Field Trip Request (Out-of-State) – Gadsden Elementary Magnet School - **SEE PAGE #159**  
 Fund Source: N/A  
 Amount: N/A  
 ACTION REQUESTED: The Superintendent recommends approval.

- b. School Field Trip Request (Out-of-State) Gadsden Elementary Magnet School  
**SEE PAGE #165**

Fund Source: N/A  
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- c. Instructional Materials Procedures Manual 2018 - 2019 – **SEE PAGE #173**

Fund Source: N/A  
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- d. Approval of 2019 – 2020 Code of Student Conduct – **SEE PAGE #183**

Fund Source: N/A  
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

#### ITEMS FOR DISCUSSION

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

# THE SCHOOL BOARD OF GADSDEN COUNTY

6a & b



*"Putting Children First"*

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

March 26, 2019

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 2018-2019**

Item 6B Instructional Personnel 2019 - 2020

The following reflects the total number of full-time employees in this school district for the 2018-2019 school term, as of March 26, 2019.

<u>Description Per DOE Classification</u>	<u>DOE Object#</u>	<u>#Employees March 2019</u>
Classroom Teachers and Other Certified	120 & 130	362.00
Administrators	110	40.00
Non-Instructional	150, 160, & 170	380.00
		<u>782.00</u>

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 2018/2019**

**INSTRUCTIONAL**

<b><u>Name</u></b>	<b><u>Location</u></b>	<b><u>Position</u></b>	<b><u>Effective Date</u></b>
Dawson, Stafford	GEMS	Teacher	03/11/2019
Green, Candace	WGMS	Teacher	03/25/2019

**NON-INSTRUCTIONAL**

<b><u>Name</u></b>	<b><u>Location</u></b>	<b><u>Position</u></b>	<b><u>Effective Date</u></b>
Mathews, Lawanda	WGMS	Education Paraprofessional	02/13/2019
Morales, Melany	GCHS	Education Paraprofessional	03/25/2019
McCray, Jeanese	WGMS	Custodial Assistant	02/25/2019
Ross, Takesha	Transportation	Bus Aide	02/19/2019

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

**LEAVE/MEDICAL**

<b><u>Name</u></b>	<b><u>Location/Position</u></b>	<b><u>Beginning Date</u></b>	<b><u>Ending Date</u></b>
Rollinson, Barbara	Transportation/Dispatcher	01/08/2019	04/02/2019

**RESIGNATION**

<b><u>Name</u></b>	<b><u>Location</u></b>	<b><u>Position</u></b>	<b><u>Effective Date</u></b>
Alls, Precious	Head Start	HIPPY Program Assistant	02/25/2019
Berg, Angela	WGMS	Teacher	03/04/2019
Bush, NaKendra	GCHS	SFS Worker	02/15/2019
Clarke, Bruce	GCA	Teacher	03/08/2019
McCray, Jeanese*	HMS	Custodial Assistant	02/22/2019

\*Resigned to accept another position within the district

Shavonda Nealy rescinded resignation approved at February 26, 2019 meeting. Returned to work February 28, 2019.

**SUBSTITUTES**

<b><u>Teachers</u></b>	<b><u>SFS</u></b>
Lee, Edward	Kelly, Leroy*
Holston, Jonathan	Wilson, Alfronia

\*SFS and Custodial sub

**AGENDA ITEM 6B, INSTRUCTIONAL 2019/2020**  
**PSC INSTRUCTIONAL**

Allen, Mark	Lightfoot, Tomeka
Allen, Sandra	Madry, Cecelia
Austin, Joyce	Maynor, Tamela
Bailey, Deborah	McGlockton, Shaundra
Baker, Annette	McPhaul, David
Bates-Jackson, Erica	Mills, Cyril
Belford, Miesha	Pace, Cornelius
Bell-Key, Twanda	Peacock, Agnes
Boykin, Kathryn	Piawah, Helen
Brockman, Dena	Richardson, Chandra
Bryant, Antionette	Robinson, Patricia
Bryant, Pamela	Rollinson, Latonya
Butler, Bridget	Rosier, Carolyn
Chandler, Cedric	Rouse, Daphnee
Chapman-Thomas, Tylisa	Simmons-Russ, Catina
Clark, Debra	Smith, Peggy
Clark, Michael	Starks, Jeffrey
Clarke, Jonnie	Suber, Alfred
Cooper-Maclin, Stefanie	Taylor, Jeanne
Davis, Pearl	Thomas, Linda
Davis, Torrey	Thomas-Gilliam, Roslyn
Denington, William	Touchton, Susan
Dilworth-Porter, Latasha	Toussaint, Karen
Gainous, Sharon	Trueblood, Annie
Gibson, Don	Wade, Eileen
Glover, Vannessa	Walker, Faybrena
Graham, Sarah	Washington, Angela
Green, Kimi	Weeks, Dawn
Gunn, Jeanne	Williams, Shannon
Harris, Robert	Wright, Jo Lynda
Holmes, Cathy	
Howard, Darrell	
Hudgins, Rosa	
Hurchins, Travetria	
Hutley-Figgers, Latisha	
Ivory, Dwayne	
Jackson, Barbara	
Jefferson, Tracy	
Johnson, Kerdaí	
Jones, Tanya	
Kenon-Franklin, Bridget	
Kirkland, Nahketah	
Kirkland, Sarah	
Knight, Anthony	
Lightfoot, Tomeka	
Madry, Cecelia	



**Gadsden County School District  
2019-2020 Student Calendar  
180 days**

2019	
August 12	Students first day of school
September 2	Students out of school – Labor Day Holiday District-wide
October 4	Students out of school – Teacher Paid Holiday
October 7 – 11	FTE Survey Week
October 11	End of 1 <sup>st</sup> Nine weeks
October 14	Students out of school – Teacher Planning Day
October 15	Beginning of 2 <sup>nd</sup> Nine weeks
November 11	Veterans Day Observed – District-wide
November 22	Students out – Teacher Paid Holiday
November 25-29	Students out of school for Thanksgiving Holidays/Fall Break
December 20	End of 2 <sup>nd</sup> Nine weeks
December 23-31	Students out of school for Christmas Holidays
2020	
January 1 – 3	Students out of school for Christmas and New Year’s Holidays
January 6	Students out of school – Teacher Planning Day
January 20	Students out of school – Martin L King Jr. Day – District-wide
February 3-7	FTE Survey Week
March 16-20	Students out of school – Spring Holidays – District-wide
March 23	Students out of school – Teacher Planning Day – End 3 <sup>rd</sup> Nine Weeks
April 10	Students out of school – Good Friday – Teacher Paid Holiday
May 25	Students out of school – Memorial Day – District-wide
May 29	Last day of school for students – End of 4 <sup>th</sup> Nine weeks

## Gadsden County School District 2019-2020 Teacher Calendar

2019	
August 5	Teachers report for pre-planning
September 2	Labor Day Holiday – District-wide
October 4	Teacher Paid Holiday (1)
October 7-11	FTE Survey Week
October 14	Teacher Planning Day
November 11	Veterans Day Observed – District-wide
November 22	Teacher Paid Holiday (2)
November 25-27	Teacher Paid Holiday (3, 4, 5)
November 28-29	Thanksgiving Holidays/Fall Break – District-wide
December 23-31	Christmas Holidays
2020	
January 1 – 3	New Year’s Holidays
January 6	Teacher Planning Day
January 20	Martin L. King Jr. Holiday – District-wide
February 3-7	FTE Survey Week
March 16-20	Spring Holidays – District-wide
March 23	Teacher Planning Day
April 10	Good Friday – Teacher Paid Holiday (6)
May 25	Memorial Day – District-wide
June 1-2	Post Planning

**Gadsden County School District  
2019-2020 Twelve Month Calendar  
240 Days**

2019	
July 4	Independence Day
August	
September 2	Labor Day Holiday
October	
November 11	Veterans Day Observed
November 27 – 29	Thanksgiving Holidays /Fall Break
December 23 – 31	Christmas Holidays
2020	
January 1	New Year's Holidays
January 20	Martin L King Jr Day
February	
March 16-20	Spring Break
April 10	Good Friday
May 25	Memorial Day
June	

**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 6d

**DATE OF SCHOOL BOARD MEETING:** March 26, 2019

**TITLE OF AGENDA ITEMS:** Special Pay Plan for Leave Payouts

**DIVISION:** Finance Department

**PURPOSE AND SUMMARY OF ITEMS:** In accordance with provisions in both the GCCTA and GESPA Collective Bargaining Agreements, the INSURANCE COMMITTEE recommends the following:

Board approval is requested to reopen the Special Pay Plan for our District that was established approximately 8 years ago with the vendor MidAmerica. A Special Pay Plan provides for payouts for leave at retirement or separation of service to be placed, either temporarily or more long-term, in a retirement account to shelter the compensation from taxes.

Benefits of the Special Pay Plan include employees not having to pay federal income tax on one of the largest single payments in their careers. Also, the employees would permanently save the FICA/Medicare costs that they are currently being charged at the time of the payouts. In addition, the Board would also save the 7.65% FICA/Medicare costs associated with the payouts.

Every school district in the State of Florida (with the exception of the charter district – Jefferson County) utilizes a Special Pay Plan. In this context, the Insurance Committee urges the Board to make this investment plan immediately effective upon approval.

An important feature of this plan is the requirement that participation is mandatory. For all payouts over the minimum threshold (for example, \$1,000), 100% of employees would be subject to payouts being placed in this Special Pay Plan. For employees to withdraw or rollover the amounts, the actual time requirement would be approximately one to two weeks. The minimum threshold would be established at the District level.

**FUND SOURCE:** Employees' Sick and Annual Leave Payout

**AMOUNT:** Employees would not be charged Federal Income Tax at the time of separation and both Employees and Board would save FICA/Medicare costs of 7.65%

**PREPARED BY:** Bonnie Wood

**POSITION:** Finance Director

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## How a Special Pay Plan Can Benefit You in Retirement

Posted on July 13, 2018



Working in the public sector can provide an employee with some unique retirement benefits that are not generally available to those who work for private companies. One such benefit is a Special Pay Plan, which pays out based on special forms of compensation, such as unused sick leave or vacation pay. These types of compensation are normally paid out as taxable earned income and are reported on a W-2 form. A Special Pay Plan mitigates this tax hit and provides a valuable investment vehicle in the process. If your employer offers a Special Pay Plan, it's adding value for you in many ways.

### **What is a Special Pay Plan?**

A Special Pay Plan is an interest-bearing 401(a)/403(b) retirement account that is established by your employer in your name. Your employer makes pre-tax deposits/contributions into this account in lieu of disbursing a check for your unused sick leave, separation of service pay, or other retirement incentive pay. The funds deposited into the Special Pay Plan are invested, which leads to earnings over time, helping you to meet your retirement goals.

From a tax perspective, a Special Pay Plan is a valuable benefit in the following ways:

- You will permanently save 7.65% on FICA taxes. For example, if your benefit amount is \$10,000, you will take home the entire \$10,000 less income tax, saving \$765 in FICA.
- Funds in a Special Pay Plan can be available before age 59½ without penalty. If you are at least age 55 at the time of retirement and remain separated from service, you can access the funds and avoid the 10% early withdrawal penalty.

- The account is tax-deferred, meaning that you are not taxed until you withdraw funds. In addition, if your tax bracket is lower after retirement, you could potentially save on tax when you withdraw funds. A Special Pay Plan allows you to control the timing of your cash distributions as well as the timing of your tax obligations.

## Other Benefits of the Special Pay Plan

Besides the built-in tax advantages, a Special Pay Plan provides a valuable savings vehicle for your retirement in other ways. During your working years, the benefit continues to grow. Once you retire, you are free to roll the accumulated funds into an IRA or another qualified plan, or take a partial or lump sum distribution. If desired, periodic distributions may be taken monthly, quarterly, or annually. The funds can be used at your discretion, for any expense. This type of plan provides complete liquidity for withdrawals or rollovers, enabling you to manage your financial future on your terms.

As a public sector employee, you already know your retirement benefits offer some unique opportunities. If your employer offers a Special Pay Plan, consider yourself fortunate. This lovely benefit converts otherwise taxable incentives into a tax-advantaged retirement option for you. Having this added sense of financial security may convince you to get off the fence about retiring early.

A Health Reimbursement Arrangement (HRA) is another valuable savings tool that can benefit you in retirement. If your employer offers an HRA, please click [here](#) to learn how this benefit can make a difference for you.

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**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 7a

**DATE OF SCHOOL BOARD MEETING:** March 26, 2019

**TITLE OF AGENDA ITEMS:** Budget Amendment No. 1 (2018-2019 Fiscal Year)

**DIVISION:** Finance Department

**PURPOSE AND SUMMARY OF ITEMS:**

This amendment will adjust General Fund Revenue by (\$311,798.00) based on the Third FEFP Calculation. Please refer to the attached documents for further details. The reduction amount in FEFP is (\$6,845.00) along with the adjustment for the McKay Scholarships in the amount of (\$304,953.00). This Amendment is to ensure compliance with 1011.06 (2) F.S. The offset of the revenue adjustment is the fund balance.

**FUND SOURCE:** General Fund (1100) Revenue & Expenditures

**AMOUNT:** (\$311,798.00)

**PREPARED BY:** LaClarence Mays

**POSITION:** Budget Manager

```

*****
REPORT SPECIFICATIONS
DISTRICT: PAEC - Gadsden County, FL
REPORT TITLE: FINANCIAL REPORT BY FUND (Date: 3/2019)
REQUESTED BY: laclarence.ma DATE: 03/13/19
PROGRAM NAME: TP-PRINT fin/ TIME: 7:38:05 PM
COPIES: 1 LPI: 6
RUN ON SERVER: yes CREATE ASCII FILE: NO
*****

```

Title Page Program/Version 3frbud18.p/010012

```

Description: FINANCIAL REPORT BY REV
Report Title: FINANCIAL REPORT BY FUND
Notes:
Consolidate Funds: Yes
Budget Status: All Accounts
Print Detail: Yes
Detail Spacing: Single
Print Totals: Yes
Print Spaces for Zero Amts Yes
Sequence: ((B)) Fund, Func, Obj
Selected Breaks: Function Break Type: Single Heading: Yes Total Separator: No Dbl Underline: No
Account Types Selected: Revenue
Account Status: Active
Low High
O/S Account Ranges: 1100*0000 0000 0000 00000 00000 00000 1100*9999 9999 ZZZZ ZZZZZ ZZZZZ ZZZZZ
Group Codes: -- ZZ-ZZ-ZZZZ
Category Codes: ZZZZZZZZ

```

<u>Report Fields</u>	<u>Length</u>	<u>Sign</u>	<u>Edited</u>	<u>Whole</u>	<u>Format/Combination Field</u>	<u>Year</u>	<u>Display/Combo Type</u>
Fund	4						Number
Revenue Source	30						Description
Original Budget	12	Left	Yes	No	->, >>>, >>>, >>9.99		Current
Revised Budget	12	Left	Yes	No	->, >>>, >>>, >>9.99		Current
Fiscal Year Activity	12	Left	Yes	No	->, >>>, >>>, >>9.99		Current
Available Funds	12	Left	Yes	No	->, >>>, >>>, >>9.99		Current
Fiscal Year Percent	6	Left	Yes	No	->, >>9.99		Current

	2018-19	2018-19	2018-19	2018-19	2018-19
<u>1100 REVENUE Source</u>	<u>Original Budget</u>	<u>Revised Budget</u>	<u>FY Activity</u>	<u>Available Funds</u>	<u>FY %</u>
0000					
1100 ROTC	50,000.00	50,000.00	7,218.83	37,941.97	14.44
1100 MISCELLANEOUS FEDERAL DIRECT					
1100 MEDICAID	287,789.56	287,789.56	33,877.92	252,952.76	11.77
1100 FEDERAL THROUGH LOCAL					
1100 FEDERAL THROUGH LOCAL					
1100 FEDERAL THROUGH LOCAL					
1100 MISCELLANEOUS FED THRU STATE					
1100 FLA. EDU. FINANCE PROG (FEFP)	23,152,225.00	23,152,225.00	6,030,427.00	16,148,042.00	26.05
1100 WORKFORCE DEVELOPMENT	349,103.00	349,103.00	14,546.00	320,011.00	4.17
1100 WORKFORCE DEVELOPMENT			72,730.00	-72,730.00	
1100 PERFORMANCE BASED INCENTIVES					
1100 ADULTS WITH DISABILITIES	100,000.00	100,000.00	36,250.00	63,750.00	36.25
1100 ADULTS WITH DISABILITIES					
1100 ADULTS WITH DISABILITIES					
1100 CO & DS WITHELD FOR ADM EXP	4,371.00	4,371.00		4,371.00	
1100 RACING COMMISSION FUNDS	223,250.00	223,250.00		223,250.00	
1100 STATE FOREST FUNDS	889.48	889.48		889.48	
1100 STATE LICENSE TAX	14,795.94	14,795.94	1,700.50	11,084.44	11.49
1100 DISTRICT DISCRETIONARY LOTTERY	8,201.00	8,201.00		8,201.00	
1100 DISTRICT DISCRETIONARY LOTTERY					
1100 CLASS SIZE REDUCTION	5,168,704.00	5,168,704.00	1,292,175.00	3,876,529.00	25.00
1100 SCHOOL RECOGNITION FUNDS					
1100 SCHOOL RECOGNITION FUNDS	234,338.00	234,338.00		234,338.00	
1100 VOLUNTARY PRE-K PROGRAM	626,033.35	626,033.35	28,062.87	537,558.04	4.48
1100 MISCELLANEOUS STATE REVENUE					
1100 MISCELLANEOUS STATE REVENUE	16,019.00	16,019.00	6,064.23	9,954.77	37.86
1100 MISCELLANEOUS STATE REVENUE			56,930.37	-57,036.37	
1100 OTHER MISCELLANEOUS STATE REV					
1100 OTHER MISCELLANEOUS STATE REV					
1100 OTHER MISCELLANEOUS STATE REV					
1100 OTHER MISCELLANEOUS STATE REV			823.48	-823.48	
1100 OTHER MISCELLANEOUS STATE REV	1,011,045.05	1,011,045.05		1,011,045.05	
1100 DISTRICT SCHOOL TAXES	7,535,570.00	7,535,570.00	445.25	7,535,124.75	0.01
1100 TAX REDEMPTIONS	3,384.40	3,384.40	12,153.18	-8,768.78	359.09
1100 RENT				-1,884.00	
1100 RENT				-2,300.00	
1100 RENT	5,000.00	5,000.00	1,884.00	3,116.00	37.68
1100 RENT	20,000.00	20,000.00	942.00	19,058.00	4.71
1100 INTEREST ON INVESTMENTS	7,086.14	7,086.14	11,797.30	-4,711.16	166.48
1100 GIFTS, GRANTS, AND BEQUESTS					
1100 GIFTS, GRANTS, AND BEQUESTS					
1100 GIFTS, GRANTS, AND BEQUESTS					
1100 GIFTS, GRANTS, AND BEQUESTS					
1100 GIFTS, GRANTS, AND BEQUESTS					
1100 GIFTS, GRANTS, AND BEQUESTS					
1100 GIFTS, GRANTS, AND BEQUESTS					
1100 GIFTS, GRANTS, AND BEQUESTS					
1100 ADULT GENERAL ED. COURSE FEES					
1100 POSTSECONDARY VOC COURSE FEE	50,000.00	50,000.00	17,493.00	32,507.00	34.99
1100 OTHER STUDENT FEES					
1100 MISCELLANEOUS LOCAL SOURCES	5,000.00	5,000.00	6,500.00	-1,500.00	130.00
1100 MISCELLANEOUS LOCAL SOURCES	5,505.00	5,505.00		5,355.00	
1100 MISCELLANEOUS LOCAL SOURCES	3,539.58	3,539.58	172.04	3,221.24	4.86
1100 MISCELLANEOUS LOCAL SOURCES	390.00	390.00		390.00	

	2018-19	2018-19	2018-19	2018-19	2018-19
<u>1100 REVENUE Source</u>	<u>Original Budget</u>	<u>Revised Budget</u>	<u>FY Activity</u>	<u>Available Funds</u>	<u>FY %</u>
0000					
1100 MISCELLANEOUS LOCAL SOURCES			335,052.90	-335,052.90	
1100 MISCELLANEOUS LOCAL SOURCES	5,000.00	5,000.00	5,360.38	-3,040.57	107.21
1100 MISCELLANEOUS LOCAL SOURCES	597,919.88	597,919.88	7,757.20	590,162.68	1.30
1100 MISCELLANEOUS LOCAL SOURCES				-40.00	
1100 MISCELLANEOUS LOCAL SOURCES			47.87	-47.87	
1100 MISCELLANEOUS LOCAL SOURCES					
1100 MISCELLANEOUS LOCAL SOURCES			201.00	-201.00	
1100 BUS FEES					
1100 TRANS SVCS SCHOOL ACTITIVITES	1,431.50	1,431.50	2,978.00	-1,546.50	208.03
1100 TRANS SVCS SCHOOL ACTITIVITES					
1100 SALE OF JUNK					
1100 REC OF FED INDIRECT COST RATE					
1100 REC OF FED INDIRECT COST RATE					
1100 FOOD SERVICE INDIRECT COST					
1100 TRANSFERS FROM CAPITAL PROJ FD					
1100 TRANSFERS FROM CAPITAL PROJ FD					
1100 TRANSFERS FROM CAPITAL PROJ FD	1,500,000.00	1,500,000.00		1,500,000.00	
1100 SALE OF LAND AND BUILDINGS					
1100 SALE OF LAND AND BUILDINGS			2,300.00	-2,300.00	
1100 SALE OF LAND AND BUILDINGS					
1100 SALE OF LAND AND BUILDINGS	5,000.00	5,000.00		5,000.00	
1100 SALE OF LAND AND BUILDINGS					
1100 INSURANCE LOSS RECOVERY			5,135.18	-5,135.18	
1100 LOSS RECOVERY	126,357.08	126,357.08	127,357.08	-2,000.00	100.79
XXXX *	41,117,947.96	41,117,947.96	8,118,382.58	31,934,735.37	19.74
1000 ASSETS AND OTHER DEBITS					
1100 OTHER MISCELLANEOUS STATE REV					
XXXX *ASSETS AND OTHER DEBITS					
Grand Revenue Totals	41,117,947.96	41,117,947.96	8,118,382.58	31,934,735.37	19.74

Number of Accounts: 80

\*\*\*\*\* End of report \*\*\*\*\*

2018-19 FEFP Second Calculation  
 Prekindergarten through Grade 12 Funding Summary - Page 3

District	Virtual Education Contribution	Digital Classrooms Allocation	Federally Connected Student Supplement	Mental Health Assistance Allocation	Total Funds Compression Allocation	Gross State & Local FEFP	Required Local Effort Taxes	Net State FEFP
	-1-	-2-	-3-	-4-	-5-	-6-	-7-	-8-
1 Alachua	76,694	867,963	0	748,625	1,887,832	168,131,985	61,812,053	106,319,932
2 Baker	973	561,709	0	208,777	77,896	30,278,901	3,816,618	26,462,283
3 Bay	0	844,710	874,829	707,635	368,174	158,395,729	68,812,384	89,583,345
4 Bradford	2,590	540,577	0	171,526	0	20,909,668	4,006,382	16,903,286
5 Brevard	23,304	1,408,113	2,321,212	1,700,769	1,203,540	419,523,282	164,269,963	255,253,319
6 Broward	0	3,880,642	0	6,059,199	186,258	1,519,885,502	787,789,127	732,096,375
7 Calhoun	14,787	527,219	0	147,980	0	14,990,692	1,801,571	13,189,121
8 Charlotte	0	692,628	0	439,553	0	87,171,246	72,629,434	14,541,812
9 Citrus	4,558	689,804	0	434,575	794,594	87,158,026	39,115,580	48,042,446
10 Clay	32,250	968,616	456,918	926,049	1,825,928	221,589,825	45,011,213	176,578,612
11 Collier	0	1,084,091	0	1,129,601	0	278,167,201	250,338,712	27,828,489
12 Columbia	22,400	625,067	0	320,460	418,513	60,422,814	11,654,941	48,767,873
13 Miami-Dade	0	4,867,278	83,292	7,798,385	0	1,984,143,204	1,285,782,109	698,361,095
14 DeSoto	1,216	560,776	0	207,132	0	29,923,940	7,114,981	22,808,959
15 Dixie	3,262	528,387	0	150,038	0	14,577,985	2,090,527	12,487,458
16 Duval	0	2,107,950	1,503,714	2,934,402	665,417	745,330,902	267,244,394	478,086,608
17 Escambia	79,298	993,358	1,734,136	969,662	1,925,848	230,726,894	77,061,417	153,665,477
18 Flagler	54,085	662,299	0	386,091	983,920	72,777,513	38,272,954	34,504,559
19 Franklin	0	398,538	0	128,080	0	7,976,819	7,179,919	796,900
20 Gadsden	3,774	561,005	0	207,536	0	29,865,467	6,401,444	23,464,023
21 Gilchrist	3,888	532,205	0	156,770	0	17,650,567	3,178,101	14,472,466
22 Glades	659	521,443	259,139	137,799	0	11,842,844	2,535,922	9,306,922
23 Gulf	0	524,057	0	142,407	0	11,977,278	7,304,657	4,672,621
24 Hamilton	7,500	514,215	0	136,230	0	10,815,934	3,174,163	7,641,771
25 Hardee	10,750	564,960	0	214,508	220,956	30,845,827	6,562,438	24,283,389
26 Hendry	219	589,947	0	258,554	0	44,717,597	8,207,684	36,509,913
27 Hernando	78,324	778,519	0	590,958	612,083	132,028,521	39,108,967	92,919,554
28 Highlands	54,643	654,713	0	372,719	1,014,500	71,831,729	26,633,034	51,198,695
29 Hillsborough	0	3,197,848	1,154,824	4,855,610	4,110,432	1,255,765,023	415,700,838	840,064,185
30 Holmes	37,326	538,860	0	168,500	0	20,659,195	1,984,658	18,674,537
31 Indian River	0	716,319	0	481,314	0	96,884,521	72,634,321	24,250,200
32 Jackson	9,391	578,084	0	237,641	0	39,767,293	6,646,987	33,120,306
33 Jefferson	0	216,584	0	115,260	0	5,031,116	2,626,177	2,404,939
34 Lafayette	3,996	372,148	0	126,220	0	7,992,109	1,129,031	6,863,078
35 Lake	29,651	1,036,059	0	1,044,934	2,856,267	244,474,134	91,323,641	153,150,493
36 Lee	0	1,659,141	58,750	2,143,266	0	533,905,613	341,305,302	192,600,311
37 Leon	33,375	927,366	0	853,337	597,043	199,907,448	70,767,198	129,140,250
38 Levy	2,990	568,487	0	220,725	0	35,251,273	8,031,399	27,219,874
39 Liberty	151	427,593	0	130,127	0	10,074,251	1,063,753	9,010,498
40 Madison	3,313	534,117	0	160,141	0	17,423,235	2,955,066	14,468,169
41 Manatee	8,581	1,108,097	0	1,171,919	1,384,794	271,111,829	152,252,589	118,859,240
42 Marion	146,811	1,036,543	0	1,045,788	3,979,573	246,152,610	76,298,677	169,853,933
43 Martin	0	734,306	0	513,022	0	108,523,348	93,021,140	15,502,208
44 Monroe	0	602,082	924,128	279,945	0	47,832,269	43,045,171	4,787,098
45 Nassau	4,548	651,360	0	366,808	0	69,565,048	35,901,144	33,663,904
46 Okaloosa	12,924	898,386	2,442,599	802,252	0	187,623,914	74,147,731	113,476,183
47 Okeechobee	17,662	579,359	0	239,890	0	39,199,031	8,282,331	30,916,700
48 Orange	0	3,110,470	0	4,701,585	3,776,236	1,183,973,535	553,941,178	630,032,357
49 Osceola	72,057	1,366,762	0	1,627,877	5,028,020	398,348,558	109,526,186	288,822,372
50 Palm Beach	0	2,905,629	23,095	4,340,504	0	1,127,781,628	781,846,422	345,935,206
51 Pasco	116,242	1,419,851	0	1,721,460	1,443,952	434,583,528	116,639,284	317,944,244
52 Pinellas	0	1,735,667	23,153	2,278,163	0	560,555,309	330,622,220	229,933,089
53 Polk	56,730	1,808,231	0	2,406,074	7,727,859	606,451,625	145,973,783	460,477,842
54 Putnam	14,072	635,011	0	337,989	212,108	64,557,717	15,230,570	49,327,147
55 St. Johns	0	1,007,776	0	995,078	1,581,657	230,735,512	108,683,990	122,051,522
56 St. Lucie	20,370	999,430	0	980,366	999,351	230,937,995	90,983,003	139,954,992
57 Santa Rosa	23,933	848,749	1,138,933	714,755	822,295	165,752,179	42,419,403	123,332,776
58 Sarasota	0	1,038,261	0	1,048,815	0	251,409,357	226,296,623	25,112,734
59 Seminole	59,663	1,348,899	0	1,596,390	4,765,313	385,814,867	140,440,605	245,374,262
60 Sumter	0	606,505	0	287,740	0	45,998,394	41,402,505	4,595,889
61 Suwannee	43,036	574,007	0	230,456	590,544	34,441,026	7,552,373	26,888,653
62 Taylor	0	532,096	0	156,576	0	16,367,179	5,684,003	10,683,176
63 Union	683	528,588	0	150,393	0	15,025,815	1,052,471	13,973,344
64 Volusia	54,740	1,279,306	0	1,473,715	4,407,873	352,839,423	147,340,244	205,499,179
65 Wakulla	5,326	564,526	0	213,742	303,762	31,011,541	5,395,401	25,616,140
66 Walton	0	620,080	0	311,670	0	51,783,448	46,597,239	5,186,209
67 Washington	9,611	541,185	0	172,599	0	21,782,427	3,749,384	18,033,043
69 FAMU Lab School	0	195,069	0	113,744	0	4,631,678	0	4,631,678
70 FAU - Palm Beach	0	358,011	0	125,224	0	8,222,663	0	8,222,663
71 FAU - St. Lucie	0	444,124	0	131,292	10,755	8,900,445	0	8,900,445
72 FSU Lab - Broward	0	215,696	0	115,197	0	4,682,916	0	4,682,916
73 FSU Lab - Leon	7,331	521,398	0	137,718	0	11,215,818	0	11,215,818
74 UF Lab School	2,216	361,145	0	125,445	0	8,094,010	0	8,094,010
75 Virtual School	9,950,893	0	0	0	0	181,833,767	0	181,833,767
<b>Total</b>	<b>11,222,796</b>	<b>70,000,000</b>	<b>12,998,722</b>	<b>69,237,286</b>	<b>56,783,293</b>	<b>16,388,533,512</b>	<b>7,713,404,630</b>	<b>8,675,128,882</b>

2018-19 FEFP Third Calculation  
Prekindergarten through Grade 12 Funding Summary - Page 3

District	Virtual Education Contribution	Digital Classrooms Allocation	Federally Connected Student Supplement	Mental Health Assistance Allocation	Total Funds Compression Allocation	Gross State & Local FEFP	Required Local Effort Taxes	Prior Year Adjustments	Net State FEFP
	-1-	-2-	-3-	-4-	-5-	-6-	-7-	-8-	-9-
1 Alachua	53,225	865,669	0	743,879	1,869,747	166,117,042	61,812,053	(457,700)	103,847,289
2 Baker	181	561,518	0	208,322	78,761	30,393,731	3,816,618	(4,839)	26,572,274
3 Bay	0	844,978	910,347	707,445	381,325	158,706,194	68,812,384	(44,457)	89,849,353
4 Bradford	5,024	538,689	0	168,124	0	19,943,935	4,006,382	(33,586)	15,903,967
5 Brevard	21,447	1,411,636	2,608,707	1,705,230	1,219,979	418,704,418	164,269,963	(416,824)	254,017,631
6 Broward	0	3,865,845	0	6,026,661	175,931	1,516,997,469	787,789,127	(758)	729,207,584
7 Calhoun	8,164	527,103	0	147,723	0	14,979,564	1,801,571	(11,541)	13,166,452
8 Charlotte	0	695,166	0	443,653	0	87,922,368	72,629,434	(981)	15,291,953
9 Citrus	6,654	689,180	0	433,112	794,922	86,645,656	39,115,580	(47,106)	47,482,970
10 Clay	19,523	974,954	478,502	936,311	1,834,105	224,265,147	45,011,213	(176,210)	179,077,724
11 Collier	0	1,089,329	0	1,137,705	0	280,810,196	250,338,712	(66,358)	30,405,126
12 Columbia	16,772	625,787	0	321,489	419,381	60,519,201	11,654,941	300	48,864,560
13 Miami-Dade	0	4,852,582	87,226	7,764,131	0	1,981,178,969	1,285,782,109	137,220	695,534,080
14 DeSoto	2,202	561,128	0	207,636	0	29,986,696	7,114,981	(10,760)	22,860,955
15 Dixie	1,199	527,701	0	148,776	0	14,069,718	2,090,527	(7,850)	11,971,341
16 Duval	0	2,122,935	888,290	2,957,702	829,309	747,568,281	267,244,294	(1,200,863)	479,123,124
17 Escambia	45,449	996,126	1,700,666	973,591	1,908,024	230,441,661	77,061,417	(398,266)	152,981,978
18 Flagler	44,369	661,121	0	383,705	980,000	72,544,880	38,272,954	(46,984)	34,224,942
19 Franklin	0	395,409	0	127,991	0	7,789,414	7,179,919	2,970	612,465
20 Gadsden	5,267	561,038	0	207,477	0	29,848,337	6,401,444	10,285	23,457,178
21 Gilchrist	4,175	532,972	0	158,058	0	17,864,025	3,178,101	(25,868)	14,660,056
22 Glades	1,809	522,193	272,052	139,078	0	12,100,097	2,535,922	(3,527)	9,560,648
23 Gulf	0	523,798	0	141,903	0	11,819,730	7,304,657	5,188	4,520,261
24 Hamilton	8,798	481,461	0	134,083	0	10,143,786	3,174,163	(42,946)	6,926,677
25 Hardee	10,327	563,761	0	212,272	221,180	30,452,662	6,562,438	(3,604)	23,886,620
26 Hendry	1,331	589,107	0	256,903	0	43,994,373	8,207,684	20,540	35,807,229
27 Hernando	96,444	785,622	0	602,930	607,693	134,568,094	39,108,967	(87,317)	95,371,810
28 Highlands	39,564	654,507	0	372,059	1,004,631	71,938,971	20,633,034	30,915	51,336,852
29 Hillsborough	0	3,210,993	1,219,506	4,873,582	4,105,968	1,256,578,815	415,700,838	(479,995)	840,397,982
30 Holmes	38,865	539,407	0	169,389	0	20,862,810	1,984,658	(40,325)	18,837,827
31 Indian River	0	718,505	0	484,749	0	96,491,114	72,634,321	12,268	23,869,061
32 Jackson	19,860	577,204	0	235,943	0	39,154,829	6,646,987	(9,882)	32,497,960
33 Jefferson	1,214	232,093	0	116,430	0	5,489,370	2,626,177	(38,729)	2,824,464
34 Lafayette	460	371,363	0	126,289	0	8,050,397	1,129,031	(24,974)	6,896,392
35 Lake	31,900	1,046,504	0	1,062,298	2,872,013	248,559,052	91,323,641	94,478	157,329,889
36 Lee	0	1,668,221	61,525	2,157,032	0	532,979,624	341,305,302	205,684	191,880,006
37 Leon	17,903	926,283	0	850,609	595,862	197,730,882	70,767,198	(94,661)	126,869,023
38 Levy	3,395	568,128	0	219,962	0	34,989,758	8,031,399	(3,614)	26,954,745
39 Liberty	0	404,923	0	128,665	0	9,606,264	1,063,753	(32,369)	8,510,142
40 Madison	0	532,288	0	156,854	0	16,424,671	2,955,066	(25,646)	13,443,959
41 Manatee	5,664	1,112,726	0	1,178,902	1,386,405	271,344,999	152,252,589	14,995	119,107,405
42 Marion	157,130	1,032,846	0	1,038,248	3,948,718	243,599,642	76,298,677	(611,669)	166,689,296
43 Martin	0	730,370	0	505,641	0	106,428,771	93,021,140	6,505	13,414,136
44 Monroe	0	603,090	968,158	281,523	0	48,200,352	43,045,171	(34,233)	5,120,948
45 Nassau	4,939	651,804	0	367,301	0	69,646,789	35,901,144	(47,825)	33,697,820
46 Okaloosa	16,908	894,101	2,563,193	793,943	0	184,444,468	74,147,731	(468,896)	109,827,841
47 Okeechobee	5,910	580,638	0	241,989	0	39,584,383	8,282,331	(42,536)	31,259,516
48 Orange	0	3,100,058	0	4,678,246	3,790,769	1,175,704,616	553,941,178	(202,854)	621,560,584
49 Osceola	76,619	1,349,847	0	1,596,432	4,933,820	389,163,443	109,526,186	(1,098,745)	278,538,512
50 Palm Beach	0	2,891,416	24,186	4,431,863	0	1,116,221,690	781,846,422	(507,857)	333,867,411
51 Pasco	95,385	1,435,591	0	1,747,411	1,394,167	440,308,507	116,639,284	(719,721)	322,949,502
52 Pinellas	0	1,746,587	24,246	2,295,020	0	562,168,826	330,622,220	55,628	231,602,234
53 Polk	37,799	1,809,220	0	2,405,307	7,741,224	607,084,831	145,973,783	(161,513)	460,949,535
54 Putnam	12,710	634,394	0	336,644	210,760	64,268,052	15,230,570	(3,079)	49,034,403
55 St. Johns	0	1,016,743	0	1,009,893	1,568,286	234,646,606	108,683,990	(255,855)	125,706,761
56 St. Lucie	16,625	1,008,729	0	995,783	1,005,304	234,738,066	90,983,003	37,564	143,792,627
57 Santa Rosa	27,285	849,977	1,192,118	716,248	839,913	165,356,743	42,419,403	(43,283)	122,894,057
58 Sarasota	0	1,040,039	0	1,050,914	0	251,335,160	226,296,623	(72,627)	24,965,910
59 Seminole	52,987	1,346,419	0	1,590,394	4,790,403	382,584,272	140,440,605	187,351	242,331,018
60 Sumter	0	607,659	0	289,568	0	46,321,029	41,402,505	(28,916)	4,889,608
61 Suwannee	35,974	573,452	0	229,335	587,556	34,297,141	7,552,373	(197,927)	26,546,841
62 Taylor	1,081	532,078	0	156,484	0	16,199,570	5,684,003	(11,521)	10,504,046
63 Union	3,377	528,692	0	150,522	0	15,044,991	1,052,471	(11,890)	13,980,630
64 Volusia	53,727	1,279,347	0	1,472,293	4,372,170	351,068,804	147,340,244	(207,212)	203,521,348
65 Wakulla	1,309	563,169	0	211,229	304,093	30,502,270	5,395,401	(7,501)	25,099,368
66 Walton	0	620,609	0	312,371	0	51,993,194	46,597,239	17,426	5,413,381
67 Washington	7,024	542,427	0	174,707	0	22,333,836	3,749,384	(44,790)	18,539,662
69 FAMU Lab School	0	196,585	0	113,917	0	4,703,356	0	(4,472)	4,698,884
70 FAU - Palm Beach	0	357,376	0	125,299	0	8,210,079	0	(6,017)	8,204,062
71 FAU - St. Lucie	0	441,578	0	131,260	10,874	8,801,177	0	1,143	8,802,320
72 FSU Lab - Broward	0	222,860	0	115,777	0	4,834,183	0	880	4,835,063
73 FSU Lab - Leon	168	521,895	0	138,554	0	11,324,401	0	6,093	11,330,494
74 UF Lab School	3,594	360,451	0	125,517	0	8,080,419	0	(17,161)	8,063,258
75 Virtual School	10,204,764	0	0	0	0	186,902,765	0	935,664	187,838,429
<b>Total</b>	<b>11,326,500</b>	<b>70,000,000</b>	<b>12,998,722</b>	<b>69,237,286</b>	<b>56,783,293</b>	<b>16,366,679,632</b>	<b>7,713,404,630</b>	<b>(6,863,543)</b>	<b>8,646,411,459</b>

2018-19 FEFP Third Calculation  
 Prekindergarten Through Grade 12 Funding Summary - Page 4

District	Net State FEFP	Adjustment for McKay Scholarships	Prior Year Adjustments for Scholarship Deductions	Adjusted Net State FEFP
	-1-	-2-	-3-	-4-
1 Alachua	103,847,289	(1,920,901)	0	101,926,388
2 Baker	26,572,274	(165,516)	(1,358)	26,405,400
3 Bay	89,849,353	(2,092,049)	1,691	87,758,995
4 Bradford	15,903,967	(350,255)	0	15,553,712
5 Brevard	254,017,631	(10,216,946)	(2,998)	243,797,687
6 Broward	729,207,584	(19,192,672)	(42,868)	709,972,044
7 Calhoun	13,166,452	(34,365)	0	13,132,087
8 Charlotte	15,291,953	(800,027)	1,399	14,493,325
9 Citrus	47,482,970	(528,367)	1,349	46,955,952
10 Clay	179,077,724	(2,509,294)	4,860	176,573,290
11 Collier	30,405,126	(1,281,405)	(4,024)	29,119,697
12 Columbia	48,864,560	(1,090,491)	1,042	47,775,111
13 Miami-Dade	695,534,080	(41,491,198)	(14,648)	654,028,234
14 DeSoto	22,860,955	(262,604)	0	22,598,351
15 Dixie	11,971,341	(488,266)	3,530	11,486,605
16 Duval	479,123,124	(19,411,320)	81,356	459,793,160
17 Escambia	152,981,978	(2,634,982)	11,049	150,358,045
18 Flagler	34,224,942	(498,433)	1,195	33,727,704
19 Franklin	612,465	(52,164)	0	560,301
20 Gadsden	23,457,178	(304,953)	0	23,152,225
21 Gilchrist	14,660,056	(238,742)	0	14,421,314
22 Glades	9,560,648	(17,517)	0	9,543,131
23 Gulf	4,520,261	(94,709)	0	4,425,552
24 Hamilton	6,926,677	(109,061)	0	6,817,616
25 Hardee	23,886,620	(50,290)	0	23,836,330
26 Hendry	35,807,229	(107,937)	0	35,699,292
27 Hernando	95,371,810	(2,248,677)	7,043	93,130,176
28 Highlands	51,336,852	(429,794)	5,755	50,912,813
29 Hillsborough	840,397,982	(12,584,698)	(18,506)	827,794,778
30 Holmes	18,837,827	(14,735)	0	18,823,092
31 Indian River	23,869,061	(651,979)	5,913	23,222,995
32 Jackson	32,497,960	(100,710)	0	32,397,250
33 Jefferson	2,824,464	(39,070)	0	2,785,394
34 Lafayette	6,896,392	(35,013)	0	6,861,379
35 Lake	157,329,889	(3,575,019)	(2,920)	153,751,950
36 Lee	191,880,006	(2,895,028)	(4,901)	188,980,077
37 Leon	126,869,023	(1,773,731)	(1,113)	125,094,179
38 Levy	26,954,745	(516,781)	0	26,437,964
39 Liberty	8,510,142	(100,008)	0	8,410,134
40 Madison	13,443,959	(23,534)	0	13,420,425
41 Manatee	119,107,405	(5,520,941)	(6,262)	113,580,202
42 Marion	166,689,296	(2,453,324)	(5,657)	164,230,315
43 Martin	13,414,136	(864,581)	1,429	12,550,984
44 Monroe	5,120,948	(206,725)	3,938	4,918,161
45 Nassau	33,697,820	(628,705)	1,325	33,070,440
46 Okaloosa	109,827,841	(1,967,981)	429	107,860,289
47 Okeechobee	31,259,516	(242,576)	(1,403)	31,015,537
48 Orange	621,560,584	(18,422,323)	42,874	603,181,135
49 Osceola	278,538,512	(6,238,478)	14,751	272,314,785
50 Palm Beach	333,867,411	(11,164,980)	(24,961)	322,677,470
51 Pasco	322,949,502	(6,398,731)	(14,758)	316,536,013
52 Pinellas	231,602,234	(8,054,876)	8,557	223,555,915
53 Polk	460,949,535	(6,780,124)	1,842	454,171,253
54 Putnam	49,034,403	(350,300)	0	48,684,103
55 St. Johns	125,706,761	(2,302,177)	1,646	123,406,230
56 St. Lucie	143,792,627	(1,579,280)	(18,846)	142,194,501
57 Santa Rosa	122,894,057	(842,698)	6,926	122,058,285
58 Sarasota	24,965,910	(3,282,816)	1,395	21,684,489
59 Seminole	242,331,018	(5,669,834)	(1,409)	236,659,775
60 Sumter	4,889,608	(320,924)	1,359	4,570,043
61 Suwannee	26,546,841	(403,434)	1,074	26,144,481
62 Taylor	10,504,046	(22,484)	0	10,481,562
63 Union	13,980,630	(87,162)	0	13,893,468
64 Volusia	203,521,348	(3,687,863)	4,742	199,838,227
65 Wakulla	25,099,368	(187,568)	4,365	24,916,165
66 Walton	5,413,381	(151,849)	1,098	5,262,630
67 Washington	18,539,662	(162,291)	0	18,377,371
69 FAMU Lab School	4,698,884	(8,337)	0	4,690,547
70 FAU - Palm Beach	8,204,062	(48,294)	0	8,155,768
71 FAU - St. Lucie	8,802,320	(21,954)	0	8,780,366
72 FSU Lab - Broward	4,835,063	(94,859)	0	4,740,204
73 FSU Lab - Leon	11,330,494	(11,175)	0	11,319,319
74 UF Lab School	8,063,258	(20,093)	0	8,043,165
75 Virtual School	187,838,429	(268,823)	0	187,569,606
Total	8,646,411,459	(219,401,801)	57,300	8,427,066,958

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REPORT SPECIFICATIONS
DISTRICT: PAEC - Gadsden County, FL
REPORT TITLE: FINANCIAL REPORT BY FUND (Date: 3/2019)
REQUESTED BY: laclarence.ma DATE: 03/13/19
PROGRAM NAME: TP-PRINT fin/ TIME: 7:21:46 PM
COPIES: 1 LPI: 6
RUN ON SERVER: yes CREATE ASCII FILE: NO
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Title Page Program/Version 3frbud18.p/010012

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Description: FINANCIAL REPORT BY EXP
Report Title: FINANCIAL REPORT BY FUND
Notes:
Consolidate Funds: Yes
Budget Status: All Accounts
Print Detail: Yes
Detail Spacing: Single
Print Totals: Yes
Print Spaces for Zero Amts Yes
Exclude account if it has: No Activity for Month Selected
Sequence: ((B)) Fund, Func, Obj
Selected Breaks: Function Break Type: Single Heading: Yes Total Separator: No Db1 Underline: No
Account Types Selected: Expense
Account Status: Active
Low High
O/S Account Ranges: 1100*0000 0000 0000 00000 00000 00000 1100*9999 9999 ZZZZ ZZZZZ ZZZZZ ZZZZZ
Group Codes: -- ZZ-ZZ-ZZZZ
Category Codes: ZZZZZZZZ

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Report Fields	Length	Sign	Edited	Whole	Format/Combination Field	Year	Display/Combo Type
Expense Object	15						Number
Expense Object	15						Short Description
Revised Budget	12	Left	Yes	No	->, >>>, >>>, >>9.99		Current
Fiscal Year Activity	12	Left	Yes	No	->, >>>, >>>, >>9.99		Current
Encumbered Amount	12	Left	Yes	No	->, >>>, >>>, >>9.99		Current
Available Funds	12	Left	Yes	No	->, >>>, >>>, >>9.99		Current
Fiscal Year Percent	6	Left	Yes	No	->, >>9.99		Current

Obj	Obj	2018-19 Revised Budget	2018-19 FY Activity	Encumbered Amount	2018-19 Available Funds	2018-19 FY %
5100	INSTRUCTIONAL K-12					
1200	CLASSROOM TEACH	388,856.25	227,095.07	161,761.18		58.40
1200	CLASSROOM TEACH	527,680.16	308,438.59	218,986.05	255.52	58.45
1200	CLASSROOM TEACH	57,584.89	57,584.89			100.00
1200	CLASSROOM TEACH	443,800.07	271,150.54	204,706.72	-32,057.19	61.10
1200	CLASSROOM TEACH	989,660.40	561,041.55	405,003.37	23,615.48	56.69
1200	CLASSROOM TEACH	499,494.14	289,404.23	209,957.62	132.29	57.94
1200	CLASSROOM TEACH	393,836.88	239,569.00	158,634.25	-4,366.37	60.83
1200	CLASSROOM TEACH	629,316.23	377,001.42	252,173.92	140.89	59.91
1200	CLASSROOM TEACH	632,849.37	366,312.92	266,536.45		57.88
1200	CLASSROOM TEACH	128,975.00	75,235.51	53,739.49		58.33
1200	CLASSROOM TEACH	329,729.70	200,446.39	123,268.98	6,014.33	60.79
1200	CLASSROOM TEACH	428,692.44	250,060.51	178,631.93		58.33
1200	CLASSROOM TEACH	241,262.52	154,554.19	91,000.00	-4,291.67	64.06
1200	CLASSROOM TEACH	192,812.50	111,270.88	81,541.62		57.71
1200	CLASSROOM TEACH	276,732.54	157,462.12	117,250.00	2,020.42	56.90
1200	CLASSROOM TEACH	417,456.75	242,498.31	174,062.43	896.01	58.09
1200	CLASSROOM TEACH	657,936.59	384,452.72	273,307.14	176.73	58.43
1200	CLASSROOM TEACH	237,233.26	148,398.50	97,741.62	-8,906.86	62.55
1200	CLASSROOM TEACH	932,917.95	545,439.84	353,867.45	33,610.66	58.47
1200	CLASSROOM TEACH	616,603.14	366,124.59	264,148.18	-13,669.63	59.38
1200	CLASSROOM TEACH	8,793.75	8,793.75			100.00
1200	CLASSROOM TEACH	40,086.64	19,795.02	20,291.62		49.38
1210	CLASSROOM TEACH	17,400.00	17,400.00			100.00
1210	CLASSROOM TEACH	8,105.26	8,105.26			100.00
1210	CLASSROOM TEACH	5,956.60	5,956.60			100.00
1210	CLASSROOM TEACH	26,600.00	26,600.00			100.00
1220	TEACHER INSERVI	25,500.00	25,500.00			100.00
1230	TEACHER SUPPLEM	3,804.00	2,219.07	1,584.93		58.34
1230	TEACHER SUPPLEM	5,072.00	2,958.76	2,113.24		58.34
1230	TEACHER SUPPLEM	2,894.55	2,366.24	528.31		81.75
1230	TEACHER SUPPLEM	37,446.78	40,550.89		-3,104.11	108.29
1230	TEACHER SUPPLEM	3,804.50	2,219.07	1,126.10	459.33	58.33
1230	TEACHER SUPPLEM	40,791.06	40,791.06			100.00
1230	TEACHER SUPPLEM	3,399.11	2,497.56	1,056.62	-155.07	73.48
1230	TEACHER SUPPLEM	14,019.00	15,519.00		-1,500.00	110.70
1230	TEACHER SUPPLEM	3,804.00	2,211.13	1,584.93	7.94	58.13
1230	TEACHER SUPPLEM	2,807.71	1,891.98	1,056.62	-140.89	67.39
1230	TEACHER SUPPLEM	6,450.00	7,740.00		-1,290.00	120.00
1230	TEACHER SUPPLEM	2,536.00	1,479.38	1,056.62		58.34
1230	TEACHER SUPPLEM	1,268.00	739.69	528.31		58.34
1230	TEACHER SUPPLEM	1,268.00	739.69	528.31		58.34
1230	TEACHER SUPPLEM	1,268.00	739.69	528.31		58.34
1230	TEACHER SUPPLEM	17,400.00	17,400.00			100.00
1230	TEACHER SUPPLEM	3,804.00	2,219.07	1,584.93		58.34
1230	TEACHER SUPPLEM	2,483.81	1,356.24	1,056.62	70.95	54.60
1230	TEACHER SUPPLEM	2,536.00	1,479.38	1,056.62		58.34
1230	TEACHER SUPPLEM	5,031.02	2,917.78	2,113.24		58.00
1230	TEACHER SUPPLEM	1,268.00	739.69	528.31		58.34
1230	TEACHER SUPPLEM	17,084.95	19,187.30		-2,102.35	112.31
1230	TEACHER SUPPLEM	2,641.67	1,585.05	1,056.62		60.00
1230	TEACHER SUPPLEM	3,909.67	2,347.86	2,124.67	-562.86	60.05
1230	TEACHER SUPPLEM	1,043.76	515.45	528.31		49.38
1250	CLASSROOM TEACH	14,135.29	14,135.29			100.00
1280	CLASSROOM TEACH	26,184.48	26,184.48			100.00
1280	CLASSROOM TEACH	9,952.35	9,952.35			100.00

Obj	Obj	2018-19 Revised Budget	2018-19 FY Activity	Encumbered Amount	2018-19 Available Funds	2018-19 FY %
5100	INSTRUCTIONAL K-12					
1280	CLASSROOM TEACH	1,969.30	1,969.30			100.00
1400	SUBSTITUTES	896.16	896.16			100.00
1400	SUBSTITUTES	9,788.37	10,480.46		-692.09	107.07
1400	SUBSTITUTES	63.45	63.45			100.00
1400	SUBSTITUTES	190.97	190.97			100.00
1400	SUBSTITUTES	24,276.70	30,100.51		-5,823.81	123.99
1400	SUBSTITUTES	2,005.53	2,206.38		-200.85	110.01
1400	SUBSTITUTES	16,981.40	20,434.42		-3,453.02	120.33
1400	SUBSTITUTES	1,880.53	3,142.33		-1,261.80	167.10
1400	SUBSTITUTES	14,800.18	18,578.93		-3,778.75	125.53
1400	SUBSTITUTES	8,421.05	10,197.98		-1,776.93	121.10
1400	SUBSTITUTES	462.42	462.42			100.00
1400	SUBSTITUTES	3,234.79	5,163.84		-1,929.05	159.63
1400	SUBSTITUTES	4,674.98	5,674.57		-999.59	121.38
1400	SUBSTITUTES	324.87	386.88		-62.01	119.09
1400	SUBSTITUTES	15,445.30	17,645.14		-2,199.84	114.24
1400	SUBSTITUTES	911.65	911.65			100.00
1400	SUBSTITUTES	14,463.55	18,578.51		-4,114.96	128.45
1400	SUBSTITUTES	14,171.00	16,183.55		-2,012.55	114.20
1400	SUBSTITUTES	303.88	303.88			100.00
1400	SUBSTITUTES	311.78	311.78			100.00
1400	SUBSTITUTES	661.31	661.31			100.00
1400	SUBSTITUTES	862.58	862.58			100.00
1500	INSTRUCTIONAL A	19,304.13	19,304.13			100.00
1500	INSTRUCTIONAL A	8,027.56	8,027.56			100.00
1500	INSTRUCTIONAL A	17,049.97	17,049.97			100.00
1500	INSTRUCTIONAL A	21,333.17	21,333.17			100.00
1500	INSTRUCTIONAL A	9,725.24	9,725.24			100.00
1500	INSTRUCTIONAL A	20,861.46	20,861.46			100.00
1500	INSTRUCTIONAL A	9,821.35	9,821.35			100.00
1500	INSTRUCTIONAL A	22,169.00	22,169.00			100.00
1510	INSTRUCTION ASS	275.81	313.28		-37.47	113.59
1510	INSTRUCTION ASS	1,400.00	1,400.00			100.00
1510	INSTRUCTION ASS	982.51	1,666.25		-683.74	169.59
1510	INSTRUCTION ASS	71.85	211.13		-139.28	293.85
1510	INSTRUCTION ASS	11.76	11.76			100.00
1510	INSTRUCTION ASS	388.92	388.92			100.00
1510	INSTRUCTION ASS	4,479.49	6,075.10		-1,595.61	135.62
1510	INSTRUCTION ASS	2,000.00	2,000.00			100.00
1510	INSTRUCTION ASS	844.23	883.39		-39.16	104.64
1520	INSTRUCTIONAL A	3,500.00	3,500.00			100.00
1580	PARAPROFESSORIAL	1,118.47	1,118.47			100.00
1580	PARAPROFESSORIAL	5,602.35	5,602.35			100.00
2100	RETIREMENT	29.27	34.53		-5.26	117.97
2100	RETIREMENT	2,319.76	2,319.76			100.00
2100	RETIREMENT	35,026.97	20,458.25	14,568.70	0.02	58.41
2100	RETIREMENT	46,539.13	28,256.63	18,261.38	21.12	60.72
2100	RETIREMENT	2,065.64	2,065.64			100.00
2100	RETIREMENT	81.15	137.63		-56.48	169.60
2100	RETIREMENT	4,109.40	4,756.51		-647.11	115.75
2100	RETIREMENT	34,406.29	20,996.90	16,057.32	-2,647.93	61.03
2100	RETIREMENT	162.66	162.66			100.00
2100	RETIREMENT	1,776.73	2,112.24		-335.51	118.88
2100	RETIREMENT	87,900.97	50,678.93	35,206.94	2,015.10	57.65
2100	RETIREMENT	42,456.47	24,687.43	17,770.94	-1.90	58.15

Obj	Obj	2018-19 Revised Budget	2018-19 FY Activity	Encumbered Amount	2018-19 Available Funds	2018-19 FY %
5100	INSTRUCTIONAL K-12					
2100	RETIREMENT	1,064.08	1,185.17		-121.09	111.38
2100	RETIREMENT	32,968.08	21,045.13	13,957.41	-2,034.46	63.83
2100	RETIREMENT	5.93	17.43		-11.50	293.93
2100	RETIREMENT	51,975.08	31,058.16	20,916.84	0.08	59.76
2100	RETIREMENT	532.75	639.30		-106.55	120.00
2100	RETIREMENT	58,990.79	34,843.19	24,190.75	-43.15	59.07
2100	RETIREMENT	10,758.10	6,275.57	4,482.52	0.01	58.33
2100	RETIREMENT	27,132.16	17,448.42	10,225.68	-541.94	64.31
2100	RETIREMENT	35,408.49	20,654.90	14,753.56	0.03	58.33
2100	RETIREMENT	19,840.39	13,175.16	7,099.13	-433.90	66.41
2100	RETIREMENT	15,133.91	8,728.77	6,405.14		57.68
2100	RETIREMENT	21,989.30	12,494.33	9,324.59	170.38	56.82
2100	RETIREMENT	396.48	530.66		-134.18	133.84
2100	RETIREMENT	33,578.07	19,503.15	14,000.89	74.03	58.08
2100	RETIREMENT	56,660.49	33,896.15	22,749.75	14.59	59.82
2100	RETIREMENT	69.73	72.96		-3.23	104.63
2100	RETIREMENT	17,631.13	11,692.27	7,668.99	-1,730.13	66.32
2100	RETIREMENT	1,397.80	1,566.92		-169.12	112.10
2100	RETIREMENT	82,235.16	48,459.34	30,999.57	2,776.25	58.93
2100	RETIREMENT	50,398.39	30,944.90	21,553.92	-2,100.43	61.40
2100	RETIREMENT	2,456.93	2,456.93			100.00
2100	RETIREMENT	726.36	726.36			100.00
2100	RETIREMENT	5,770.60	2,849.56	2,921.03	0.01	49.38
2200	SOCIAL SECURITY	18.35	20.62		-2.27	112.37
2200	SOCIAL SECURITY	2,088.65	2,088.65			100.00
2200	SOCIAL SECURITY	29,214.25	16,587.36	12,496.00	130.89	56.78
2200	SOCIAL SECURITY	41,702.49	24,648.13	16,912.80	141.56	59.10
2200	SOCIAL SECURITY	1,438.31	1,438.31			100.00
2200	SOCIAL SECURITY	3,986.70	3,986.70			100.00
2200	SOCIAL SECURITY	68.30	116.59		-48.29	170.70
2200	SOCIAL SECURITY	3,770.44	4,369.80		-599.36	115.90
2200	SOCIAL SECURITY	33,201.96	19,804.34	15,700.52	-2,302.90	59.65
2200	SOCIAL SECURITY	150.65	150.65			100.00
2200	SOCIAL SECURITY	2,759.43	2,975.09		-215.66	107.82
2200	SOCIAL SECURITY	76,331.16	43,454.05	31,067.42	1,809.69	56.93
2200	SOCIAL SECURITY	36,819.21	20,399.93	16,140.90	278.38	55.41
2200	SOCIAL SECURITY	984.49	1,090.59		-106.10	110.78
2200	SOCIAL SECURITY	30,458.52	18,569.31	12,256.40	-367.19	60.97
2200	SOCIAL SECURITY	4.73	13.96		-9.23	295.14
2200	SOCIAL SECURITY	46,966.86	27,441.44	19,372.18	153.24	58.43
2200	SOCIAL SECURITY	440.35	528.55		-88.20	120.03
2200	SOCIAL SECURITY	49,477.55	29,009.92	20,468.92	-1.29	58.63
2200	SOCIAL SECURITY	9,655.22	5,451.20	4,151.49	52.53	56.46
2200	SOCIAL SECURITY	24,731.67	14,767.62	9,470.50	493.55	59.71
2200	SOCIAL SECURITY	649.80	649.80			100.00
2200	SOCIAL SECURITY	31,468.77	17,574.80	13,664.05	229.92	55.85
2200	SOCIAL SECURITY	18,987.20	12,380.13	7,001.93	-394.86	65.20
2200	SOCIAL SECURITY	14,177.77	7,665.01	6,359.21	153.55	54.06
2200	SOCIAL SECURITY	21,193.71	11,969.91	9,050.48	173.32	56.48
2200	SOCIAL SECURITY	455.66	455.66			100.00
2200	SOCIAL SECURITY	290.69	395.83		-105.14	136.17
2200	SOCIAL SECURITY	30,611.33	16,868.57	13,396.62	346.14	55.11
2200	SOCIAL SECURITY	51,980.67	30,836.12	21,069.68	74.87	59.32
2200	SOCIAL SECURITY	2,187.90	2,187.90			100.00
2200	SOCIAL SECURITY	62.13	64.86		-2.73	104.39

Obj	Obj	2018-19 Revised Budget	2018-19 FY Activity	Encumbered Amount	2018-19 Available Funds	2018-19 FY %
5100	INSTRUCTIONAL K-12					
2200	SOCIAL SECURITY	17,772.98	10,871.63	7,517.14	-615.79	61.17
2200	SOCIAL SECURITY	1,196.54	1,344.24		-147.70	112.34
2200	SOCIAL SECURITY	71,243.50	41,531.32	27,151.72	2,560.46	58.29
2200	SOCIAL SECURITY	46,996.53	27,592.47	20,369.89	-965.83	58.71
2200	SOCIAL SECURITY	23.25	23.25			100.00
2200	SOCIAL SECURITY	1,637.12	1,637.12			100.00
2200	SOCIAL SECURITY	1,018.93	1,018.93			100.00
2200	SOCIAL SECURITY	50.59	50.59			100.00
2200	SOCIAL SECURITY	65.99	65.99			100.00
2200	SOCIAL SECURITY	617.38	617.38			100.00
2200	SOCIAL SECURITY	3,079.61	1,470.17	1,592.73	16.71	47.74
2300	BOARD MEDICAL &	44,821.41	24,025.95	23,766.24	-2,970.78	53.60
2300	BOARD MEDICAL &	74,694.31	40,290.01	39,319.20	-4,914.90	53.94
2300	BOARD MEDICAL &	1,944.12	1,944.12			100.00
2300	BOARD MEDICAL &	124.82	143.02		-18.20	114.58
2300	BOARD MEDICAL &	61,397.93	30,900.07	35,430.96	-4,933.10	50.33
2300	BOARD MEDICAL &	322.38	441.41		-119.03	136.92
2300	BOARD MEDICAL &	145,841.86	72,451.87	82,089.84	-8,699.85	49.68
2300	BOARD MEDICAL &	62,205.33	31,203.24	35,430.96	-4,428.87	50.16
2300	BOARD MEDICAL &	47,305.78	27,123.75	21,190.49	-1,008.46	57.34
2300	BOARD MEDICAL &	89,374.37	45,231.96	46,950.08	-2,807.67	50.61
2300	BOARD MEDICAL &	118,244.26	60,406.69	66,100.08	-8,262.51	51.09
2300	BOARD MEDICAL &	20,337.36	10,130.73	11,664.72	-1,458.09	49.81
2300	BOARD MEDICAL &	45,793.82	24,785.33	23,475.04	-2,466.55	54.12
2300	BOARD MEDICAL &	61,248.68	30,501.39	35,139.76	-4,392.47	49.80
2300	BOARD MEDICAL &	32,928.05	19,550.44	15,844.16	-2,466.55	59.37
2300	BOARD MEDICAL &	33,434.87	16,423.82	19,441.20	-2,430.15	49.12
2300	BOARD MEDICAL &	28,080.22	13,961.78	16,135.36	-2,016.92	49.72
2300	BOARD MEDICAL &	55,420.83	27,820.95	31,542.72	-4,410.67	50.20
2300	BOARD MEDICAL &	92,100.90	47,362.57	51,129.52	-6,391.19	51.42
2300	BOARD MEDICAL &	30,287.46	16,896.27	15,698.56	-2,307.37	55.79
2300	BOARD MEDICAL &	520.55	537.81		-17.26	103.32
2300	BOARD MEDICAL &	133,652.00	70,901.21	66,828.08	-4,077.29	53.05
2300	BOARD MEDICAL &	85,530.15	44,767.41	47,095.68	-6,332.94	52.34
2300	BOARD MEDICAL &	3,477.29	3,477.29			100.00
2300	BOARD MEDICAL &	1,432.79	1,432.79			100.00
2300	BOARD MEDICAL &	5,832.36	2,430.15	3,888.24	-486.03	41.67
2320	BOARD TERM LIFE	905.76	484.50	488.24	-66.98	53.49
2320	BOARD TERM LIFE	1,300.84	670.14	720.80	-90.10	51.52
2320	BOARD TERM LIFE	13.60	13.60			100.00
2320	BOARD TERM LIFE	89.08	105.23		-16.15	118.13
2320	BOARD TERM LIFE	1,060.29	566.44	584.80	-90.95	53.42
2320	BOARD TERM LIFE	3.99	5.46		-1.47	136.84
2320	BOARD TERM LIFE	2,368.39	1,172.64	1,330.08	-134.33	49.51
2320	BOARD TERM LIFE	1,153.42	578.79	656.72	-82.09	50.18
2320	BOARD TERM LIFE	833.17	465.46	396.44	-28.73	55.87
2320	BOARD TERM LIFE	1,425.11	746.81	782.00	-103.70	52.40
2320	BOARD TERM LIFE	1,548.87	787.27	870.40	-108.80	50.83
2320	BOARD TERM LIFE	308.38	153.68	176.80	-22.10	49.83
2320	BOARD TERM LIFE	717.06	401.20	361.76	-45.90	55.95
2320	BOARD TERM LIFE	1,024.76	510.68	587.52	-73.44	49.83
2320	BOARD TERM LIFE	585.99	333.03	299.20	-46.24	56.83
2320	BOARD TERM LIFE	509.15	227.12	315.52	-33.49	44.61
2320	BOARD TERM LIFE	666.91	328.95	386.24	-48.28	49.32
2320	BOARD TERM LIFE	1,001.30	499.12	573.92	-71.74	49.85

Obj	Obj	2018-19 Revised Budget	2018-19 FY Activity	Encumbered Amount	2018-19 Available Funds	2018-19 FY %
5100	INSTRUCTIONAL K-12					
2320	BOARD TERM LIFE	1,621.63	831.47	903.04	-112.88	51.27
2320	BOARD TERM LIFE	519.35	293.06	266.56	-40.27	56.43
2320	BOARD TERM LIFE	6.43	6.67		-0.24	103.73
2320	BOARD TERM LIFE	2,104.29	1,121.46	1,115.20	-132.37	53.29
2320	BOARD TERM LIFE	1,384.86	723.07	762.96	-101.17	52.21
2320	BOARD TERM LIFE	46.07	46.07			100.00
2320	BOARD TERM LIFE	18.02	18.02			100.00
2320	BOARD TERM LIFE	99.96	41.65	66.64	-8.33	41.67
2400	WORKERS COMPENS	1.40	1.59		-0.19	113.57
2400	WORKERS COMPENS	139.25	139.25			100.00
2400	WORKERS COMPENS	2,007.22	1,174.17	833.06	-0.01	58.50
2400	WORKERS COMPENS	2,863.91	1,738.66	1,127.49	-2.24	60.71
2400	WORKERS COMPENS	130.81	130.81			100.00
2400	WORKERS COMPENS	5.02	8.50		-3.48	169.32
2400	WORKERS COMPENS	253.76	293.72		-39.96	115.75
2400	WORKERS COMPENS	2,251.37	1,368.17	1,046.69	-163.49	60.77
2400	WORKERS COMPENS	10.04	10.04			100.00
2400	WORKERS COMPENS	190.95	206.76		-15.81	108.28
2400	WORKERS COMPENS	5,255.82	3,085.90	2,071.14	98.78	58.71
2400	WORKERS COMPENS	2,575.05	1,500.16	1,076.04	-1.15	58.26
2400	WORKERS COMPENS	71.47	79.12		-7.65	110.70
2400	WORKERS COMPENS	2,004.79	1,330.92	817.06	-143.19	66.39
2400	WORKERS COMPENS	0.37	1.08		-0.71	291.89
2400	WORKERS COMPENS	3,140.49	1,926.38	1,220.53	-6.42	61.34
2400	WORKERS COMPENS	32.90	39.48		-6.58	120.00
2400	WORKERS COMPENS	3,414.25	2,064.64	1,364.57	-14.96	60.47
2400	WORKERS COMPENS	664.21	387.45	276.76		58.33
2400	WORKERS COMPENS	1,669.64	1,068.36	631.36	-30.08	63.99
2400	WORKERS COMPENS	2,187.75	1,276.83	910.94	-0.02	58.36
2400	WORKERS COMPENS	1,303.07	866.81	466.79	-30.53	66.52
2400	WORKERS COMPENS	1,002.73	578.79	423.93	0.01	57.72
2400	WORKERS COMPENS	1,448.00	839.08	603.35	5.57	57.95
2400	WORKERS COMPENS	22.85	30.97		-8.12	135.54
2400	WORKERS COMPENS	2,143.72	1,246.39	893.09	4.24	58.14
2400	WORKERS COMPENS	3,565.73	2,171.44	1,404.62	-10.33	60.90
2400	WORKERS COMPENS	4.30	4.50		-0.20	104.65
2400	WORKERS COMPENS	1,159.59	765.26	501.13	-106.80	65.99
2400	WORKERS COMPENS	87.07	97.78		-10.71	112.30
2400	WORKERS COMPENS	4,891.65	2,921.18	1,810.10	160.37	59.72
2400	WORKERS COMPENS	3,179.26	1,961.26	1,357.97	-139.97	61.69
2400	WORKERS COMPENS	1.55	1.55			100.00
2400	WORKERS COMPENS	114.64	114.64			100.00
2400	WORKERS COMPENS	2.74	2.74			100.00
2400	WORKERS COMPENS	4.40	4.40			100.00
2400	WORKERS COMPENS	44.85	44.85			100.00
2400	WORKERS COMPENS	209.77	103.60	106.18	-0.01	49.39
3100	PROFESSIONAL AN	9,501.36	9,501.36			100.00
3100	PROFESSIONAL AN	9,324.00	9,324.00			100.00
3100	PROFESSIONAL AN	134,680.00	80,808.00	53,872.00		60.00
3100	PROFESSIONAL AN	19,623.69	7,819.12	11,804.57		39.85
3100	PROFESSIONAL AN	7,100.00	7,100.00			100.00
3100	PROFESSIONAL AN	20,401.21	20,401.21			100.00
3200	INSURANCE AND B	25,000.00	25,000.00			100.00
3200	INSURANCE AND B	1,091,827.82	350,295.82	741,502.00	30.00	32.08
3600	RENTALS	10,747.31	3,952.11	6,795.20		36.77

Obj	Obj	2018-19 Revised Budget	2018-19 FY Activity	Encumbered Amount	2018-19 Available Funds	2018-19 FY %
5100	INSTRUCTIONAL K-12					
3600	RENTALS	14,203.30	6,483.48	7,719.82		45.65
3600	RENTALS	12,133.94	4,408.94	7,725.00		36.34
3600	RENTALS	40,249.64	16,824.76	23,424.88		41.80
3600	RENTALS	5,911.56	4,183.17	1,728.39		70.76
3600	RENTALS	7,099.99	7,099.99			100.00
3600	RENTALS	11,038.80	7,642.86	3,395.94		69.24
3600	RENTALS	8,013.25	1,437.61	6,575.64		17.94
3600	RENTALS	10,681.80	8,136.42	2,545.38		76.17
3600	RENTALS	18,317.69	4,047.30	12,787.14	1,483.25	22.10
3600	RENTALS	8,858.76	4,962.25	3,896.51		56.02
3600	RENTALS	2,518.20	1,468.95	1,049.25		58.33
3900	OTHER PURCHASED	450.00	450.00			100.00
3900	OTHER PURCHASED	2,214.00	2,214.00			100.00
3900	OTHER PURCHASED	2,000.00	2,000.00			100.00
3900	OTHER PURCHASED	175.00	175.00			100.00
3930	Charter School	36,569.00	24,379.00	12,190.00		66.67
3930	Charter School	55,139.00	36,759.00	18,380.00		66.67
3930	Charter School	139,120.00	92,746.00	46,374.00		66.67
3930	Charter School	45,945.00	30,631.00	15,314.00		66.67
3930	Charter School	780.00	520.00	260.00		66.67
3930	Charter School	2,388,047.00	1,569,804.00	818,243.00		65.74
3930	Charter School	474,018.00	316,013.00	158,005.00		66.67
3930	Charter School	200,483.00	200,483.00			100.00
3930	Charter School	20,398.00	13,599.00	6,799.00		66.67
3930	Charter School	7,020.00	5,720.00		1,300.00	81.48
3930	Charter School	48,005.00	48,005.00			100.00
5100	SUPPLIES	8,840.00	8,840.00			100.00
5100	SUPPLIES	2,805.00	2,805.00			100.00
5100	SUPPLIES	773,774.08	3,610.82	5,813.97	764,349.29	0.47
5100	SUPPLIES	761.15	766.64	-5.49		100.72
5100	SUPPLIES	1,117.27	1,117.27			100.00
5100	SUPPLIES	14,560.00	14,560.00			100.00
5100	SUPPLIES	8,060.00	8,060.00			100.00
5100	SUPPLIES	2,752.28	2,752.28			100.00
5100	SUPPLIES	11,960.00	11,960.00			100.00
5100	SUPPLIES	15,680.70	4,666.70	11,014.00		29.76
5100	SUPPLIES	3,640.00	3,640.00			100.00
5100	SUPPLIES	5,720.00	5,720.00			100.00
5100	SUPPLIES	4,160.00	4,160.00			100.00
5100	SUPPLIES	1,498.08	1,498.08			100.00
5100	SUPPLIES	11,960.00	11,960.00			100.00
5100	SUPPLIES	11,180.00	11,180.00			100.00
5100	SUPPLIES	260.00	260.00			100.00
5100	SUPPLIES	4,160.00	4,160.00			100.00
5100	SUPPLIES	520.00	520.00			100.00
5100	SUPPLIES	1,820.00	1,820.00			100.00
5100	SUPPLIES	2,725.69	2,725.69			100.00
5100	SUPPLIES	520.00	520.00			100.00
5100	SUPPLIES	7,976.24	7,335.44	640.80		91.97
5100	SUPPLIES	780.00	780.00			100.00
5100	SUPPLIES	1,300.00	1,300.00			100.00
5200	TEXTBOOKS	39,862.10	38,866.76	995.34		97.50
5200	TEXTBOOKS	117,887.83	117,636.03	251.80		99.79
5200	TEXTBOOKS	9,768.21	9,437.06	911.00	-579.85	96.61
5200	TEXTBOOKS	42,473.44	42,038.08	435.36		98.97

Obj	Obj	2018-19 Revised Budget	2018-19 FY Activity	Encumbered Amount	2018-19 Available Funds	2018-19 FY %
5100	INSTRUCTIONAL K-12					
5200	TEXTBOOKS	59,823.34	59,176.52	646.82		98.92
5200	TEXTBOOKS	21,172.79	20,793.97	378.82		98.21
5200	TEXTBOOKS	27,041.92	26,524.97	516.95		98.09
5200	TEXTBOOKS	18,723.65	18,293.76	429.89		97.70
5200	TEXTBOOKS	57,695.77	56,755.09	940.68		98.37
5200	TEXTBOOKS	70,178.47	69,793.52	384.95		99.45
5200	TEXTBOOKS	20,060.67	19,889.85	170.82		99.15
5200	TEXTBOOKS	8,316.43	8,287.39	29.04		99.65
7300	DUES AND FEES	442.00	442.00			100.00
7300	DUES AND FEES	246.50	246.50			100.00
7300	DUES AND FEES	246.50	246.50			100.00
7300	DUES AND FEES	246.50	246.50			100.00
7300	DUES AND FEES	322.50	322.50			100.00
7300	DUES AND FEES	645.00	645.00			100.00
----	*INSTRUCTIONAL	18,801,088.14	11,124,977.53	7,029,367.27	646,275.51	59.17
5200	EXCEPTIONAL					
1200	CLASSROOM TEACH	259,583.38	150,208.45	109,374.93		57.87
1200	CLASSROOM TEACH	36,093.75	19,687.50	16,406.25		54.55
1200	CLASSROOM TEACH	129,254.02	85,974.81	43,279.22	-0.01	66.52
1200	CLASSROOM TEACH	39,900.00	23,275.00	16,625.00		58.33
1200	CLASSROOM TEACH	10,304.04	6,008.31	4,295.72	0.01	58.31
1200	CLASSROOM TEACH	37,537.50	23,100.00	14,437.50		61.54
1200	CLASSROOM TEACH	191,391.23	104,901.20	86,313.30	176.73	54.81
1200	CLASSROOM TEACH	30,912.18	18,025.00	12,887.18		58.31
1200	CLASSROOM TEACH	32,243.75	17,587.50	14,656.25		54.55
1200	CLASSROOM TEACH	37,800.00	22,050.00	15,750.00		58.33
1200	CLASSROOM TEACH	41,216.28	24,033.38	17,182.91	-0.01	58.31
1200	CLASSROOM TEACH	296,853.44	173,162.50	123,690.94		58.33
1200	CLASSROOM TEACH		2,887.50	8,780.36	-11,667.86	
1200	CLASSROOM TEACH	287,714.93	164,966.44	121,599.96	1,148.53	57.34
1200	CLASSROOM TEACH	214.58	214.58			100.00
1200	CLASSROOM TEACH	35,910.00	20,947.50	14,962.50		58.33
1200	CLASSROOM TEACH	7,766.66	5,824.99	1,941.66	0.01	75.00
1200	CLASSROOM TEACH	10,304.10	6,008.38	4,295.72		58.31
1200	CLASSROOM TEACH	2,361.42	1,287.48	1,073.94		54.52
1200	CLASSROOM TEACH	3,990.00	2,327.50	1,662.50		58.33
1200	CLASSROOM TEACH	388.33	388.33			100.00
1200	CLASSROOM TEACH	160,991.54	100,842.56	60,148.98		62.64
1210	CLASSROOM TEACH	5,350.00	5,350.00			100.00
1210	CLASSROOM TEACH	277.05	277.05			100.00
1210	CLASSROOM TEACH	5,200.00	5,200.00			100.00
1220	TEACHER INSERVI	1,500.00	1,500.00			100.00
1220	TEACHER INSERVI	6,000.00	6,000.00			100.00
1220	TEACHER INSERVI	600.00	600.00			100.00
1220	TEACHER INSERVI	200.00	200.00			100.00
1220	TEACHER INSERVI	200.00	200.00			100.00
1220	TEACHER INSERVI	200.00	200.00			100.00
1220	TEACHER INSERVI	200.00	200.00			100.00
1220	TEACHER INSERVI	300.00	300.00			100.00
1220	TEACHER INSERVI	1,678.66	1,678.66			100.00
1220	TEACHER INSERVI	200.00	200.00			100.00
1220	TEACHER INSERVI	100.00	100.00			100.00
1230	TEACHER SUPPLEM	2,536.00	1,479.38	1,056.62		58.34
1230	TEACHER SUPPLEM	1,162.33	634.02	528.31		54.55

Obj	Obj	2018-19 Revised Budget	2018-19 FY Activity	Encumbered Amount	2018-19 Available Funds	2018-19 FY %
5200	EXCEPTIONAL					
1230	TEACHER SUPPLEM	2,346.57	1,818.26	528.31		77.49
1230	TEACHER SUPPLEM	32.35	32.35			100.00
1230	TEACHER SUPPLEM	-3.59	-3.59			100.00
1230	TEACHER SUPPLEM	1,268.00	739.69	528.31		58.34
1230	TEACHER SUPPLEM	1,151.75	676.27	475.48		58.72
1230	TEACHER SUPPLEM	221.92	169.09	52.83		76.19
1250	CLASSROOM TEACH	5,694.82	5,694.82			100.00
1280	CLASSROOM TEACH	5,179.68	5,179.68			100.00
1280	CLASSROOM TEACH	18,932.08	18,932.08			100.00
1280	CLASSROOM TEACH	19,807.69	19,807.69			100.00
1280	CLASSROOM TEACH	2,780.72	2,780.72			100.00
1400	SUBSTITUTES	1,492.48	1,492.48			100.00
1400	SUBSTITUTES	3,331.95	3,634.96		-303.01	109.09
1400	SUBSTITUTES	3,707.54	4,424.08		-716.54	119.33
1400	SUBSTITUTES	247.02	247.02			100.00
1400	SUBSTITUTES	347.49	460.26		-112.77	132.45
1400	SUBSTITUTES		95.85		-95.85	
1400	SUBSTITUTES	815.31	815.31			100.00
1400	SUBSTITUTES	1,284.31	1,284.31			100.00
1400	SUBSTITUTES	1,688.99	1,688.99			100.00
1400	SUBSTITUTES	191.81	191.81			100.00
1500	INSTRUCTIONAL A	44,211.43	44,211.43			100.00
1500	INSTRUCTIONAL A	39,719.28	39,719.28			100.00
1500	INSTRUCTIONAL A	11,348.03	11,348.03			100.00
1500	INSTRUCTIONAL A	11,162.36	11,162.36			100.00
1500	INSTRUCTIONAL A	40,814.21	40,814.21			100.00
1500	INSTRUCTIONAL A	66,507.91	66,507.91			100.00
1500	INSTRUCTIONAL A	21,486.07	21,486.07			100.00
1500	INSTRUCTIONAL A	11,692.02	13,664.99		-1,972.97	116.87
1500	INSTRUCTIONAL A	1,518.34	1,518.34			100.00
1510	INSTRUCTION ASS	1,500.00	1,500.00			100.00
1510	INSTRUCTION ASS	323.23	323.23			100.00
1510	INSTRUCTION ASS	5,200.00	5,200.00			100.00
1520	INSTRUCTIONAL A	2,250.00	2,250.00			100.00
1550	PARAPROFESSIONA	2,180.51	2,180.51			100.00
1580	PARAPROFESSIONA	4,449.84	4,449.84			100.00
1580	PARAPROFESSIONA	1,073.63	1,073.63			100.00
1580	PARAPROFESSIONA	5,194.66	5,194.66			100.00
1580	PARAPROFESSIONA	4,942.62	4,942.62			100.00
1580	PARAPROFESSIONA	2,793.16	2,793.16			100.00
1600	OTHER SUPPORT P	50,387.40	30,768.62	19,618.78		61.06
1610	OTHER SUPPORT-M	6,866.97	6,866.97			100.00
1680	OTHER SUPPORT P	1,410.93	1,410.93			100.00
2100	RETIREMENT	708.95	708.95			100.00
2100	RETIREMENT	34,156.94	21,626.28	12,530.67	-0.01	63.31
2100	RETIREMENT	88.68	88.68			100.00
2100	RETIREMENT	3,077.36	1,678.56	1,398.80		54.55
2100	RETIREMENT	2,664.87	2,664.87			100.00
2100	RETIREMENT	16,734.36	12,340.51	4,393.85		73.74
2100	RETIREMENT	3,295.71	1,922.48	1,373.23		58.33
2100	RETIREMENT	1,445.07	842.94	602.12	0.01	58.33
2100	RETIREMENT	3,100.62	1,908.08	1,192.54		61.54
2100	RETIREMENT	940.02	940.02			100.00
2100	RETIREMENT	15,808.69	8,664.60	7,129.49	14.60	54.81
2100	RETIREMENT	4,335.25	2,528.89	1,806.36		58.33

Obj	Obj	2018-19 Revised Budget	2018-19 FY Activity	Encumbered Amount	2018-19 Available Funds	2018-19 FY %
5200	EXCEPTIONAL					
2100	RETIREMENT	2,663.33	1,452.72	1,210.61		54.55
2100	RETIREMENT	4,044.27	2,743.32	1,300.95		67.83
2100	RETIREMENT	2,406.34	2,406.34			100.00
2100	RETIREMENT	3,403.10	1,985.13	1,417.97		58.33
2100	RETIREMENT	26,882.48	17,086.20	9,796.30	-0.02	63.56
2100	RETIREMENT		238.51	725.26	-963.77	
2100	RETIREMENT	29,055.61	18,877.30	10,083.45	94.86	64.97
2100	RETIREMENT	1,792.48	1,792.48			100.00
2100	RETIREMENT	965.76	1,128.72		-162.96	116.87
2100	RETIREMENT	2,966.22	1,730.33	1,235.90	-0.01	58.33
2100	RETIREMENT	116.54	116.54			100.00
2100	RETIREMENT	245.12	245.12			100.00
2100	RETIREMENT	5,287.15	3,596.58	1,690.55	0.02	68.02
2100	RETIREMENT	1,445.13	843.01	602.12		58.33
2100	RETIREMENT	194.95	106.32	88.62	0.01	54.54
2100	RETIREMENT	329.55	192.22	137.32	0.01	58.33
2100	RETIREMENT	32.08	32.08			100.00
2100	RETIREMENT	460.40	460.40			100.00
2100	RETIREMENT	16,268.35	10,063.03	6,205.33	-0.01	61.86
2200	SOCIAL SECURITY	850.85	850.85			100.00
2200	SOCIAL SECURITY	22,472.89	13,944.32	8,446.45	82.12	62.05
2200	SOCIAL SECURITY	524.06	524.06			100.00
2200	SOCIAL SECURITY	713.28	713.28			100.00
2200	SOCIAL SECURITY	2,783.90	1,475.16	1,295.50	13.24	52.99
2200	SOCIAL SECURITY	1,845.68	1,845.68			100.00
2200	SOCIAL SECURITY	12,374.01	9,038.73	3,351.27	-15.99	73.05
2200	SOCIAL SECURITY	2,399.21	1,045.36	1,271.81	82.04	43.57
2200	SOCIAL SECURITY	772.04	441.26	328.31	2.47	57.16
2200	SOCIAL SECURITY	2,800.70	1,684.31	1,104.47	11.92	60.14
2200	SOCIAL SECURITY	746.77	746.77			100.00
2200	SOCIAL SECURITY	14,364.46	7,653.85	6,602.98	107.63	53.28
2200	SOCIAL SECURITY	2,316.01	1,323.67	984.94	7.40	57.15
2200	SOCIAL SECURITY	2,504.36	1,391.78	1,121.21	-8.63	55.57
2200	SOCIAL SECURITY	3,458.04	2,235.41	1,204.88	17.75	64.64
2200	SOCIAL SECURITY	45.93	45.93			100.00
2200	SOCIAL SECURITY	1,955.77	1,955.77			100.00
2200	SOCIAL SECURITY	3,082.14	1,759.01	1,313.25	9.88	57.07
2200	SOCIAL SECURITY	24,802.27	15,161.83	9,502.52	137.92	61.13
2200	SOCIAL SECURITY	795.60	795.60			100.00
2200	SOCIAL SECURITY		208.97	671.70	-880.67	
2200	SOCIAL SECURITY	25,377.16	15,763.83	9,338.79	274.54	62.12
2200	SOCIAL SECURITY	1,501.30	1,501.30			100.00
2200	SOCIAL SECURITY	825.22	964.86		-139.64	116.92
2200	SOCIAL SECURITY	2,672.37	1,515.17	1,144.64	12.56	56.70
2200	SOCIAL SECURITY	99.48	99.48			100.00
2200	SOCIAL SECURITY	583.51	583.51			100.00
2200	SOCIAL SECURITY	4,622.87	2,968.21	1,653.41	1.25	64.21
2200	SOCIAL SECURITY	127.82	127.82			100.00
2200	SOCIAL SECURITY	772.03	441.24	328.31	2.48	57.15
2200	SOCIAL SECURITY	192.16	109.45	82.08	0.63	56.96
2200	SOCIAL SECURITY	296.93	168.35	127.19	1.39	56.70
2200	SOCIAL SECURITY	29.71	29.71			100.00
2200	SOCIAL SECURITY	426.39	426.39			100.00
2200	SOCIAL SECURITY	11,850.49	7,182.44	4,600.37	67.68	60.61
2300	BOARD MEDICAL &	50,394.50	29,981.24	23,329.44	-2,916.18	59.49

Obj	Obj	2018-19 Revised Budget	2018-19 FY Activity	Encumbered Amount	2018-19 Available Funds	2018-19 FY %
5200	EXCEPTIONAL					
2300	BOARD MEDICAL &	6,318.39	2,916.18	3,888.24	-486.03	46.15
2300	BOARD MEDICAL &	34,428.56	25,072.48	10,692.66	-1,336.58	72.82
2300	BOARD MEDICAL &	6,779.12	3,376.91	3,888.24	-486.03	49.81
2300	BOARD MEDICAL &	1,355.85	675.41	777.65	-97.21	49.81
2300	BOARD MEDICAL &	6,796.46	3,394.25	3,888.24	-486.03	49.94
2300	BOARD MEDICAL &	3,351.61	3,351.61			100.00
2300	BOARD MEDICAL &	20,887.88	10,912.48	11,955.92	-1,980.52	52.24
2300	BOARD MEDICAL &	4,067.47	2,026.15	2,332.94	-291.62	49.81
2300	BOARD MEDICAL &	236.60	109.20	145.60	-18.20	46.15
2300	BOARD MEDICAL &	10,130.73	6,728.52	3,888.24	-486.03	66.42
2300	BOARD MEDICAL &	5,423.27	2,701.50	3,110.59	-388.82	49.81
2300	BOARD MEDICAL &	64,341.53	37,123.85	31,105.92	-3,888.24	57.70
2300	BOARD MEDICAL &		486.03		-486.03	
2300	BOARD MEDICAL &	63,003.55	39,400.90	26,974.46	-3,212.63	62.54
2300	BOARD MEDICAL &	5,338.23	5,338.23			100.00
2300	BOARD MEDICAL &	2,579.04	3,016.47		-437.43	116.96
2300	BOARD MEDICAL &	6,101.23	3,039.24	3,499.42	-437.43	49.81
2300	BOARD MEDICAL &	28,530.96	14,327.10	14,252.46	-48.60	50.22
2300	BOARD MEDICAL &	1,355.80	675.35	777.65	-97.20	49.81
2300	BOARD MEDICAL &	314.65	144.54	194.41	-24.30	45.94
2300	BOARD MEDICAL &	677.89	337.67	388.82	-48.60	49.81
2300	BOARD MEDICAL &	24,712.50	13,995.54	12,247.96	-1,531.00	56.63
2320	BOARD TERM LIFE	666.23	377.06	330.48	-41.31	56.60
2320	BOARD TERM LIFE	88.40	40.80	54.40	-6.80	46.15
2320	BOARD TERM LIFE	378.24	250.61	145.86	-18.23	66.26
2320	BOARD TERM LIFE	94.86	47.26	54.40	-6.80	49.82
2320	BOARD TERM LIFE	24.69	12.32	14.14	-1.77	49.90
2320	BOARD TERM LIFE	88.57	46.92	47.60	-5.95	52.98
2320	BOARD TERM LIFE	23.46	23.46			100.00
2320	BOARD TERM LIFE	423.47	219.98	239.36	-35.87	51.95
2320	BOARD TERM LIFE	74.03	36.90	42.43	-5.30	49.84
2320	BOARD TERM LIFE	79.56	36.72	48.96	-6.12	46.15
2320	BOARD TERM LIFE	113.56	68.34	51.68	-6.46	60.18
2320	BOARD TERM LIFE	98.73	49.22	56.58	-7.07	49.85
2320	BOARD TERM LIFE	789.48	431.29	409.36	-51.17	54.63
2320	BOARD TERM LIFE		5.95		-5.95	
2320	BOARD TERM LIFE	824.32	472.91	401.61	-50.20	57.37
2320	BOARD TERM LIFE	40.73	40.73			100.00
2320	BOARD TERM LIFE	23.88	27.86		-3.98	116.67
2320	BOARD TERM LIFE	85.37	42.53	48.96	-6.12	49.82
2320	BOARD TERM LIFE	149.22	82.94	67.08	-0.80	55.58
2320	BOARD TERM LIFE	24.69	12.32	14.14	-1.77	49.90
2320	BOARD TERM LIFE	5.72	2.62	3.54	-0.44	45.80
2320	BOARD TERM LIFE	9.49	4.73	5.44	-0.68	49.84
2320	BOARD TERM LIFE	0.76	0.76			100.00
2320	BOARD TERM LIFE	379.62	206.12	198.29	-24.79	54.30
2400	WORKERS COMPENS	56.74	56.74			100.00
2400	WORKERS COMPENS	1,586.79	1,025.27	563.08	-1.56	64.61
2400	WORKERS COMPENS	10.58	10.58			100.00
2400	WORKERS COMPENS	189.99	103.62	86.36	0.01	54.54
2400	WORKERS COMPENS	123.06	123.06			100.00
2400	WORKERS COMPENS	895.28	675.52	223.41	-3.65	75.45
2400	WORKERS COMPENS	203.51	118.72	84.79		58.34
2400	WORKERS COMPENS	52.55	30.66	21.89		58.34
2400	WORKERS COMPENS	191.47	117.84	73.63		61.54

Obj	Obj	2018-19 Revised Budget	2018-19 FY Activity	Encumbered Amount	2018-19 Available Funds	2018-19 FY %
5200	EXCEPTIONAL					
2400	WORKERS COMPENS	58.02	58.02			100.00
2400	WORKERS COMPENS	978.47	537.37	440.20	0.90	54.92
2400	WORKERS COMPENS	157.57	91.91	65.66		58.33
2400	WORKERS COMPENS	166.47	92.30	74.75	-0.58	55.45
2400	WORKERS COMPENS	249.71	169.88	80.33	-0.50	68.03
2400	WORKERS COMPENS	130.38	130.38			100.00
2400	WORKERS COMPENS	210.12	122.57	87.55		58.33
2400	WORKERS COMPENS	3,323.24	2,028.51	1,294.73		61.04
2400	WORKERS COMPENS		14.73	44.78	-59.51	
2400	WORKERS COMPENS	1,822.58	1,194.11	622.58	5.89	65.52
2400	WORKERS COMPENS	110.67	110.67			100.00
2400	WORKERS COMPENS	59.61	69.67		-10.06	116.88
2400	WORKERS COMPENS	183.13	106.82	76.31		58.33
2400	WORKERS COMPENS	64.62	64.62			100.00
2400	WORKERS COMPENS	11.12	11.12			100.00
2400	WORKERS COMPENS	2,608.47	1,699.78	908.70	-0.01	65.16
2400	WORKERS COMPENS	8.56	8.56			100.00
2400	WORKERS COMPENS	52.55	30.66	21.89		58.34
2400	WORKERS COMPENS	13.04	7.56	5.47	0.01	57.98
2400	WORKERS COMPENS	20.37	11.90	8.48	-0.01	58.42
2400	WORKERS COMPENS	1.98	1.98			100.00
2400	WORKERS COMPENS	28.42	28.42			100.00
2400	WORKERS COMPENS	822.51	515.84	306.70	-0.03	62.72
3100	PROFESSIONAL AN	502,625.00	269,659.61	232,965.39		53.65
3300	TRAVEL	56.07	56.07			100.00
3900	OTHER PURCHASED	5,850.00	3,300.00	2,550.00		56.41
3900	OTHER PURCHASED	22,310.03	11,500.00	3,500.00	7,310.03	51.55
3900	OTHER PURCHASED	400.00	400.00			100.00
5100	SUPPLIES	63.56	63.56			100.00
----	*EXCEPTIONAL	3,318,996.59	2,110,931.34	1,235,228.83	-27,004.40	63.60
5300	VOCATIONAL TECHNICAL					
1200	CLASSROOM TEACH	71,925.00	51,252.09	29,968.75	-9,295.84	71.26
1200	CLASSROOM TEACH	68,769.64	40,115.67	28,653.97		58.33
1200	CLASSROOM TEACH	40,950.00	23,887.50	17,062.50		58.33
1200	CLASSROOM TEACH	2,887.50	2,887.50			100.00
1200	CLASSROOM TEACH	60,501.34	36,021.22	24,480.12		59.54
1230	TEACHER SUPPLEM	1,162.33	634.02	528.31		54.55
1230	TEACHER SUPPLEM	1,162.33	634.02	528.31		54.55
1230	TEACHER SUPPLEM	1,268.00	739.69	528.31		58.34
1280	CLASSROOM TEACH	1,309.29	1,309.29			100.00
1400	SUBSTITUTES	297.52	793.61		-496.09	266.74
1400	SUBSTITUTES	648.90	648.90			100.00
1400	SUBSTITUTES	92.97	92.97			100.00
2100	RETIREMENT	6,037.03	4,285.81	2,519.06	-767.84	70.99
2100	RETIREMENT	5,680.41	3,313.59	2,366.82		58.33
2100	RETIREMENT	3,478.48	2,025.47	1,453.00	0.01	58.23
2100	RETIREMENT	238.51	238.51			100.00
2100	RETIREMENT	67.56	67.56			100.00
2100	RETIREMENT	5,466.11	3,286.32	2,179.79		60.12
2200	SOCIAL SECURITY	5,419.84	3,750.45	2,333.03	-663.64	69.20
2200	SOCIAL SECURITY	5,095.28	2,875.74	2,192.03	27.51	56.44
2200	SOCIAL SECURITY	3,224.55	1,871.08	1,345.71	7.76	58.03
2200	SOCIAL SECURITY	209.59	209.59			100.00

Ob1	Ob1	2018-19 Revised Budget	2018-19 FY Activity	Encumbered Amount	2018-19 Available Funds	2018-19 FY %
5300	VOCATIONAL TECHNICAL					
2200	SOCIAL SECURITY	100.16	100.16			100.00
2200	SOCIAL SECURITY	4,167.10	2,155.30	1,912.37	99.43	51.72
2300	BOARD MEDICAL &	13,558.24	8,211.91	7,776.48	-2,430.15	60.57
2300	BOARD MEDICAL &	13,558.24	6,753.82	7,776.48	-972.06	49.81
2300	BOARD MEDICAL &	253.94	126.54	145.60	-18.20	49.83
2300	BOARD MEDICAL &	460.73	460.73			100.00
2300	BOARD MEDICAL &	10,168.71	5,065.40	5,832.36	-729.05	49.81
2320	BOARD TERM LIFE	173.06	105.40	99.28	-31.62	60.90
2320	BOARD TERM LIFE	165.92	82.62	95.20	-11.90	49.80
2320	BOARD TERM LIFE	97.24	48.45	55.76	-6.97	49.83
2320	BOARD TERM LIFE	5.61	5.61			100.00
2320	BOARD TERM LIFE	150.22	74.66	86.36	-10.80	49.70
2400	WORKERS COMPENS	374.28	268.69	155.53	-49.94	71.79
2400	WORKERS COMPENS	350.74	204.61	146.13		58.34
2400	WORKERS COMPENS	218.06	128.35	89.71		58.86
2400	WORKERS COMPENS	14.73	14.73			100.00
2400	WORKERS COMPENS	6.68	6.68			100.00
2400	WORKERS COMPENS	315.50	188.02	127.49	-0.01	59.59
3600	RENTALS	4,900.00	4,900.00			100.00
3600	RENTALS	2,899.08	2,090.88	808.20		72.12
3600	RENTALS	3,777.96	2,879.45	898.51		76.22
3900	OTHER PURCHASED	480.00	480.00			100.00
5100	SUPPLIES	5,900.00	4,798.74	1,101.26		81.33
5100	SUPPLIES	6,000.00	1,079.93	4,235.79	684.28	18.00
6410	FURN, FIXT, EQUIP	31,109.79			31,109.79	
7300	DUES AND FEES	75.00	75.00			100.00
----	*VOCATIONAL TEC	385,173.17	221,246.28	147,482.22	16,444.67	57.44
5400	ADULT GENERAL					
1180	ADMINISTRATION-	1,251.40	1,251.40			100.00
1200	CLASSROOM TEACH	386,219.69	233,160.31	153,059.37	0.01	60.37
1200	CLASSROOM TEACH	20,294.75	10,647.57	9,416.66	230.52	52.46
1200	CLASSROOM TEACH	41,821.98	32,405.32	9,416.66		77.48
1200	CLASSROOM TEACH		3,412.50		-3,412.50	
1210	CLASSROOM TEACH	4,074.00	4,074.00			100.00
1230	TEACHER SUPPLEM	1,229.30	595.32	528.31	105.67	48.43
1230	TEACHER SUPPLEM		105.67		-105.67	
1250	CLASSROOM TEACH	24,184.20	24,184.20			100.00
1280	CLASSROOM TEACH	5,600.00	5,600.00			100.00
1400	SUBSTITUTES	91.17	91.17			100.00
1400	SUBSTITUTES	1,131.20	1,399.42		-268.22	123.71
2100	RETIREMENT	336.52	336.52			100.00
2100	RETIREMENT	40,499.01	24,289.99	16,209.02		59.98
2100	RETIREMENT	1,676.37	879.51	777.82	19.04	52.47
2100	RETIREMENT	3,556.03	2,725.85	821.46	8.72	76.65
2100	RETIREMENT	462.56	753.16		-290.60	162.82
2200	SOCIAL SECURITY	293.97	293.97			100.00
2200	SOCIAL SECURITY	6.98	6.98			100.00
2200	SOCIAL SECURITY	28,887.74	17,062.81	11,704.77	120.16	59.07
2200	SOCIAL SECURITY	1,522.02	778.43	720.37	23.22	51.14
2200	SOCIAL SECURITY	3,167.39	2,392.16	760.79	14.44	75.52
2200	SOCIAL SECURITY	428.40	683.51		-255.11	159.55
2200	SOCIAL SECURITY	1,850.10	1,850.10			100.00
2300	BOARD MEDICAL &	37,904.79	18,846.83	21,749.32	-2,691.36	49.72

Obj	Obj	2018-19 Revised Budget	2018-19 FY Activity	Encumbered Amount	2018-19 Available Funds	2018-19 FY %
5400	ADULT GENERAL					
2300	BOARD MEDICAL &	3,389.59	1,688.49	1,944.12	-243.02	49.81
2300	BOARD MEDICAL &	6,280.41	4,579.30	1,944.12	-243.01	72.91
2300	BOARD MEDICAL &		486.03		-486.03	
2320	BOARD TERM LIFE	931.49	481.75	499.12	-49.38	51.72
2320	BOARD TERM LIFE	54.57	27.20	31.28	-3.91	49.84
2320	BOARD TERM LIFE	96.05	68.68	31.28	-3.91	71.50
2320	BOARD TERM LIFE		6.97		-6.97	
2400	WORKERS COMPENS	186.58	186.58			100.00
2400	WORKERS COMPENS	0.46	0.46			100.00
2400	WORKERS COMPENS	1,981.64	1,202.70	780.32	-1.38	60.69
2400	WORKERS COMPENS	103.52	54.32	48.02	1.18	52.47
2400	WORKERS COMPENS	219.53	168.27	50.71	0.55	76.65
2400	WORKERS COMPENS	28.56	46.50		-17.94	162.82
3100	PROFESSIONAL AN	1,000.00	1,000.00			100.00
3100	PROFESSIONAL AN	6,480.00	3,780.00		2,700.00	58.33
3100	PROFESSIONAL AN	540.00	540.00			100.00
3300	TRAVEL	5,000.00	877.40		4,122.60	17.55
3600	RENTALS	2,000.00	1,800.00		200.00	90.00
3700	COMMUNICATIONS	13.35	13.35			100.00
3900	OTHER PURCHASED	5,000.00	4,840.00		160.00	96.80
4200	BOTTLED GAS	5,000.00	3,744.01	1,255.99		74.88
5100	SUPPLIES	22,990.92	17,302.32	2,108.00	3,580.60	75.26
5200	TEXTBOOKS	5,000.00	4,617.96		382.04	92.36
6410	FURN, FIXT, EQUIP	6,000.00	3,535.63		2,464.37	58.93
6420	FURN, FIXT, EQUIP	67.60	67.60			100.00
6820	NONCAPITALIZED	5,941.25	5,941.25			100.00
7300	DUES AND FEES	8,608.00	8,518.73		89.27	98.96
7300	DUES AND FEES	550.00	550.00			100.00
----	*ADULT GENERAL	693,953.09	453,952.20	233,857.51	6,143.38	65.42
5500	PRE-KINDERGARTEN					
1200	CLASSROOM TEACH	31,421.48	17,632.15	13,789.33		56.11
1200	CLASSROOM TEACH	25,987.50	11,550.28	14,437.22		44.45
1200	CLASSROOM TEACH	38,325.00	22,356.25	15,968.75		58.33
1200	CLASSROOM TEACH	20,470.02	11,940.88	8,529.15	-0.01	58.33
1200	CLASSROOM TEACH	52,032.75	30,954.00	21,078.75		59.49
1200	CLASSROOM TEACH	7,319.00	7,319.00			100.00
1210	CLASSROOM TEACH	3,750.00	3,750.00			100.00
1210	CLASSROOM TEACH	753.85	753.85			100.00
1210	CLASSROOM TEACH	1,431.43	1,431.43			100.00
1210	CLASSROOM TEACH	2,400.00	2,400.00			100.00
1220	TEACHER INSERVI	1,163.36	1,163.36			100.00
1220	TEACHER INSERVI	3,000.00	3,000.00			100.00
1220	TEACHER INSERVI	186.62	186.62			100.00
1220	TEACHER INSERVI	1,301.08	1,301.08			100.00
1220	TEACHER INSERVI	1,060.84	1,060.84			100.00
1220	TEACHER INSERVI	1,092.96	1,092.96			100.00
1230	TEACHER SUPPLEM	546.30	420.66	125.64		77.00
1280	CLASSROOM TEACH	4,986.98	4,986.98			100.00
1400	SUBSTITUTES	1,178.92	1,178.92			100.00
1400	SUBSTITUTES	185.16	185.16			100.00
1400	SUBSTITUTES	397.99	397.99			100.00
1400	SUBSTITUTES	577.50	577.50			100.00
1400	SUBSTITUTES	284.32	284.32			100.00

Obj	Obj	2018-19 Revised Budget	2018-19 FY Activity	Encumbered Amount	2018-19 Available Funds	2018-19 FY %
5500	PRE-KINDERGARTEN					
1400	SUBSTITUTES	343.05	742.41		-399.36	216.41
1500	INSTRUCTIONAL A	9,874.62	9,874.62			100.00
1500	INSTRUCTIONAL A	5,885.84	5,885.84			100.00
1500	INSTRUCTIONAL A	9,821.35	9,821.35			100.00
1500	INSTRUCTIONAL A	5,121.13	5,121.13			100.00
1500	INSTRUCTIONAL A	11,899.98	11,899.98			100.00
1500	INSTRUCTIONAL A	4,650.03	4,650.03			100.00
1510	INSTRUCTION ASS	1,312.50	1,312.50			100.00
1510	INSTRUCTION ASS	877.43	877.43			100.00
1510	INSTRUCTION ASS	1,200.00	1,200.00			100.00
1520	INSTRUCTIONAL A	1,097.39	1,097.39			100.00
1520	INSTRUCTIONAL A	1,250.00	1,250.00			100.00
1520	INSTRUCTIONAL A	531.50	531.50			100.00
1520	INSTRUCTIONAL A	569.13	569.13			100.00
1520	INSTRUCTIONAL A	3,999.12	3,999.12			100.00
1520	INSTRUCTIONAL A	516.78	516.78			100.00
1520	INSTRUCTIONAL A	248.36	248.36			100.00
1580	PARAPROFESSIOA	1,337.73	1,337.73			100.00
2100	RETIREMENT	3,242.88	2,299.39	943.50	-0.01	70.91
2100	RETIREMENT	3,155.15	1,962.63	1,192.51	0.01	62.20
2100	RETIREMENT	3,675.63	2,356.61	1,319.02		64.11
2100	RETIREMENT	2,113.82	1,409.31	704.51		66.67
2100	RETIREMENT	5,570.09	3,828.98	1,741.11		68.74
2100	RETIREMENT	844.51	844.51			100.00
2200	SOCIAL SECURITY	3,149.36	2,051.36	1,064.50	33.50	65.14
2200	SOCIAL SECURITY	387.32	387.32			100.00
2200	SOCIAL SECURITY	3,163.75	2,047.37	1,104.45	11.93	64.71
2200	SOCIAL SECURITY	36.18	36.18			100.00
2200	SOCIAL SECURITY	3,493.82	2,259.66	1,221.61	12.55	64.68
2200	SOCIAL SECURITY	57.67	57.67			100.00
2200	SOCIAL SECURITY	1,940.37	1,279.34	652.48	8.55	65.93
2200	SOCIAL SECURITY	44.18	44.18			100.00
2200	SOCIAL SECURITY	4,971.12	3,323.15	1,612.53	35.44	66.85
2200	SOCIAL SECURITY	176.65	176.65			100.00
2200	SOCIAL SECURITY	985.31	1,015.86		-30.55	103.10
2200	SOCIAL SECURITY	275.40	275.40			100.00
2200	SOCIAL SECURITY	19.00	19.00			100.00
2300	BOARD MEDICAL &	7,624.36	4,494.32	3,577.18	-447.14	58.95
2300	BOARD MEDICAL &	7,290.45	3,888.24	3,888.24	-486.03	53.33
2300	BOARD MEDICAL &	10,130.73	6,728.52	3,888.24	-486.03	66.42
2300	BOARD MEDICAL &	4,660.11	3,095.09	1,788.60	-223.58	66.42
2300	BOARD MEDICAL &	12,157.35	7,190.12	5,676.83	-709.60	59.14
2300	BOARD MEDICAL &	2,871.52	3,097.91		-226.39	107.88
2320	BOARD TERM LIFE	96.60	55.55	46.92	-5.87	57.51
2320	BOARD TERM LIFE	72.76	35.36	46.24	-8.84	48.60
2320	BOARD TERM LIFE	112.71	66.30	53.04	-6.63	58.82
2320	BOARD TERM LIFE	59.89	35.26	28.15	-3.52	58.87
2320	BOARD TERM LIFE	147.82	87.01	69.50	-8.69	58.86
2320	BOARD TERM LIFE	26.47	26.47			100.00
2400	WORKERS COMPENS	229.84	158.88	70.97	-0.01	69.13
2400	WORKERS COMPENS	187.30	121.17	73.63	-7.50	64.69
2400	WORKERS COMPENS	2.71	2.71			100.00
2400	WORKERS COMPENS	247.49	166.05	81.44		67.09
2400	WORKERS COMPENS	142.08	98.58	43.50		69.38
2400	WORKERS COMPENS	2.95	2.95			100.00

Obj	Obj	2018-19 Revised Budget	2018-19 FY Activity	Encumbered Amount	2018-19 Available Funds	2018-19 FY %
5500	PRE-KINDERGARTEN					
2400	WORKERS COMPENS	353.35	245.86	107.50	-0.01	69.58
2400	WORKERS COMPENS	71.03	73.07		-2.04	102.87
2400	WORKERS COMPENS	1.27	1.27			100.00
3300	TRAVEL	50.38	50.38			100.00
3300	TRAVEL	118.00	118.00		-84.00	100.00
3690	TECHNOLOGY RELA	961.40	961.40			100.00
3900	OTHER PURCHASED	5,260.00	3,960.00	1,300.00		75.29
5100	SUPPLIES	913.34	913.34			100.00
5100	SUPPLIES	2,052.47	2,052.47			100.00
6420	FURN, FIXT, EQUIP	800.00		727.68	72.32	
----	*PRE-KINDERGART	354,335.59	250,260.38	106,952.72	-2,961.51	70.63
5900	OTHER INSTRUCTION					
3300	TRAVEL	276.25	276.25			100.00
3700	COMMUNICATIONS	480.08	480.08			100.00
5100	SUPPLIES	32,976.00	32,976.00			100.00
5100	SUPPLIES	8,000.00	8,000.00			100.00
5100	SUPPLIES	8,000.00	8,000.00			100.00
5100	SUPPLIES	9,000.00	9,000.00			100.00
5100	SUPPLIES	2,879.00	2,885.65		-6.65	100.23
----	*OTHER INSTRUCT	61,611.33	61,617.98		-6.65	100.01
6100	PUPIL PERSONNEL SERVICE					
1100	ADMINISTRATION-	19,923.25	13,593.37	6,329.88		68.23
1300	OTHER CERTIFIED	36,950.02	40,891.69		-3,941.67	110.67
1300	OTHER CERTIFIED	254,254.18	187,691.68	66,562.50		73.82
1300	OTHER CERTIFIED	21,358.33	11,650.02	9,708.31		54.55
1300	OTHER CERTIFIED	53,906.56	39,469.06	14,437.50		73.22
1300	OTHER CERTIFIED	48,668.00	29,543.00	19,125.00		60.70
1300	OTHER CERTIFIED	42,500.00	24,791.69	17,708.31		58.33
1300	OTHER CERTIFIED	34,803.54	20,514.16	14,289.38		58.94
1300	OTHER CERTIFIED	51,975.00	35,131.25	16,843.75		67.59
1300	OTHER CERTIFIED	59,300.27	37,826.12	21,474.15		63.79
1300	OTHER CERTIFIED	62,700.00	43,575.00	19,125.00		69.50
1300	OTHER CERTIFIED	6,180.50	6,180.50			100.00
1300	OTHER CERTIFIED	59,895.80	59,895.80			100.00
1300	OTHER CERTIFIED	28,860.93	32,438.81		-3,577.88	112.40
1300	OTHER CERTIFIED	30,199.91	30,199.91			100.00
1300	OTHER CERTIFIED	6,562.50	6,562.50			100.00
1300	OTHER CERTIFIED	4,481.74	2,954.72	1,527.02		65.93
1300	OTHER CERTIFIED	12,113.49	9,059.44	3,054.05		74.79
1320	OTHER CERTIFIED	2,000.00	2,000.00			100.00
1320	OTHER CERTIFIED	1,096.00	1,096.00			100.00
1330	OTHER CERTIFIED	1,268.00	739.69	528.31		58.34
1330	OTHER CERTIFIED	4,966.33	2,853.09	2,113.24		57.45
1330	OTHER CERTIFIED	1,056.66	528.35	528.31		50.00
1330	OTHER CERTIFIED	1,268.00	739.69	528.31		58.34
1330	OTHER CERTIFIED	1,268.00	739.69	528.31		58.34
1330	OTHER CERTIFIED	1,268.00	739.69	528.31		58.34
1330	OTHER CERTIFIED	1,268.00	739.69	528.31		58.34
1330	OTHER CERTIFIED	1,479.34	951.03	528.31		64.29
1330	OTHER CERTIFIED	211.34	211.34			100.00
1350	OTHER CERTIFIED		3,042.84		-3,042.84	

Ob1	Ob1	2018-19 Revised Budget	2018-19 FY Activity	Encumbered Amount	2018-19 Available Funds	2018-19 FY %
6100	PUPIL PERSONNEL SERVICE					
1380	OTHER CERTIFIED	4,799.50	4,799.50			100.00
1380	OTHER CERTIFIED	2,954.47	2,954.47			100.00
1380	OTHER CERTIFIED	1,760.00	1,760.00			100.00
1380	OTHER CERTIFIED	2,532.40	2,532.40			100.00
1400	SUBSTITUTES		186.04		-186.04	
1400	SUBSTITUTES	4,024.73	4,024.73			100.00
1400	SUBSTITUTES	470.63	470.63			100.00
1400	SUBSTITUTES	303.97	303.97			100.00
1400	SUBSTITUTES	1,276.31	1,276.31			100.00
1500	INSTRUCTIONAL A	8,470.64	8,470.64			100.00
1500	INSTRUCTIONAL A	14,823.62	14,823.62			100.00
1510	INSTRUCTION ASS	2,119.95	2,119.95			100.00
1600	OTHER SUPPORT P	13,000.98	6,052.12	6,948.86		46.55
1600	OTHER SUPPORT P	29,212.42	19,589.16	9,623.26		67.06
1600	OTHER SUPPORT P	32,410.75	21,367.68	11,043.07		65.93
2100	RETIREMENT	699.68	699.68			100.00
2100	RETIREMENT	3,156.83	3,438.77	43.64	-325.58	108.93
2100	RETIREMENT	396.44	396.44			100.00
2100	RETIREMENT	21,422.13	15,749.49	5,672.64		73.52
2100	RETIREMENT	1,764.19	962.28	801.91		54.55
2100	RETIREMENT	4,539.97	3,303.79	1,236.18		72.77
2100	RETIREMENT	6,846.28	4,088.91	2,757.36	0.01	59.72
2100	RETIREMENT	3,615.24	2,108.89	1,506.35		58.33
2100	RETIREMENT	2,874.77	1,694.46	1,180.31		58.94
2100	RETIREMENT	1,073.89	499.91	573.98		46.55
2100	RETIREMENT	244.04	244.04			100.00
2100	RETIREMENT	4,397.90	2,962.97	1,434.93		67.37
2100	RETIREMENT	6,777.70	3,692.98	3,084.72		54.49
2100	RETIREMENT	5,341.35	3,717.98	1,623.37		69.61
2100	RETIREMENT	145.38	145.38			100.00
2100	RETIREMENT	510.54	510.54			100.00
2100	RETIREMENT	11,719.33	10,037.20	1,682.13		85.65
2100	RETIREMENT	2,383.94	2,679.47		-295.53	112.40
2100	RETIREMENT	8,441.30	6,891.96	1,549.34		81.65
2100	RETIREMENT	559.52	559.52			100.00
2100	RETIREMENT	370.17	244.04	126.13		65.93
2100	RETIREMENT	209.18	209.18			100.00
2100	RETIREMENT	1,000.59	748.33	252.26		74.79
2200	SOCIAL SECURITY	601.81	601.81			100.00
2200	SOCIAL SECURITY	2,755.13	3,016.87	40.42	-302.16	109.50
2200	SOCIAL SECURITY	153.00	153.00			100.00
2200	SOCIAL SECURITY	367.16	367.16			100.00
2200	SOCIAL SECURITY	18,938.74	13,580.23	5,253.71	104.80	71.71
2200	SOCIAL SECURITY	1,626.93	882.85	742.69	1.39	54.26
2200	SOCIAL SECURITY	4,106.30	2,961.42	1,144.89	-0.01	72.12
2200	SOCIAL SECURITY	3,746.10	2,233.54	1,503.48	9.08	59.62
2200	SOCIAL SECURITY	3,332.07	1,931.55	1,395.11	5.41	57.97
2200	SOCIAL SECURITY	2,503.95	1,409.40	1,093.15	1.40	56.29
2200	SOCIAL SECURITY	937.69	406.10	531.59		43.31
2200	SOCIAL SECURITY	226.02	226.02			100.00
2200	SOCIAL SECURITY	3,929.87	2,585.73	1,328.96	15.18	65.80
2200	SOCIAL SECURITY	4,356.61	2,662.86	1,681.99	11.76	61.12
2200	SOCIAL SECURITY	4,618.41	3,077.76	1,503.48	37.17	66.64
2200	SOCIAL SECURITY	134.64	134.64			100.00
2200	SOCIAL SECURITY	415.01	415.01			100.00

Obj	Obj	2018-19 Revised Budget	2018-19 FY Activity	Encumbered Amount	2018-19 Available Funds	2018-19 FY %
6100	PUPIL PERSONNEL SERVICE					
2200	SOCIAL SECURITY		225.74		-225.74	
2200	SOCIAL SECURITY	7,838.18	6,618.22	1,219.96		84.44
2200	SOCIAL SECURITY	2,123.87	2,377.45		-253.58	111.94
2200	SOCIAL SECURITY	5,462.23	4,617.44	844.79		84.53
2200	SOCIAL SECURITY	493.77	493.77			100.00
2200	SOCIAL SECURITY	292.36	175.54	116.82		60.04
2200	SOCIAL SECURITY	193.73	193.73			100.00
2200	SOCIAL SECURITY	812.29	578.66	233.63		71.24
2300	BOARD MEDICAL &	1,944.12	1,944.12			100.00
2300	BOARD MEDICAL &	4,809.70	5,295.73		-486.03	110.11
2300	BOARD MEDICAL &	37,801.50	24,192.66	15,552.96	-1,944.12	64.00
2300	BOARD MEDICAL &	-72.44	-136.14	72.80	-9.10	187.93
2300	BOARD MEDICAL &	2,681.26	2,681.26			100.00
2300	BOARD MEDICAL &	7,114.26	3,712.05	3,888.24	-486.03	52.18
2300	BOARD MEDICAL &	253.94	126.54	145.60	-18.20	49.83
2300	BOARD MEDICAL &	2,136.86	1,198.31	947.65	-9.10	56.08
2300	BOARD MEDICAL &	5,346.33	2,430.15	2,916.18		45.45
2300	BOARD MEDICAL &	8,697.94	5,295.73	3,888.24	-486.03	60.88
2300	BOARD MEDICAL &	7,784.61	4,382.40	3,888.24	-486.03	56.30
2300	BOARD MEDICAL &	9,209.27	5,807.06	3,888.24	-486.03	63.06
2300	BOARD MEDICAL &	795.94	795.94			100.00
2300	BOARD MEDICAL &	15,669.98	11,878.95	3,791.03		75.81
2300	BOARD MEDICAL &	3,862.94	4,348.97		-486.03	112.58
2300	BOARD MEDICAL &	13,449.08	10,532.90	2,916.18		78.32
2300	BOARD MEDICAL &	946.76	946.76			100.00
2300	BOARD MEDICAL &	672.83	381.21	291.62		56.66
2300	BOARD MEDICAL &	1,806.47	1,223.23	583.24		67.71
2320	BOARD TERM LIFE	17.68	17.68			100.00
2320	BOARD TERM LIFE	75.48	83.64		-8.16	110.81
2320	BOARD TERM LIFE	579.40	387.81	218.96	-27.37	66.93
2320	BOARD TERM LIFE	51.96	24.00	31.96	-4.00	46.19
2320	BOARD TERM LIFE	123.06	81.41	47.60	-5.95	66.15
2320	BOARD TERM LIFE	114.88	60.14	62.56	-7.82	52.35
2320	BOARD TERM LIFE	102.00	50.83	58.48	-7.31	49.83
2320	BOARD TERM LIFE	84.06	42.32	45.73	-3.99	50.34
2320	BOARD TERM LIFE	28.05	12.75	15.30		45.45
2320	BOARD TERM LIFE	120.70	71.91	55.76	-6.97	59.58
2320	BOARD TERM LIFE	141.29	79.41	70.72	-8.84	56.20
2320	BOARD TERM LIFE	139.91	85.17	62.56	-7.82	60.87
2320	BOARD TERM LIFE	12.30	12.30			100.00
2320	BOARD TERM LIFE	200.60	171.12	29.48		85.30
2320	BOARD TERM LIFE	53.55	60.18		-6.63	112.38
2320	BOARD TERM LIFE	167.45	134.81	32.64		80.51
2320	BOARD TERM LIFE	13.26	13.26			100.00
2320	BOARD TERM LIFE	10.75	6.16	4.59		57.30
2320	BOARD TERM LIFE	27.54	18.36	9.18		66.67
2400	WORKERS COMPENS	43.20	43.20			100.00
2400	WORKERS COMPENS	194.91	213.27	2.69	-21.05	109.42
2400	WORKERS COMPENS	24.48	24.48			100.00
2400	WORKERS COMPENS	1,351.64	1,001.40	350.23	0.01	74.09
2400	WORKERS COMPENS	108.95	59.45	49.51	-0.01	54.57
2400	WORKERS COMPENS	280.30	203.98	76.32		72.77
2400	WORKERS COMPENS	257.11	156.88	100.23		61.02
2400	WORKERS COMPENS	224.75	131.75	93.00		58.62
2400	WORKERS COMPENS	177.47	104.60	72.87		58.94

Obj	Obj	2018-19 Revised Budget	2018-19 FY Activity	Encumbered Amount	2018-19 Available Funds	2018-19 FY %
6100	PUPIL PERSONNEL SERVICE					
2400	WORKERS COMPENS	578.54	269.32	309.22		46.55
2400	WORKERS COMPENS	15.07	15.07			100.00
2400	WORKERS COMPENS	271.55	182.96	88.59		67.38
2400	WORKERS COMPENS	308.85	196.73	112.13	-0.01	63.70
2400	WORKERS COMPENS	333.83	233.60	100.23		69.98
2400	WORKERS COMPENS	8.98	8.98			100.00
2400	WORKERS COMPENS	31.53	31.53			100.00
2400	WORKERS COMPENS	556.04	474.71	81.33		85.37
2400	WORKERS COMPENS	152.79	171.04		-18.25	111.94
2400	WORKERS COMPENS	405.73	349.41	56.32		86.12
2400	WORKERS COMPENS	34.54	34.54			100.00
2400	WORKERS COMPENS	22.89	15.10	7.79		65.97
2400	WORKERS COMPENS	12.92	12.92			100.00
2400	WORKERS COMPENS	61.77	46.19	15.58		74.78
3100	PROFESSIONAL AN	125,125.00	75,075.00	50,050.00		60.00
3300	TRAVEL	173.55	173.55			100.00
3300	TRAVEL	678.15	678.15			100.00
3300	TRAVEL	738.74	738.74			100.00
5100	SUPPLIES	90.27	90.27			100.00
5100	SUPPLIES	752.00	752.00			100.00
5100	SUPPLIES	50,000.00	129.25		49,870.75	0.26
----	*PUPIL PERSONNE	1,438,391.11	1,024,662.91	380,853.15	32,875.05	71.24
6200	INSTRUCTIONAL MEDIA SERVICE					
1100	ADMINISTRATION-	73,203.10	48,246.96	24,956.14		65.91
1300	OTHER CERTIFIED	40,425.00	23,581.25	16,843.75		58.33
1300	OTHER CERTIFIED	38,325.00	22,356.25	15,968.75		58.33
1300	OTHER CERTIFIED	34,650.00	20,212.50	14,437.50		58.33
1300	OTHER CERTIFIED	35,175.00	20,518.75	14,656.25		58.33
1300	OTHER CERTIFIED	41,580.67	24,299.42	17,281.25		58.44
1300	OTHER CERTIFIED	30,407.14	16,154.07	14,253.07		53.13
1300	OTHER CERTIFIED	48,700.00	28,408.38	20,291.62		58.33
1300	OTHER CERTIFIED	2,887.50	2,887.50			100.00
1320	OTHER CERTIFIED	4,300.00	4,300.00			100.00
1330	OTHER CERTIFIED	1,268.00	739.69	528.31		58.34
1330	OTHER CERTIFIED	1,162.33	634.02	528.31		54.55
1330	OTHER CERTIFIED	1,268.00	739.69	528.31		58.34
1400	SUBSTITUTES	249.28	249.28			100.00
1400	SUBSTITUTES	62.01	62.01			100.00
1400	SUBSTITUTES	1,706.68	2,202.77		-496.09	129.07
1400	SUBSTITUTES	60.78	215.85		-155.07	355.13
1400	SUBSTITUTES	850.87	850.87			100.00
2100	RETIREMENT	3,339.11	1,947.82	1,391.29		58.33
2100	RETIREMENT	3,186.21	1,867.19	1,319.02		58.60
2100	RETIREMENT	2,862.11	1,669.57	1,192.54		58.33
2100	RETIREMENT	3,010.20	1,755.95	1,254.25		58.33
2100	RETIREMENT	3,530.55	2,059.47	1,471.07	0.01	58.33
2100	RETIREMENT	1,497.94	1,733.41	1,177.30	-1,412.77	115.72
2100	RETIREMENT	4,127.38	2,407.65	1,719.73		58.33
2100	RETIREMENT	238.51	238.51			100.00
2100	RETIREMENT	6,044.79	3,985.20	2,059.59		65.93
2200	SOCIAL SECURITY	2,974.92	1,666.66	1,288.54	19.72	56.02
2200	SOCIAL SECURITY	328.95	328.95			100.00
2200	SOCIAL SECURITY	2,596.57	1,315.48	1,221.61	59.48	50.66

Obj	Obj	2018-19 Revised Budget	2018-19 FY Activity	Encumbered Amount	2018-19 Available Funds	2018-19 FY %
6200	INSTRUCTIONAL MEDIA SERVICE					
2200	SOCIAL SECURITY	2,322.23	1,152.60	1,104.47	65.16	49.63
2200	SOCIAL SECURITY	2,713.76	1,540.66	1,161.63	11.47	56.77
2200	SOCIAL SECURITY	130.56	168.52		-37.96	129.07
2200	SOCIAL SECURITY	3,118.36	1,741.63	1,362.44	14.29	55.85
2200	SOCIAL SECURITY	2,331.56	1,229.26	1,090.36	11.94	52.72
2200	SOCIAL SECURITY	3,702.87	2,088.59	1,592.73	21.55	56.40
2200	SOCIAL SECURITY	220.90	220.90			100.00
2200	SOCIAL SECURITY	5,374.01	3,466.52	1,907.49		64.51
2300	BOARD MEDICAL &	6,779.12	3,376.91	3,888.24	-486.03	49.81
2300	BOARD MEDICAL &	6,779.12	3,376.91	3,888.24	-486.03	49.81
2300	BOARD MEDICAL &	6,335.73	2,933.52	3,888.24	-486.03	46.30
2300	BOARD MEDICAL &	6,779.12	3,376.91	3,888.24	-486.03	49.81
2300	BOARD MEDICAL &	6,779.12	3,376.91	3,888.24	-486.03	49.81
2300	BOARD MEDICAL &	6,318.39	2,916.18	3,888.24	-486.03	46.15
2300	BOARD MEDICAL &	6,779.12	3,376.91	3,888.24	-486.03	49.81
2300	BOARD MEDICAL &	252.22	143.02	109.20		56.70
2320	BOARD TERM LIFE	97.24	48.45	55.76	-6.97	49.83
2320	BOARD TERM LIFE	92.48	46.07	53.04	-6.63	49.82
2320	BOARD TERM LIFE	82.96	41.31	47.60	-5.95	49.80
2320	BOARD TERM LIFE	85.34	42.50	48.96	-6.12	49.80
2320	BOARD TERM LIFE	99.62	49.64	57.12	-7.14	49.83
2320	BOARD TERM LIFE	77.35	35.70	47.60	-5.95	46.15
2320	BOARD TERM LIFE	116.28	57.97	66.64	-8.33	49.85
2320	BOARD TERM LIFE	173.74	99.28	74.46		57.14
2400	WORKERS COMPENS	206.16	120.26	85.90		58.33
2400	WORKERS COMPENS	196.74	115.30	81.44		58.61
2400	WORKERS COMPENS	176.74	103.11	73.63		58.34
2400	WORKERS COMPENS	186.19	108.75	77.44		58.41
2400	WORKERS COMPENS	8.70	11.22		-2.52	128.97
2400	WORKERS COMPENS	218.32	128.29	90.82	-0.79	58.76
2400	WORKERS COMPENS	4.34	18.88	72.69	-87.23	435.02
2400	WORKERS COMPENS	254.85	148.68	106.18	-0.01	58.34
2400	WORKERS COMPENS	14.73	14.73			100.00
2400	WORKERS COMPENS	373.21	246.04	127.17		65.93
3600	RENTALS	17,940.88	17,940.88			100.00
----	*INSTRUCTIONAL	477,140.66	291,498.13	191,080.65	-5,438.12	61.09
6300	INSTRUCTIONAL/CURRICULUM DEV					
1100	ADMINISTRATION-	223,816.48	147,954.62	75,861.86		66.11
1100	ADMINISTRATION-	33,385.26	21,996.58	11,388.68		65.89
1120	ADMINISTRATION-	7,500.00	7,500.00			100.00
1150	ADMINISTRATION-	10,833.99	10,833.99			100.00
1300	OTHER CERTIFIED	62,343.36	33,518.26	28,825.10		53.76
1300	OTHER CERTIFIED	24,150.00	9,056.25	21,921.27	-6,827.52	37.50
1300	OTHER CERTIFIED	6,498.82	4,280.62	2,218.20		65.87
1300	OTHER CERTIFIED	16,246.94	10,701.44	5,545.50		65.87
1300	OTHER CERTIFIED	42,873.21	27,341.96	15,531.25		63.77
1300	OTHER CERTIFIED	83,498.82	33,155.62	50,343.20		39.71
1300	OTHER CERTIFIED	70,422.80	45,875.37	24,547.43		65.14
1300	OTHER CERTIFIED	22,613.05	15,080.17	7,510.93	21.95	66.69
1330	OTHER CERTIFIED	1,268.00	739.69	528.31		58.34
1330	OTHER CERTIFIED	845.32	317.01	528.31		37.50
1330	OTHER CERTIFIED	2,666.72	2,666.72			100.00
1330	OTHER CERTIFIED	-0.97	-1.69		0.72	174.23

Obj	Obj	2018-19 Revised Budget	2018-19 FY Activity	Encumbered Amount	2018-19 Available Funds	2018-19 FY %
6300	INSTRUCTIONAL/CURRICULUM DEV					
1340	OTHER CERT-ANNU	4,936.00	4,936.00			100.00
1350	OTHER CERTIFIED	1,797.03	1,797.03			100.00
1400	SUBSTITUTES	66.33	66.33			100.00
1400	SUBSTITUTES	124.02	124.02			100.00
1600	OTHER SUPPORT P	6,194.12	6,194.12			100.00
1600	OTHER SUPPORT P	14,558.81	14,558.81			100.00
1600	OTHER SUPPORT P	14,656.60	14,656.60			100.00
1600	OTHER SUPPORT P	8,451.04	8,451.04			100.00
1600	OTHER SUPPORT P	6,400.58	4,219.76	2,180.82		65.93
1600	OTHER SUPPORT P	43,212.97	28,489.40	18,950.15	-4,226.58	65.93
1600	OTHER SUPPORT P	4,014.31	2,625.10	1,389.21		65.39
1620	OTHER SUPPORT P	500.00	500.00			100.00
1650	OTHER SUPPORT P	4,954.43	4,954.43			100.00
1680	OTHER SUPPORT P	1,118.13	1,118.13			100.00
2100	RETIREMENT	92.36	92.36			100.00
2100	RETIREMENT	511.63	511.63			100.00
2100	RETIREMENT	8,409.87	5,329.56	3,080.32	-0.01	63.37
2100	RETIREMENT	1,210.65	1,210.65			100.00
2100	RETIREMENT	1,994.79	748.05	1,810.69	-563.95	37.50
2100	RETIREMENT	910.94	600.56	310.38		65.93
2100	RETIREMENT	698.04	698.04			100.00
2100	RETIREMENT	2,277.39	1,501.44	775.95		65.93
2100	RETIREMENT	3,646.04	2,319.51	1,326.52	0.01	63.62
2100	RETIREMENT	7,340.97	3,011.81	4,329.15	0.01	41.03
2100	RETIREMENT	898.01	592.04	305.97		65.93
2100	RETIREMENT	407.71	407.71			100.00
2100	RETIREMENT	22,011.30	11,850.30	10,161.00		53.84
2100	RETIREMENT	7,252.58	4,765.54	2,485.15	1.89	65.71
2200	SOCIAL SECURITY	85.53	85.53			100.00
2200	SOCIAL SECURITY	473.85	473.85			100.00
2200	SOCIAL SECURITY	5,484.99	3,262.02	2,202.62	20.35	59.47
2200	SOCIAL SECURITY	1,650.89	1,650.89			100.00
2200	SOCIAL SECURITY	1,754.85	553.86	1,676.98	-475.99	31.56
2200	SOCIAL SECURITY	453.20	283.96	169.24		62.66
2200	SOCIAL SECURITY	627.71	627.71			100.00
2200	SOCIAL SECURITY	1,132.93	709.84	423.09		62.66
2200	SOCIAL SECURITY	3,246.77	1,997.15	1,228.56	21.06	61.51
2200	SOCIAL SECURITY	6,251.77	2,282.90	3,891.24	77.63	36.52
2200	SOCIAL SECURITY	460.91	294.08	166.83		63.80
2200	SOCIAL SECURITY	369.98	369.98			100.00
2200	SOCIAL SECURITY	1,316.68	1,316.68			100.00
2200	SOCIAL SECURITY	24,446.98	15,660.40	9,109.92	-323.34	64.06
2200	SOCIAL SECURITY	4,381.46	2,819.78	1,550.51	11.17	64.36
2300	BOARD MEDICAL &	52.88	52.88			100.00
2300	BOARD MEDICAL &	11,912.61	6,906.50	5,492.14	-486.03	57.98
2300	BOARD MEDICAL &	2,430.15	2,430.15			100.00
2300	BOARD MEDICAL &	4,860.30	1,458.09	3,888.24	-486.03	30.00
2300	BOARD MEDICAL &	672.83	381.21	291.62		56.66
2300	BOARD MEDICAL &	1,008.46	1,008.46			100.00
2300	BOARD MEDICAL &	1,682.17	953.12	729.05		56.66
2300	BOARD MEDICAL &	7,751.18	3,862.94	4,374.27	-486.03	49.84
2300	BOARD MEDICAL &	15,253.73	4,755.48	11,956.34	-1,458.09	31.18
2300	BOARD MEDICAL &	37.83	21.45	16.38		56.70
2300	BOARD MEDICAL &	31,967.49	18,022.81	13,944.68		56.38
2300	BOARD MEDICAL &	7,999.81	4,500.38	3,718.14	-218.71	56.26

Obj	Obj	2018-19 Revised Budget	2018-19 FY Activity	Encumbered Amount	2018-19 Available Funds	2018-19 FY %
6300	INSTRUCTIONAL/CURRICULUM DEV					
2320	BOARD TERM LIFE	13.26	13.26			100.00
2320	BOARD TERM LIFE	181.49	97.99	90.30	-6.80	53.99
2320	BOARD TERM LIFE	29.07	29.07			100.00
2320	BOARD TERM LIFE	62.90	18.87	50.32	-6.29	30.00
2320	BOARD TERM LIFE	15.25	8.72	6.53		57.18
2320	BOARD TERM LIFE	17.68	17.68			100.00
2320	BOARD TERM LIFE	38.08	21.76	16.32		57.14
2320	BOARD TERM LIFE	102.00	50.83	57.63	-6.46	49.83
2320	BOARD TERM LIFE	214.15	68.39	165.65	-19.89	31.94
2320	BOARD TERM LIFE	15.38	8.80	6.58		57.22
2320	BOARD TERM LIFE	799.18	455.24	343.94		56.96
2320	BOARD TERM LIFE	140.69	80.96	62.76	-3.03	57.54
2400	WORKERS COMPENS	5.70	5.70			100.00
2400	WORKERS COMPENS	31.60	31.60			100.00
2400	WORKERS COMPENS	392.03	245.19	146.84		62.54
2400	WORKERS COMPENS	74.75	74.75			100.00
2400	WORKERS COMPENS	123.17	46.20	111.80	-34.83	37.51
2400	WORKERS COMPENS	33.12	21.84	11.28		65.94
2400	WORKERS COMPENS	43.46	43.46			100.00
2400	WORKERS COMPENS	82.81	54.60	28.21		65.93
2400	WORKERS COMPENS	225.74	143.84	81.90		63.72
2400	WORKERS COMPENS	430.12	170.70	259.41	0.01	39.69
2400	WORKERS COMPENS	32.64	21.52	11.12		65.93
2400	WORKERS COMPENS	1,733.30	1,147.51	585.79		66.20
2400	WORKERS COMPENS	305.97	202.49	103.37	0.11	66.18
3100	PROFESSIONAL AN	18,150.00	13,950.00	3,300.00	900.00	76.86
3300	TRAVEL	2,111.66	2,111.66			100.00
3300	TRAVEL	407.17	407.17			100.00
3300	TRAVEL	197.80	197.80			100.00
3600	RENTALS	10,705.68	6,388.11	4,317.57		59.67
3600	RENTALS	13,182.39	8,595.54	4,586.85		65.20
3900	OTHER PURCHASED	36,000.00	36,000.00			100.00
3900	OTHER PURCHASED	72,000.00	36,000.00	36,000.00		50.00
5100	SUPPLIES	10.60	10.60			100.00
7300	DUES AND FEES	1,188.00	1,188.00			100.00
7300	DUES AND FEES	408.01	408.01			100.00
----	*INSTRUCTIONAL/	1,074,881.24	682,426.54	407,029.37	-14,574.67	63.49
6400	INSTRUCTIONAL STAFF TRAINING					
1220	TEACHER INSERVI	1,000.00	1,000.00			100.00
1300	OTHER CERTIFIED	15,036.38	15,036.38			100.00
1300	OTHER CERTIFIED	11,076.90	2,175.62	8,901.28		19.64
1300	OTHER CERTIFIED	15,036.37	15,036.37			100.00
1300	OTHER CERTIFIED	11,076.89	2,175.61	8,901.28		19.64
1300	OTHER CERTIFIED	3,708.34	3,708.34			100.00
1300	OTHER CERTIFIED	54,367.90	35,840.62	18,527.28		65.92
1320	OTHER CERTIFIED	5,000.00	5,000.00			100.00
1330	OTHER CERTIFIED	105.67	105.67			100.00
1380	OTHER CERTIFIED	950.11	950.11			100.00
2100	RETIREMENT	775.92	775.92			100.00
2100	RETIREMENT	78.48	78.48			100.00
2100	RETIREMENT	571.26	112.26	459.00		19.65
2100	RETIREMENT	775.86	775.86			100.00
2100	RETIREMENT	571.26	112.26	459.00		19.65

Obj	Obj	2018-19 Revised Budget	2018-19 FY Activity	Encumbered Amount	2018-19 Available Funds	2018-19 FY %
6400	INSTRUCTIONAL STAFF TRAINING					
2100	RETIREMENT	315.04	315.04			100.00
2100	RETIREMENT	4,490.40	2,960.42	1,529.98		65.93
2200	SOCIAL SECURITY	1,095.05	1,095.05			100.00
2200	SOCIAL SECURITY	459.00	459.00			100.00
2200	SOCIAL SECURITY	72.69	72.69			100.00
2200	SOCIAL SECURITY	838.90	158.41	680.49		18.88
2200	SOCIAL SECURITY	1,094.94	1,094.94			100.00
2200	SOCIAL SECURITY	838.89	158.40	680.49		18.88
2200	SOCIAL SECURITY	267.73	267.73			100.00
2200	SOCIAL SECURITY	3,787.54	2,370.55	1,416.99		62.59
2300	BOARD MEDICAL &	1,663.19	1,663.19			100.00
2300	BOARD MEDICAL &	1,701.11	243.02	1,458.09		14.29
2300	BOARD MEDICAL &	1,663.12	1,663.12			100.00
2300	BOARD MEDICAL &	1,701.10	243.01	1,458.09		14.29
2300	BOARD MEDICAL &	460.73	460.73			100.00
2300	BOARD MEDICAL &	6,728.52	3,812.34	2,916.18		56.66
2320	BOARD TERM LIFE	30.94	30.94			100.00
2320	BOARD TERM LIFE	30.94	4.42	26.52		14.29
2320	BOARD TERM LIFE	30.94	30.94			100.00
2320	BOARD TERM LIFE	30.94	4.42	26.52		14.29
2320	BOARD TERM LIFE	7.31	7.31			100.00
2320	BOARD TERM LIFE	128.52	73.44	55.08		57.14
2400	WORKERS COMPENS	76.68	76.68			100.00
2400	WORKERS COMPENS	5.10	5.10			100.00
2400	WORKERS COMPENS	4.85	4.85			100.00
2400	WORKERS COMPENS	56.47	11.10	45.37		19.66
2400	WORKERS COMPENS	76.67	76.67			100.00
2400	WORKERS COMPENS	56.46	11.09	45.37		19.64
2400	WORKERS COMPENS	19.45	19.45			100.00
2400	WORKERS COMPENS	277.23	182.76	94.47		65.92
3100	PROFESSIONAL AN	500.00	500.00			100.00
3300	TRAVEL	739.93	739.93			100.00
3300	TRAVEL	121.00	121.00			100.00
3300	TRAVEL	3,354.61	3,132.68		221.93	93.38
3300	TRAVEL	221.93	221.93			100.00
3300	TRAVEL	829.50	829.50			100.00
3300	TRAVEL	75,556.80	408.69		75,148.11	0.54
3300	TRAVEL	55.00	55.00			100.00
3300	TRAVEL	3,000.00	2,154.25		649.50	71.81
3600	RENTALS	12,183.74	1,911.14	10,272.60		15.69
3900	OTHER PURCHASED	50.00	50.00			100.00
5100	SUPPLIES	557.75	557.75			100.00
5100	SUPPLIES	199,894.44	570.00		199,324.44	0.29
----	*INSTRUCTIONAL	445,206.49	111,712.18	57,954.08	275,343.98	25.09
6500	INSTRUCTION RELATED TECHNOLOGY					
1600	OTHER SUPPORT P	34,455.72	22,970.48	11,485.24		66.67
2100	RETIREMENT	2,846.04	1,897.36	948.68		66.67
2200	SOCIAL SECURITY	2,520.63	1,642.01	878.62		65.14
2300	BOARD MEDICAL &	6,728.52	3,812.34	2,916.18		56.66
2320	BOARD TERM LIFE	82.28	46.58	35.70		56.61
2400	WORKERS COMPENS	175.70	117.13	58.57		66.66
3690	TECHNOLOGY RELA	121.24	121.24			100.00
3690	TECHNOLOGY RELA	158.95	158.95			100.00

Obj	Obj	2018-19 Revised Budget	2018-19 FY Activity	Encumbered Amount	2018-19 Available Funds	2018-19 FY %
6500	INSTRUCTION RELATED TECHNOLOGY					
5100	SUPPLIES	2,344.55	2,344.55			100.00
----	*INSTRUCTION RE	49,433.63	33,110.64	16,322.99		66.98
7100	BOARD OF EDUCATION					
1100	ADMINISTRATION-	151.70	151.70			100.00
1700	BOARD MEMBERS-R	148,193.30	97,925.48	50,267.82		66.08
2100	RETIREMENT	63,162.94	41,181.86	22,787.32	-806.24	65.20
2200	SOCIAL SECURITY	11,446.27	7,600.77	3,845.50		66.40
2300	BOARD MEDICAL &	19,271.41	10,304.47	8,966.94		53.47
2320	BOARD TERM LIFE	334.39	192.61	141.78		57.60
2400	WORKERS COMPENS	786.85	530.47	256.38		67.42
2500	UNEMPLOYMENT CO	18,888.64	18,888.64			100.00
3100	PROFESSIONAL AN	16,043.93	16,043.93			100.00
3100	PROFESSIONAL AN	39,478.15	39,066.90	1,630.00	-1,218.75	98.96
3300	TRAVEL	10,488.91	10,488.91			100.00
3600	RENTALS	530.00	530.00			100.00
3700	COMMUNICATIONS	3,885.05	3,885.05			100.00
3700	COMMUNICATIONS	9,872.60	5,515.10	4,357.50		55.86
3790	TELEPHONE AND O	0.99	0.99			100.00
3900	OTHER PURCHASED	277.78	277.78			100.00
5100	SUPPLIES	2,297.96	1,308.58	989.38		56.95
6480	TECHNOLOGY RELA	1,149.00		1,149.00		
7300	DUES AND FEES	23,375.38	23,375.38			100.00
----	*BOARD OF EDUCA	369,635.25	277,268.62	94,391.62	-2,024.99	75.01
7200	GENERAL ADMINISTRATION					
1100	ADMINISTRATION-	112,368.28	74,732.72	37,635.56		66.51
1110	ADMINISTRATION-	18,329.08	3,432.52	14,896.56		18.73
1130	ADMINISTRATION-	1,333.36	1,333.36			100.00
1600	OTHER SUPPORT P	73,738.70	48,834.65	24,904.05		66.23
1600	OTHER SUPPORT P	5,642.22	3,719.80	1,922.42		65.93
1610	OTHER SUPPORT-M	659.30	659.30			100.00
1640	OTHER SUPPORT P	7,451.81	7,451.81			100.00
1650	OTHER SUPPORT P	2,514.48	2,514.48			100.00
2100	RETIREMENT	34.02	34.02			100.00
2100	RETIREMENT	619.57	619.57			100.00
2100	RETIREMENT	60,238.89	40,500.48	19,738.41		67.23
2100	RETIREMENT	466.03	307.24	158.79		65.93
2200	SOCIAL SECURITY	47.86	47.86			100.00
2200	SOCIAL SECURITY	541.71	541.71			100.00
2200	SOCIAL SECURITY	182.79	182.79			100.00
2200	SOCIAL SECURITY	15,373.42	9,470.15	5,903.27		61.60
2200	SOCIAL SECURITY	362.66	215.59	147.07		59.45
2300	BOARD MEDICAL &	14,195.29	8,253.73	5,941.56		58.14
2300	BOARD MEDICAL &	1,009.29	571.86	437.43		56.66
2320	BOARD TERM LIFE	445.74	256.02	189.72		57.44
2320	BOARD TERM LIFE	13.57	7.76	5.81		57.18
2400	WORKERS COMPENS	3.36	3.36			100.00
2400	WORKERS COMPENS	1,058.29	664.74	393.55		62.81
2400	WORKERS COMPENS	28.76	18.96	9.80		65.92
2900	OTHER EMPLOYEE	35,990.00	24,260.00	11,700.00	30.00	67.41
3100	PROFESSIONAL AN	26,000.00	26,000.00			100.00
3100	PROFESSIONAL AN	16,043.93	16,043.93			100.00

Obj	Obj	2018-19 Revised Budget	2018-19 FY Activity	Encumbered Amount	2018-19 Available Funds	2018-19 FY %
7200	GENERAL ADMINISTRATION					
3300	TRAVEL	250.00	250.00			100.00
3300	TRAVEL	3,060.57	2,970.57		90.00	97.06
3300	TRAVEL	1,119.25	1,119.25			100.00
3600	RENTALS	11,552.00	7,600.86	3,951.14		65.80
3600	RENTALS	269.32	269.32			100.00
3700	COMMUNICATIONS	11,357.92	4,156.04	7,201.88		36.59
3700	COMMUNICATIONS	2,816.32	2,816.32			100.00
3900	OTHER PURCHASED	6,500.00	6,500.00			100.00
3900	OTHER PURCHASED	11,881.81	9,631.81			81.06
3900	OTHER PURCHASED	15,231.46	15,231.46			100.00
5100	SUPPLIES	142.00	142.00			100.00
5100	SUPPLIES	5,030.45	3,619.52	1,410.93		71.95
5100	SUPPLIES	3,623.16	1,897.07	1,726.09		52.36
7300	DUES AND FEES	11,961.00	11,961.00			100.00
----	*GENERAL ADMINI	479,487.67	338,843.63	138,274.04	120.00	70.67
7300	SCHOOL ADMINISTRATION					
1100	ADMINISTRATION-	125,052.60	77,626.69	47,425.91		62.08
1100	ADMINISTRATION-	246,539.40	150,781.63	95,757.77		61.16
1100	ADMINISTRATION-	193,199.18	117,905.49	75,293.69		61.03
1100	ADMINISTRATION-	194,345.23	115,038.83	79,306.40		59.19
1100	ADMINISTRATION-	67,970.45	44,800.74	23,169.71		65.91
1100	ADMINISTRATION-	124,520.20	77,608.72	46,911.48		62.33
1100	ADMINISTRATION-	70,580.48	46,523.82	24,056.66		65.92
1100	ADMINISTRATION-	176,752.79	108,225.95	68,526.84		61.23
1100	ADMINISTRATION-	187,445.89	111,295.04	76,150.85		59.37
1100	ADMINISTRATION-	54,378.45	31,377.28	23,001.17		57.70
1100	ADMINISTRATION-	120,158.29	75,454.88	44,703.41		62.80
1100	ADMINISTRATION-	60,130.76	37,129.59	23,001.17		61.75
1120	ADMINISTRATION-	18,500.00	18,500.00			100.00
1140	ADM-ANNUAL LEAV	5,278.80	5,278.80			100.00
1150	ADMINISTRATION-	9,876.58	9,876.58			100.00
1180	ADMINISTRATION-	6,160.00	6,160.00			100.00
1600	OTHER SUPPORT P	18,550.95	18,550.95			100.00
1600	OTHER SUPPORT P	140,459.82	103,357.43	37,102.39		73.59
1600	OTHER SUPPORT P	71,231.40	52,264.64	18,966.76		73.37
1600	OTHER SUPPORT P	53,577.36	43,925.46	9,651.90		81.99
1600	OTHER SUPPORT P	52,809.80	35,008.27	17,801.53		66.29
1600	OTHER SUPPORT P	41,699.79	31,077.53	10,622.26		74.53
1600	OTHER SUPPORT P	43,371.86	32,961.90	10,409.96		76.00
1600	OTHER SUPPORT P	40,602.88	30,178.55	10,424.33		74.33
1600	OTHER SUPPORT P	67,749.23	49,733.98	18,015.25		73.41
1600	OTHER SUPPORT P	61,315.84	43,050.04	18,265.80		70.21
1600	OTHER SUPPORT P	51,912.99	34,083.47	17,829.52		65.65
1600	OTHER SUPPORT P	13,474.23	13,474.23			100.00
1620	OTHER SUPPORT P	1,000.00	1,000.00			100.00
1640	OTHER SUPPORT P	19,611.65	19,611.65			100.00
1650	OTHER SUPPORT P	6,861.80	6,861.80			100.00
1660	OTHER SUPPORT-H	5,577.92	5,577.92			100.00
1680	OTHER SUPPORT P	1,707.49	1,707.49			100.00
2100	RETIREMENT	11,693.14	7,778.25	3,914.89		66.52
2100	RETIREMENT	31,007.18	20,651.36	10,355.82		66.60
2100	RETIREMENT	22,660.46	14,883.01	7,777.45		65.68
2100	RETIREMENT	20,402.55	13,056.42	7,346.13		63.99

Obj	Obj	2018-19 Revised Budget	2018-19 FY Activity	Encumbered Amount	2018-19 Available Funds	2018-19 FY %
7300	SCHOOL ADMINISTRATION					
2100	RETIREMENT	10,262.88	6,879.99	3,382.89		67.04
2100	RETIREMENT	13,901.63	9,152.03	4,749.60		65.83
2100	RETIREMENT	9,411.40	6,565.50	2,845.90		69.76
2100	RETIREMENT	21,146.45	13,277.51	7,868.94		62.79
2100	RETIREMENT	508.82	508.82			100.00
2100	RETIREMENT	21,902.86	14,127.89	7,774.97		64.50
2100	RETIREMENT	7,627.20	4,402.25	3,224.95		57.72
2100	RETIREMENT	13,579.70	8,977.72	4,601.98		66.11
2100	RETIREMENT	141.04	141.04			100.00
2100	RETIREMENT	3,432.97	2,251.59	1,181.38		65.59
2100	RETIREMENT	2,206.33	2,206.33			100.00
2100	RETIREMENT	695.26	695.26			100.00
2100	RETIREMENT	8,101.74	4,876.79	3,224.95		60.19
2200	SOCIAL SECURITY	10,374.86	6,749.08	3,625.78		65.05
2200	SOCIAL SECURITY	1,491.75	1,491.75			100.00
2200	SOCIAL SECURITY	28,423.71	18,268.50	10,155.21		64.27
2200	SOCIAL SECURITY	19,615.63	12,412.55	7,203.08		63.28
2200	SOCIAL SECURITY	17,932.72	11,129.11	6,803.61		62.06
2200	SOCIAL SECURITY	9,093.81	5,960.74	3,133.07		65.55
2200	SOCIAL SECURITY	12,178.79	7,779.94	4,398.85		63.88
2200	SOCIAL SECURITY	7,897.88	5,262.15	2,635.73		66.63
2200	SOCIAL SECURITY	15,992.73	9,956.87	6,035.86		62.26
2200	SOCIAL SECURITY	471.24	471.24			100.00
2200	SOCIAL SECURITY	18,715.48	11,514.69	7,200.79		61.52
2200	SOCIAL SECURITY	4,017.57	2,259.13	1,758.44		56.23
2200	SOCIAL SECURITY	13,521.09	8,708.88	4,812.21		64.41
2200	SOCIAL SECURITY	108.41	108.41			100.00
2200	SOCIAL SECURITY	3,697.85	2,333.89	1,363.96		63.11
2200	SOCIAL SECURITY	1,826.38	1,826.38			100.00
2200	SOCIAL SECURITY	1,264.01	1,264.01			100.00
2200	SOCIAL SECURITY	1,018.69	1,018.69			100.00
2200	SOCIAL SECURITY	4,371.32	2,612.88	1,758.44		59.77
2300	BOARD MEDICAL &	16,357.30	10,038.91	6,318.39		61.37
2300	BOARD MEDICAL &	57,964.50	33,176.97	24,787.53		57.24
2300	BOARD MEDICAL &	30,533.83	17,787.85	12,745.98		58.26
2300	BOARD MEDICAL &	28,548.45	15,911.67	12,636.78		55.74
2300	BOARD MEDICAL &	18,855.39	10,106.85	8,748.54		53.60
2300	BOARD MEDICAL &	23,562.47	14,327.90	9,234.57		60.81
2300	BOARD MEDICAL &	16,808.65	10,976.29	5,832.36		65.30
2300	BOARD MEDICAL &	30,316.29	17,679.51	12,636.78		58.32
2300	BOARD MEDICAL &	23,276.54	13,805.37	9,471.17		59.31
2300	BOARD MEDICAL &	6,753.82	3,351.61	3,402.21		49.63
2300	BOARD MEDICAL &	23,327.10	13,497.30	9,829.80		57.86
2300	BOARD MEDICAL &	460.73	460.73			100.00
2300	BOARD MEDICAL &	13,457.04	7,624.68	5,832.36		56.66
2300	BOARD MEDICAL &	106.62	106.62			100.00
2300	BOARD MEDICAL &	7,214.55	3,812.34	3,402.21		52.84
2320	BOARD TERM LIFE	345.61	201.96	143.65		58.44
2320	BOARD TERM LIFE	903.67	514.20	389.47		56.90
2320	BOARD TERM LIFE	632.57	353.43	279.14		55.87
2320	BOARD TERM LIFE	571.37	313.31	258.06		54.83
2320	BOARD TERM LIFE	285.09	162.69	122.40		57.07
2320	BOARD TERM LIFE	382.84	221.68	161.16		57.90
2320	BOARD TERM LIFE	267.41	164.39	103.02		61.47
2320	BOARD TERM LIFE	510.51	286.45	224.06		56.11

Obj	Obj	2018-19 Revised Budget	2018-19 FY Activity	Encumbered Amount	2018-19 Available Funds	2018-19 FY %
7300	SCHOOL ADMINISTRATION					
2320	BOARD TERM LIFE	646.56	353.82	292.74		54.72
2320	BOARD TERM LIFE	128.52	64.26	64.26		50.00
2320	BOARD TERM LIFE	432.65	244.12	188.53		56.42
2320	BOARD TERM LIFE	4.59	4.59			100.00
2320	BOARD TERM LIFE	127.33	72.25	55.08		56.74
2320	BOARD TERM LIFE	28.56	28.56			100.00
2320	BOARD TERM LIFE	138.72	74.46	64.26		53.68
2400	WORKERS COMPENS	732.17	490.45	241.72		66.99
2400	WORKERS COMPENS	1,973.09	1,296.08	677.01		65.69
2400	WORKERS COMPENS	1,348.07	867.87	480.20		64.38
2400	WORKERS COMPENS	1,264.32	810.75	453.57		64.13
2400	WORKERS COMPENS	644.34	435.47	208.87		67.58
2400	WORKERS COMPENS	847.52	554.27	293.25		65.40
2400	WORKERS COMPENS	581.09	405.38	175.71		69.76
2400	WORKERS COMPENS	1,108.20	705.81	402.39		63.69
2400	WORKERS COMPENS	31.42	31.42			100.00
2400	WORKERS COMPENS	1,301.24	821.20	480.04		63.11
2400	WORKERS COMPENS	277.23	160.00	117.23		57.71
2400	WORKERS COMPENS	925.10	604.30	320.80		65.32
2400	WORKERS COMPENS	8.71	8.71			100.00
2400	WORKERS COMPENS	264.76	173.83	90.93		65.66
2400	WORKERS COMPENS	11.10	11.10			100.00
2400	WORKERS COMPENS	13.04	13.04			100.00
2400	WORKERS COMPENS	68.72	68.72			100.00
2400	WORKERS COMPENS	306.57	189.34	117.23		61.76
3700	COMMUNICATIONS	1,345.76	1,345.76			100.00
----	*SCHOOL ADMINIS	3,039,101.37	1,982,288.27	1,056,813.10		65.23
7400	FACILITIES ACQ & CONSTRUCTION					
1100	ADMINISTRATION-	71,696.49	47,213.10	24,483.39		65.85
2100	RETIREMENT	5,915.23	3,899.77	2,015.46		65.93
2200	SOCIAL SECURITY	5,483.61	3,617.00	1,866.61		65.96
2300	BOARD MEDICAL &	252.22	143.02	109.20		56.70
2320	BOARD TERM LIFE	168.98	96.56	72.42		57.14
2400	WORKERS COMPENS	365.26	240.82	124.44		65.93
3500	REPAIRS AND MAI	505.00		505.00		
----	*FACILITIES ACQ	84,386.79	55,210.27	29,176.52		65.43
7500	FISCAL SERVICES					
1100	ADMINISTRATION-	172,112.86	113,370.34	58,742.52		65.87
1600	OTHER SUPPORT P	165,132.55	116,951.04	53,410.69	-5,229.18	70.82
1610	OTHER SUPPORT-M	5,614.36	7,884.26		-2,269.90	140.43
1610	OTHER SUPPORT-M	2,579.35	3,748.52		-1,169.17	145.33
1650	OTHER SUPPORT P	10,999.07	10,999.07			100.00
2100	RETIREMENT	660.54	915.64		-255.10	138.62
2100	RETIREMENT	325.29	421.86		-96.57	129.69
2100	RETIREMENT	33,995.47	23,089.45	11,337.95	-431.93	67.92
2200	SOCIAL SECURITY	412.27	577.37		-165.10	140.05
2200	SOCIAL SECURITY	288.47	372.29		-83.82	129.06
2200	SOCIAL SECURITY	841.43	841.43			100.00
2200	SOCIAL SECURITY	24,789.85	16,621.77	8,568.11	-400.03	67.05
2300	BOARD MEDICAL &	35,678.09	22,045.26	13,632.83		61.79
2320	BOARD TERM LIFE	786.88	468.23	318.65		59.50

Obj	Obj	2018-19 Revised Budget	2018-19 FY Activity	Encumbered Amount	2018-19 Available Funds	2018-19 FY %
7500	FISCAL SERVICES					
2400	WORKERS COMPENS	28.63	40.21		-11.58	140.45
2400	WORKERS COMPENS	20.09	26.05		-5.96	129.67
2400	WORKERS COMPENS	1,719.16	1,174.62	571.21	-26.67	68.33
3100	PROFESSIONAL AN	40,309.00	29,012.24	11,296.76		71.97
3300	TRAVEL	3,270.68	3,444.06		-173.38	105.30
3600	RENTALS	59,602.37	59,602.37			100.00
3600	RENTALS	5,601.84	4,292.38	1,309.46		76.62
3600	RENTALS	6,507.64	6,389.03	350.61	-232.00	98.18
3700	COMMUNICATIONS	1,708.07	1,708.07			100.00
3700	COMMUNICATIONS	5,000.00	1,655.62	3,344.38		33.11
3900	OTHER PURCHASED	15,737.00	5,464.60	10,272.40		34.72
5100	SUPPLIES	7,792.95	5,758.68	2,034.27		73.90
6420	FURN, FIXT, EQUIP	35,000.00		3,220.60	31,779.40	
7300	DUES AND FEES	478.00	478.00			100.00
----	*FISCAL SERVICE	636,991.91	437,352.46	178,410.44	21,229.01	68.66
7600	FOOD SERVICE					
1140	ADM-ANNUAL LEAV	11,304.00	11,304.00			100.00
1150	ADMINISTRATION-	511.13	511.13			100.00
1620	OTHER SUPPORT P	2,000.00	2,000.00			100.00
1630	OTHER SUPPORT P		4,500.00		-4,500.00	
1650	OTHER SUPPORT P	4,584.73	4,584.73			100.00
2100	RETIREMENT	933.71	933.71			100.00
2200	SOCIAL SECURITY	153.03	153.03			100.00
2200	SOCIAL SECURITY		344.30		-344.30	
2200	SOCIAL SECURITY	840.54	840.54			100.00
2200	SOCIAL SECURITY	366.12	366.12			100.00
2400	WORKERS COMPENS	73.51	73.51			100.00
----	*FOOD SERVICE	20,766.77	25,611.07		-4,844.30	123.33
7700	CENTRAL SERVICES					
1100	ADMINISTRATION-	31,466.50	31,466.50			100.00
1140	ADM-ANNUAL LEAV	7,866.56	7,866.56			100.00
1150	ADMINISTRATION-	10,728.46	10,728.46			100.00
1600	OTHER SUPPORT P	129,857.03	86,018.18	43,838.85		66.24
1610	OTHER SUPPORT-M	1,552.19	1,552.19			100.00
1650	OTHER SUPPORT P	3,480.21	3,480.21			100.00
2100	RETIREMENT	204.39	204.39			100.00
2100	RETIREMENT	1,103.68	1,103.68			100.00
2100	RETIREMENT	20,997.37	15,408.71	5,588.66		73.38
2200	SOCIAL SECURITY	111.95	111.95			100.00
2200	SOCIAL SECURITY	1,382.87	1,382.87			100.00
2200	SOCIAL SECURITY	256.52	256.52			100.00
2200	SOCIAL SECURITY	11,322.88	7,972.85	3,350.03		70.41
2300	BOARD MEDICAL &	22,539.81	13,791.27	8,748.54		61.19
2320	BOARD TERM LIFE	371.45	238.85	132.60		64.30
2400	WORKERS COMPENS	7.91	7.91			100.00
2400	WORKERS COMPENS	17.75	17.75			100.00
2400	WORKERS COMPENS	822.50	599.17	223.33		72.85
3100	PROFESSIONAL AN	3,280.32	1,913.52	1,366.80		58.33
3300	TRAVEL	1,781.62	1,909.87		-128.25	107.20
3300	TRAVEL	241.95	241.95			100.00
3600	RENTALS	14.95	14.95			100.00

Obj	Obj	2018-19 Revised Budget	2018-19 FY Activity	Encumbered Amount	2018-19 Available Funds	2018-19 FY %
7700	CENTRAL SERVICES					
3600	RENTALS	5,439.24	2,089.92	3,349.32		38.42
3600	RENTALS	9,690.28	9,690.28			100.00
3700	COMMUNICATIONS	630.00	630.00			100.00
3700	COMMUNICATIONS	50.00	50.00			100.00
3700	COMMUNICATIONS	422.88	422.88			100.00
3900	OTHER PURCHASED	4,950.00	2,260.00	2,690.00		45.66
3900	OTHER PURCHASED	3,489.31	112.56	3,388.72	-11.97	3.23
3900	OTHER PURCHASED	5,127.75	5,127.75		-451.50	100.00
3900	OTHER PURCHASED	9,504.00	9,618.00		-114.00	101.20
3900	OTHER PURCHASED	21,961.62	21,961.62			100.00
3900	OTHER PURCHASED	21.52	21.52			100.00
3900	OTHER PURCHASED	450.00	450.00			100.00
5100	SUPPLIES	224.61	194.61		30.00	86.64
5100	SUPPLIES	901.44	901.44			100.00
5100	SUPPLIES	4,122.55	2,867.61	1,254.94		69.56
5100	SUPPLIES	3,716.17	3,668.06	48.11		98.71
7300	DUES AND FEES	810.00	810.00			100.00
7300	DUES AND FEES	770.00	770.00			100.00
----	*CENTRAL SERVIC	321,690.24	247,934.56	73,979.90	-675.72	77.07
7800	PUPIL TRANSPORATION SERVICES					
1100	ADMINISTRATION-	75,554.36	49,654.58	25,899.78		65.72
1400	SUBSTITUTES	385.56	1,478.93		-1,093.37	383.58
1400	SUBSTITUTES	31.26	184.71		-153.45	590.88
1400	SUBSTITUTES	40.50	261.00		-220.50	644.44
1400	SUBSTITUTES	45,905.77	45,976.15		-70.38	100.15
1400	SUBSTITUTES	965.25	965.25			100.00
1600	OTHER SUPPORT P	1,079,253.52	661,932.10	417,321.42		61.33
1600	OTHER SUPPORT P	27,207.46	7,955.80	19,251.66		29.24
1610	OTHER SUPPORT-M	165.00	165.00			100.00
1610	OTHER SUPPORT-M	391.42	3,256.15		-2,864.73	831.88
1610	OTHER SUPPORT-M	1,211.35	1,281.10		-69.75	105.76
1610	OTHER SUPPORT-M	173.43	631.65		-458.22	364.21
1610	OTHER SUPPORT-M	147.53	463.27		-315.74	314.02
1610	OTHER SUPPORT-M	575.28	641.22		-65.94	111.46
1610	OTHER SUPPORT-M	74.20	411.28		-337.08	554.29
1610	OTHER SUPPORT-M	407.37	407.37			100.00
1610	OTHER SUPPORT-M	1,089.25	1,419.96		-330.71	130.36
1610	OTHER SUPPORT-M	10,143.35	10,143.35			100.00
1610	OTHER SUPPORT-M	303,614.44	303,614.44			100.00
1610	OTHER SUPPORT-M	588.95	588.95			100.00
1620	OTHER SUPPORT P	7,219.57	7,219.57			100.00
1640	OTHER SUPPORT P	11,161.17	11,161.17			100.00
1650	OTHER SUPPORT P	14,962.45	14,962.45			100.00
1650	OTHER SUPPORT P	9,389.57	9,389.57			100.00
1660	OTHER SUPPORT-H	7,772.00	7,772.00			100.00
1680	OTHER SUPPORT P	33,041.08	33,041.08			100.00
1680	OTHER SUPPORT P	3,899.58	3,899.58			100.00
2100	RETIREMENT	13.63	13.63			100.00
2100	RETIREMENT	60.46	415.04		-354.58	686.47
2100	RETIREMENT	100.05	105.82		-5.77	105.77
2100	RETIREMENT	24.33	68.18		-43.85	280.23
2100	RETIREMENT	14.76	53.52		-38.76	362.60
2100	RETIREMENT	47.52	52.97		-5.45	111.47

Obj	Obj	2018-19 Revised Budget	2018-19 FY Activity	Encumbered Amount	2018-19 Available Funds	2018-19 FY %
7800	PUPIL TRANSPORTATION SERVICES					
2100	RETIREMENT	9.48	37.32		-27.84	393.67
2100	RETIREMENT	44.62	44.62			100.00
2100	RETIREMENT	89.98	117.29		-27.31	130.35
2100	RETIREMENT	921.92	921.92			100.00
2100	RETIREMENT	3,807.43	3,807.43			100.00
2100	RETIREMENT	128,075.16	89,692.81	38,382.35		70.03
2100	RETIREMENT	259.62	259.62			100.00
2100	RETIREMENT	1,983.55	657.15	1,326.40		33.13
2100	RETIREMENT	48.64	48.64			100.00
2200	SOCIAL SECURITY	10.44	10.44			100.00
2200	SOCIAL SECURITY	51.36	319.72		-268.36	622.51
2200	SOCIAL SECURITY	87.00	92.00		-5.00	105.75
2200	SOCIAL SECURITY	12.62	48.59		-35.97	385.02
2200	SOCIAL SECURITY	11.77	42.06		-30.29	357.35
2200	SOCIAL SECURITY	38.70	43.20		-4.50	111.63
2200	SOCIAL SECURITY	8.35	47.23		-38.88	565.63
2200	SOCIAL SECURITY	29.09	29.09			100.00
2200	SOCIAL SECURITY	80.09	104.53		-24.44	130.52
2200	SOCIAL SECURITY	1,986.32	1,986.32			100.00
2200	SOCIAL SECURITY	3,240.09	3,240.09			100.00
2200	SOCIAL SECURITY	694.94	694.94			100.00
2200	SOCIAL SECURITY	108,510.59	74,727.02	33,783.57		68.87
2200	SOCIAL SECURITY	298.31	298.31			100.00
2200	SOCIAL SECURITY	1,922.29	567.24	1,355.05		29.51
2200	SOCIAL SECURITY	115.03	115.03			100.00
2300	BOARD MEDICAL &	406,514.73	208,733.64	197,781.09		51.35
2300	BOARD MEDICAL &	7,776.48	1,458.09	6,318.39		18.75
2320	BOARD TERM LIFE	2,797.91	1,460.86	1,337.05		52.21
2320	BOARD TERM LIFE	67.32	11.73	55.59		17.42
2400	WORKERS COMPENS	7.56	7.56			100.00
2400	WORKERS COMPENS	35.58	216.88		-181.30	609.56
2400	WORKERS COMPENS	55.49	58.69		-3.20	105.77
2400	WORKERS COMPENS	7.94	31.59		-23.65	397.86
2400	WORKERS COMPENS	8.19	29.68		-21.49	362.39
2400	WORKERS COMPENS	26.34	29.36		-3.02	111.47
2400	WORKERS COMPENS	5.25	30.79		-25.54	586.48
2400	WORKERS COMPENS	18.66	18.66			100.00
2400	WORKERS COMPENS	43.24	54.88		-11.64	126.92
2400	WORKERS COMPENS	1,977.85	1,977.85			100.00
2400	WORKERS COMPENS	26.82	26.82			100.00
2400	WORKERS COMPENS	62,864.65	44,769.01	18,095.64		71.21
2400	WORKERS COMPENS	178.60	178.60			100.00
2400	WORKERS COMPENS	1,280.62	364.37	916.25		28.45
2400	WORKERS COMPENS	71.15	71.15			100.00
3100	PROFESSIONAL AN	9,175.00	5,818.48	3,356.52		63.42
3200	INSURANCE AND B	2,500.00	2,500.00			100.00
3200	INSURANCE AND B	129,418.92	44,838.92	84,580.00		34.65
3500	REPAIRS AND MAI	1,737.00	1,737.00			100.00
3500	REPAIRS AND MAI	64,336.62	47,366.40	16,970.22		73.62
3600	RENTALS	4,908.88	2,949.46	1,959.42		60.08
3600	RENTALS	5,882.41	5,882.41			100.00
4500	GASOLINE	13.14	13.14			100.00
4500	GASOLINE	378.72	378.72		293.47	100.00
4500	GASOLINE	820.29	820.29			100.00
4500	GASOLINE	15,665.12	8,569.67	7,095.45		54.71

Obj	Obj	2018-19 Revised Budget	2018-19 FY Activity	Encumbered Amount	2018-19 Available Funds	2018-19 FY %
7800	PUPIL TRANSPORTATION SERVICES					
4500	GASOLINE	109.30	109.30			100.00
4500	GASOLINE	291.29	291.29			100.00
4500	GASOLINE	1,861.97	1,861.97			100.00
4500	GASOLINE	26.90	26.90			100.00
4600	DIESEL FUEL	324,030.36	277,025.69	47,004.67		85.49
5100	SUPPLIES	49.55	49.55			100.00
5100	SUPPLIES	6,757.86	2,595.89	4,161.97		38.41
5400	OIL AND GREASE	19,667.87	13,911.83	5,756.04		70.73
5500	REPAIR PARTS	1,500.00	342.49	1,157.51		22.83
5500	REPAIR PARTS	3,068.98	3,068.98			100.00
5500	REPAIR PARTS	94,500.00	66,067.93	28,119.65	312.42	69.91
5600	TIRES AND TUBES	42,956.10	30,234.86	12,721.24		70.39
6410	FURN, FIXT, EQUIP	37,118.98	37,118.98			100.00
6420	FURN, FIXT, EQUIP	1,468.54	1,468.54			100.00
6420	FURN, FIXT, EQUIP	190.00	190.00			100.00
6511	BUS ENGINE	123,721.18	72,598.77	51,122.41		58.68
----	*PUPIL TRANSPOR	3,263,888.17	2,244,907.12	1,025,829.34	-6,554.82	68.78
7900	OPERATION OF PLANT					
1400	SUBSTITUTES	3,346.24	3,346.24			100.00
1400	SUBSTITUTES	2,071.12	2,071.12			100.00
1400	SUBSTITUTES	4,830.99	4,830.99			100.00
1400	SUBSTITUTES	3,095.75	3,095.75			100.00
1400	SUBSTITUTES	437.22	437.22			100.00
1400	SUBSTITUTES	870.51	870.51			100.00
1400	SUBSTITUTES	62.19	62.19			100.00
1400	SUBSTITUTES	1,939.80	1,939.80			100.00
1400	SUBSTITUTES	713.07	713.07			100.00
1400	SUBSTITUTES	1,885.68	1,885.68			100.00
1400	SUBSTITUTES	62.19	62.19			100.00
1600	OTHER SUPPORT P	90,904.81	58,297.09	32,607.72		64.13
1600	OTHER SUPPORT P	206,195.82	123,954.39	82,241.43		60.11
1600	OTHER SUPPORT P	106,194.37	67,827.47	38,366.90		63.87
1600	OTHER SUPPORT P	113,538.08	74,311.97	39,226.11		65.45
1600	OTHER SUPPORT P	22,812.01	22,812.01			100.00
1600	OTHER SUPPORT P	81,218.15	49,540.16	31,677.99		61.00
1600	OTHER SUPPORT P	63,622.65	39,055.37	24,567.28		61.39
1600	OTHER SUPPORT P	93,412.64	60,334.16	33,078.48		64.59
1600	OTHER SUPPORT P	122,825.80	75,499.11	47,326.69		61.47
1600	OTHER SUPPORT P	101,292.58	61,250.32	40,042.26		60.47
1600	OTHER SUPPORT P	46,078.61	29,042.06	17,036.55		63.03
1600	OTHER SUPPORT P	102,916.01	71,274.46	31,641.55		69.25
1600	OTHER SUPPORT P	23,091.45	15,394.32	7,697.13		66.67
1610	OTHER SUPPORT-M	588.00	588.00			100.00
1620	OTHER SUPPORT P	1,500.00	1,500.00			100.00
1640	OTHER SUPPORT P	1,413.47	1,413.47			100.00
1650	OTHER SUPPORT P	49.61	49.61			100.00
1650	OTHER SUPPORT P	1,109.10	1,109.10			100.00
1680	OTHER SUPPORT P	1,160.17	1,160.17			100.00
1680	OTHER SUPPORT P	1,293.15	1,293.15			100.00
1680	OTHER SUPPORT P	1,058.03	1,058.03			100.00
1680	OTHER SUPPORT P	987.50	987.50			100.00
1680	OTHER SUPPORT P	1,035.33	1,035.33			100.00
2100	RETIREMENT	7,757.53	5,064.13	2,693.40		65.28

Obj	Obj	2018-19 Revised Budget	2018-19 FY Activity	Encumbered Amount	2018-19 Available Funds	2018-19 FY %
7900	OPERATION OF PLANT					
2100	RETIREMENT	95.83	95.83			100.00
2100	RETIREMENT	17,075.51	10,282.36	6,793.15		60.22
2100	RETIREMENT	8,043.66	5,097.58	2,946.08		63.37
2100	RETIREMENT	9,378.24	6,138.15	3,240.09		65.45
2100	RETIREMENT	106.81	106.81			100.00
2100	RETIREMENT	2,715.27	2,715.27			100.00
2100	RETIREMENT	6,708.61	4,092.00	2,616.61		61.00
2100	RETIREMENT	6,216.38	3,703.27	2,513.11		59.57
2100	RETIREMENT	148.44	148.44			100.00
2100	RETIREMENT	81.57	81.57			100.00
2100	RETIREMENT	8,877.12	5,660.99	3,216.13		63.77
2100	RETIREMENT	10,145.45	6,236.25	3,909.20		61.47
2100	RETIREMENT	85.52	85.52			100.00
2100	RETIREMENT	8,409.21	5,101.70	3,307.51		60.67
2100	RETIREMENT	4,967.32	3,076.25	1,891.07		61.93
2100	RETIREMENT	194.37	194.37			100.00
2100	RETIREMENT	8,500.94	5,887.35	2,613.59		69.26
2100	RETIREMENT	1,907.38	1,271.60	635.78		66.67
2200	SOCIAL SECURITY	6,377.89	3,883.40	2,494.49		60.89
2200	SOCIAL SECURITY	114.77	114.77			100.00
2200	SOCIAL SECURITY	88.75	88.75			100.00
2200	SOCIAL SECURITY	15,033.80	8,742.35	6,291.45		58.15
2200	SOCIAL SECURITY	7,793.66	4,858.61	2,935.05		62.34
2200	SOCIAL SECURITY	8,258.63	5,257.85	3,000.78		63.66
2200	SOCIAL SECURITY	98.93	98.93			100.00
2200	SOCIAL SECURITY	1,917.08	1,917.08			100.00
2200	SOCIAL SECURITY	5,912.15	3,488.80	2,423.35		59.01
2200	SOCIAL SECURITY	4,749.82	2,870.41	1,879.41		60.43
2200	SOCIAL SECURITY	80.94	80.94			100.00
2200	SOCIAL SECURITY	75.55	75.55			100.00
2200	SOCIAL SECURITY	6,605.22	4,074.71	2,530.51		61.69
2200	SOCIAL SECURITY	9,039.68	5,419.19	3,620.49		59.95
2200	SOCIAL SECURITY	79.20	79.20			100.00
2200	SOCIAL SECURITY	7,235.75	4,172.52	3,063.23		57.67
2200	SOCIAL SECURITY	3,327.55	2,024.25	1,303.30		60.83
2200	SOCIAL SECURITY	111.93	111.93			100.00
2200	SOCIAL SECURITY	76.18	76.18			100.00
2200	SOCIAL SECURITY	7,531.47	5,110.90	2,420.57		67.86
2200	SOCIAL SECURITY	1,620.50	1,031.67	588.83		63.66
2300	BOARD MEDICAL &	17,285.51	10,262.69	7,022.82		59.37
2300	BOARD MEDICAL &	51,640.41	27,229.71	24,410.70		52.73
2300	BOARD MEDICAL &	34,605.28	19,538.35	15,066.93		56.46
2300	BOARD MEDICAL &	26,696.62	14,309.27	12,387.35		53.60
2300	BOARD MEDICAL &	1,149.76	1,149.76			100.00
2300	BOARD MEDICAL &	13,040.88	6,971.92	6,068.96		53.46
2300	BOARD MEDICAL &	13,717.22	7,289.63	6,427.59		53.14
2300	BOARD MEDICAL &	19,171.89	9,828.12	9,343.77		51.26
2300	BOARD MEDICAL &	14,405.38	7,631.99	6,773.39		52.98
2300	BOARD MEDICAL &	32,251.03	17,184.10	15,066.93		53.28
2300	BOARD MEDICAL &	13,482.34	7,163.95	6,318.39		53.14
2300	BOARD MEDICAL &	18,883.31	12,003.51	6,879.80		63.57
2300	BOARD MEDICAL &	7,162.53	3,760.32	3,402.21		52.50
2320	BOARD TERM LIFE	216.41	121.89	94.52		56.32
2320	BOARD TERM LIFE	468.82	251.05	217.77		53.55
2320	BOARD TERM LIFE	242.77	137.71	105.06		56.72

Obj	Obj	2018-19 Revised Budget	2018-19 FY Activity	Encumbered Amount	2018-19 Available Funds	2018-19 FY %
7900	OPERATION OF PLANT					
2320	BOARD TERM LIFE	291.72	155.72	136.00		53.38
2320	BOARD TERM LIFE	46.75	46.75			100.00
2320	BOARD TERM LIFE	189.72	101.66	88.06		53.58
2320	BOARD TERM LIFE	150.96	80.58	70.38		53.38
2320	BOARD TERM LIFE	218.28	125.29	92.99		57.40
2320	BOARD TERM LIFE	292.92	154.88	138.04		52.87
2320	BOARD TERM LIFE	237.32	126.82	110.50		53.44
2320	BOARD TERM LIFE	112.37	60.01	52.36		53.40
2320	BOARD TERM LIFE	251.77	139.91	111.86		55.57
2320	BOARD TERM LIFE	60.69	32.13	28.56		52.94
2400	WORKERS COMPENS	4,191.20	2,740.15	1,451.05		65.38
2400	WORKERS COMPENS	51.63	51.63			100.00
2400	WORKERS COMPENS	9,264.80	5,605.05	3,659.75		60.50
2400	WORKERS COMPENS	4,924.81	3,217.48	1,707.33		65.33
2400	WORKERS COMPENS	5,052.40	3,306.83	1,745.57		65.45
2400	WORKERS COMPENS	57.55	57.55			100.00
2400	WORKERS COMPENS	1,125.01	1,125.01			100.00
2400	WORKERS COMPENS	3,630.74	2,221.06	1,409.68		61.17
2400	WORKERS COMPENS	2,869.94	1,776.70	1,093.24		61.91
2400	WORKERS COMPENS	47.08	47.08			100.00
2400	WORKERS COMPENS	43.94	43.94			100.00
2400	WORKERS COMPENS	4,156.82	2,684.83	1,471.99		64.59
2400	WORKERS COMPENS	5,584.44	3,441.36	2,143.08		61.62
2400	WORKERS COMPENS	46.07	46.07			100.00
2400	WORKERS COMPENS	4,530.35	2,748.46	1,781.89		60.67
2400	WORKERS COMPENS	2,050.46	1,292.33	758.13		63.03
2400	WORKERS COMPENS	3,856.65	2,743.27	1,113.38		71.13
2400	WORKERS COMPENS	2,087.90	1,392.85	695.05		66.71
3100	PROFESSIONAL AN	486,601.86			486,601.86	
3200	INSURANCE AND B	53,379.00	53,379.00			100.00
3200	INSURANCE AND B	497,510.50	186,187.50	310,323.00	1,000.00	37.42
3500	REPAIRS AND MAI	8,650.00	2,600.00	6,050.00		30.06
3500	REPAIRS AND MAI	3,057.37	2,997.37		1.00	98.04
3500	REPAIRS AND MAI	29,330.00	29,330.00			100.00
3500	REPAIRS AND MAI	23,580.00	15,720.00	7,860.00		66.67
3500	REPAIRS AND MAI	3,049.56	3,049.56			100.00
3500	REPAIRS AND MAI	14,040.25	8,970.25	5,070.00		63.89
3500	REPAIRS AND MAI	29,330.00	29,330.00			100.00
3500	REPAIRS AND MAI	23,580.00	15,720.00	7,860.00		66.67
3500	REPAIRS AND MAI	2,693.02	2,693.02			100.00
3500	REPAIRS AND MAI	16,654.75	9,700.25	6,954.50		58.24
3500	REPAIRS AND MAI	4,045.00	2,717.41	1,327.59		67.18
3500	REPAIRS AND MAI	1,400.00	1,400.00			100.00
3500	REPAIRS AND MAI	2,095.14	2,095.14			100.00
3500	REPAIRS AND MAI	3,976.50	1,230.00	2,746.50		30.93
3500	REPAIRS AND MAI	651.74	651.74			100.00
3500	REPAIRS AND MAI	1,787.08	1,787.08			100.00
3500	REPAIRS AND MAI	2,917.00	2,565.50	351.50		87.95
3500	REPAIRS AND MAI	624.74	624.74			100.00
3500	REPAIRS AND MAI	1,400.00	1,400.00			100.00
3500	REPAIRS AND MAI	1,158.78	1,158.78			100.00
3500	REPAIRS AND MAI	1,400.00	1,400.00			100.00
3500	REPAIRS AND MAI	778.35	778.35			100.00
3500	REPAIRS AND MAI	923.24	923.24			100.00
3500	REPAIRS AND MAI	4,146.00	1,628.97	2,517.03		39.29

Obj	Obj	2018-19 Revised Budget	2018-19 FY Activity	Encumbered Amount	2018-19 Available Funds	2018-19 FY %
7900	OPERATION OF PLANT					
3500	REPAIRS AND MAI	700.00	700.00			100.00
3500	REPAIRS AND MAI	3,220.96	3,220.96			100.00
3500	REPAIRS AND MAI	3,193.38	3,193.38		-59.00	100.00
3500	REPAIRS AND MAI	853.99	853.99			100.00
3500	REPAIRS AND MAI	2,509.68	2,509.68			100.00
3500	REPAIRS AND MAI	1,533.02	1,533.02			100.00
3500	REPAIRS AND MAI	910.80	614.35	296.45		67.45
3500	REPAIRS AND MAI	1,878.40	1,377.40	501.00		73.33
3500	REPAIRS AND MAI	4,004.20	2,838.38	1,165.82		70.89
3500	REPAIRS AND MAI	412.09	412.09			100.00
3500	REPAIRS AND MAI	899.22	899.22			100.00
3600	RENTALS	7,140.00	7,140.00			100.00
3600	RENTALS	8,048.25	8,048.25			100.00
3600	RENTALS	8,691.54	2,839.42	5,852.12		32.67
3700	COMMUNICATIONS	20,407.31	20,407.31			100.00
3700	COMMUNICATIONS	237.18	237.18			100.00
3700	COMMUNICATIONS	45,418.81	45,418.81			100.00
3700	COMMUNICATIONS	24,925.18	24,925.18			100.00
3700	COMMUNICATIONS	65,616.32	65,616.32			100.00
3700	COMMUNICATIONS	9,000.00	8,892.11		87.64	98.80
3700	COMMUNICATIONS	17,000.00	16,262.84		701.60	95.66
3700	COMMUNICATIONS	35,000.00	34,270.45		711.67	97.92
3700	COMMUNICATIONS	500.00	402.18		78.43	80.44
3700	COMMUNICATIONS	16,000.00	15,273.56		726.44	95.46
3700	COMMUNICATIONS	22,000.00	21,336.43		645.98	96.98
3700	COMMUNICATIONS	15,000.00	14,047.29		939.77	93.65
3700	COMMUNICATIONS	754.25	754.25			100.00
3700	COMMUNICATIONS	10,000.00	9,819.52		141.99	98.20
3700	COMMUNICATIONS	94,000.00	93,233.17		659.21	99.18
3700	COMMUNICATIONS	289.70	289.70			100.00
3700	COMMUNICATIONS	3,179.08	3,179.08			100.00
3700	COMMUNICATIONS	13,000.00	1,264.71		11,735.29	9.73
3700	COMMUNICATIONS	61.96	61.96			100.00
3700	COMMUNICATIONS	200.00	137.54		55.99	68.77
3700	COMMUNICATIONS	1,000.00	939.24		54.29	93.92
3800	PUBLIC UTILITY	5,040.62	5,040.62			100.00
3800	PUBLIC UTILITY	10,585.00	8,797.97		0.81	83.12
3800	PUBLIC UTILITY	2,000.00	1,384.33		434.46	69.22
3800	PUBLIC UTILITY	10,909.40	9,670.94			88.65
3800	PUBLIC UTILITY	4,054.94	4,054.94			100.00
3800	PUBLIC UTILITY	2,000.00	618.32		1,136.49	30.92
3800	PUBLIC UTILITY	2,000.00	1,424.26		276.80	71.21
3800	PUBLIC UTILITY	6,000.00	4,190.99		1,313.17	69.85
3800	PUBLIC UTILITY	542.80	542.80			100.00
3800	PUBLIC UTILITY	10,602.28	10,602.28			100.00
3800	PUBLIC UTILITY	9,097.46	9,097.46			100.00
3800	PUBLIC UTILITY	4,817.97	4,817.97			100.00
3800	PUBLIC UTILITY	5,660.82	5,660.82			100.00
3800	PUBLIC UTILITY					
3800	PUBLIC UTILITY	1,551.14	1,551.14			100.00
3800	PUBLIC UTILITY	810.50	810.50			100.00
3810	GARBAGE	6,617.31	7,562.64		-945.33	114.29
3810	GARBAGE	9,312.88	10,787.37		-1,474.49	115.83
3810	GARBAGE	2,601.40	2,977.55		-376.15	114.46
3810	GARBAGE	4,188.03	4,786.32		-598.29	114.29

Obj	Obj	2018-19 Revised Budget	2018-19 FY Activity	Encumbered Amount	2018-19 Available Funds	2018-19 FY %
7900	OPERATION OF PLANT					
3810	GARBAGE	1,941.93	2,221.87		-279.94	114.42
3810	GARBAGE	1,929.43	2,209.37		-279.94	114.51
3810	GARBAGE	3,500.00	2,633.36		484.32	75.24
3810	GARBAGE	7,664.26	8,729.66		-1,065.40	113.90
3810	GARBAGE	7,342.24	8,407.51		-1,065.27	114.51
3810	GARBAGE	1,929.87	2,228.78		-298.91	115.49
3810	GARBAGE	2,724.22	3,119.48		-395.26	114.51
3810	GARBAGE	4,870.15	5,576.75		-706.60	114.51
3810	GARBAGE	1,066.24	1,218.56		-152.32	114.29
3810	GARBAGE	2,298.31	2,812.73		-514.42	122.38
3810	GARBAGE	563.93	563.93			100.00
3810	GARBAGE	2,569.24	2,941.06		-371.82	114.47
3900	OTHER PURCHASED	2,650.00	2,650.00			100.00
3900	OTHER PURCHASED	25,310.05	25,310.05			100.00
3900	OTHER PURCHASED	640.00	640.00			100.00
3900	OTHER PURCHASED	54,000.00	27,002.50	26,997.50		50.00
3900	OTHER PURCHASED	25,310.05	25,310.05			100.00
3900	OTHER PURCHASED	25,200.00	13,040.00	12,160.00		51.75
3900	OTHER PURCHASED	25,310.05	25,310.05			100.00
3900	OTHER PURCHASED	18,000.00	8,578.25	9,421.75		47.66
3900	OTHER PURCHASED	25,310.05	25,310.05			100.00
3900	OTHER PURCHASED	12,655.05	12,655.05			100.00
3900	OTHER PURCHASED	12,655.06	12,655.06			100.00
3900	OTHER PURCHASED	25,310.05	25,310.05			100.00
3900	OTHER PURCHASED	36,000.00	17,418.14	18,581.86		48.38
3900	OTHER PURCHASED	25,310.05	25,310.05			100.00
3900	OTHER PURCHASED	36,000.00	27,089.92	8,910.08		75.25
3900	OTHER PURCHASED	25,310.05	25,310.05			100.00
3900	OTHER PURCHASED	8,463.55	5,193.55	3,270.00		61.36
3900	OTHER PURCHASED	4,798.00	3,598.00	1,200.00		74.99
3900	OTHER PURCHASED	18,000.00	1,666.00	16,334.00		9.26
3900	OTHER PURCHASED	18,000.00	7,374.50	10,625.50	-1,825.25	40.97
3900	OTHER PURCHASED	42,120.00	28,284.75	13,835.25		67.15
4100	NATURAL GAS	4,054.66	4,054.66			100.00
4100	NATURAL GAS	2,014.01	2,014.01		-2,451.70	100.00
4100	NATURAL GAS	1,985.07	1,985.07			100.00
4100	NATURAL GAS	4,650.00	3,800.39		49.11	81.73
4100	NATURAL GAS	8,906.15	8,906.15			100.00
4100	NATURAL GAS	8,019.07	8,019.07			100.00
4100	NATURAL GAS	9,102.71	9,102.71			100.00
4100	NATURAL GAS	5,494.79	5,494.79			100.00
4100	NATURAL GAS	2,930.54	2,930.54			100.00
4100	NATURAL GAS	1,233.34	1,233.34			100.00
4200	BOTTLED GAS	8,048.87	8,048.87			100.00
4200	BOTTLED GAS	12,500.00	2,745.98	9,754.02		21.97
4200	BOTTLED GAS	12,500.00	4,286.34	8,213.66		34.29
4200	BOTTLED GAS	85.00	85.00			100.00
4200	BOTTLED GAS	120.00	120.00			100.00
4300	ELECTRICITY	69,344.80	69,344.80			100.00
4300	ELECTRICITY	669.53	669.53			100.00
4300	ELECTRICITY	260,000.00	234,048.75		381.91	90.02
4300	ELECTRICITY	120,460.00	110,328.70		30.09	91.59
4300	ELECTRICITY	113,560.63	99,896.21		2,420.93	87.97
4300	ELECTRICITY	91,583.24	91,583.24			100.00
4300	ELECTRICITY	978.67	978.67			100.00

Obj	Obj	2018-19 Revised Budget	2018-19 FY Activity	Encumbered Amount	2018-19 Available Funds	2018-19 FY %
7900	OPERATION OF PLANT					
4300	ELECTRICITY	55,100.00	49,181.53		25.24	89.26
4300	ELECTRICITY	42,500.00	37,651.31		491.24	88.59
4300	ELECTRICITY	20,215.00	19,682.53		1.75	97.37
4300	ELECTRICITY	2,500.00	1,974.60		430.30	78.98
4300	ELECTRICITY	62,514.82	62,514.82			100.00
4300	ELECTRICITY	449.05	449.05			100.00
4300	ELECTRICITY	103,708.59	103,708.59			100.00
4300	ELECTRICITY	445.00	445.00			100.00
4300	ELECTRICITY	49,551.88	49,551.88			100.00
4300	ELECTRICITY	258.79	258.79			100.00
4300	ELECTRICITY	20,447.69	20,447.69			100.00
4300	ELECTRICITY	291.61	291.61			100.00
4300	ELECTRICITY	27,827.19	27,827.19			100.00
4300	ELECTRICITY	249.84	249.84			100.00
4300	ELECTRICITY	10,215.00	10,215.00			100.00
4300	ELECTRICITY	69.07	69.07			100.00
4300	ELECTRICITY	764.86	764.86			100.00
4300	ELECTRICITY	672.47	672.47			100.00
4300	ELECTRICITY	4,263.50	4,263.50			100.00
4300	ELECTRICITY	23.96	23.96			100.00
4300	ELECTRICITY	20,447.67	20,447.67			100.00
4300	ELECTRICITY	331.15	331.15			100.00
4300	ELECTRICITY	2.09	2.09			100.00
4600	DIESEL FUEL	3,600.00		3,600.00		
4600	DIESEL FUEL	3,410.71	1,910.71	1,500.00		56.02
4600	DIESEL FUEL	800.00	265.84	534.16		33.23
5100	SUPPLIES	178.00	178.00			100.00
5100	SUPPLIES	72.25	72.25			100.00
5100	SUPPLIES	1,941.25	1,941.25			100.00
5100	SUPPLIES	653.62	653.62			100.00
5100	SUPPLIES	-326.17	673.83		-1,000.00	-206.59
5100	SUPPLIES	8,586.88	7,403.77	1,183.11		86.22
5100	SUPPLIES	89,619.96	75,317.34	14,302.62		84.04
5100	SUPPLIES	22,246.43	10,898.03	11,348.40		48.99
5600	TIRES AND TUBES	100.42	99.17	1.25		98.76
6410	FURN, FIXT, EQUIP	3,425.37	3,425.37			100.00
6410	FURN, FIXT, EQUIP	3,330.00	3,330.00			100.00
6420	FURN, FIXT, EQUIP	500.00	264.62	235.38		52.92
6420	FURN, FIXT, EQUIP	440.20	440.20			100.00
7300	DUES AND FEES	80.00	80.00			100.00
----	*OPERATION OF P	5,270,239.97	3,539,819.05	1,164,766.40	497,757.69	67.17
8100	MAINTENANCE OF PLANT					
1600	OTHER SUPPORT P	469,512.95	321,810.46	148,800.05	-1,097.56	68.54
1610	OTHER SUPPORT-M	4,836.28	4,836.28			100.00
1610	OTHER SUPPORT-M	600.14	600.14			100.00
1640	OTHER SUPPORT P	10,012.86	10,012.86			100.00
1650	OTHER SUPPORT P	6,533.37	6,533.37			100.00
1650	OTHER SUPPORT P	17,969.67	17,969.67			100.00
2100	RETIREMENT	457.35	457.35			100.00
2100	RETIREMENT	1,362.34	1,362.34			100.00
2100	RETIREMENT	42,710.26	29,506.02	13,294.90	-90.66	69.08
2100	RETIREMENT	84.20	84.20			100.00
2200	SOCIAL SECURITY	343.23	343.23			100.00

Obj	Obj	2018-19 Revised Budget	2018-19 FY Activity	Encumbered Amount	2018-19 Available Funds	2018-19 FY %
8100	MAINTENANCE OF PLANT					
2200	SOCIAL SECURITY	1,256.53	1,256.53			100.00
2200	SOCIAL SECURITY	1,322.30	1,322.30			100.00
2200	SOCIAL SECURITY	34,494.76	23,198.62	11,380.11	-83.97	67.25
2200	SOCIAL SECURITY	45.63	45.63			100.00
2300	BOARD MEDICAL &	61,539.20	35,871.45	25,667.75		58.29
2320	BOARD TERM LIFE	1,137.79	656.89	480.90		57.73
2400	WORKERS COMPENS	215.22	215.22			100.00
2400	WORKERS COMPENS	18,346.22	12,689.96	5,661.86	-5.60	69.17
2400	WORKERS COMPENS	26.71	26.71			100.00
3500	REPAIRS AND MAI	2,211.00	2,211.00			100.00
3500	REPAIRS AND MAI	674.00	674.00			100.00
3500	REPAIRS AND MAI	79,132.61	79,132.61			100.00
3500	REPAIRS AND MAI	20,761.00	16,904.51	8,856.49	-5,000.00	81.42
3500	REPAIRS AND MAI	3,765.00	3,765.00			100.00
3500	REPAIRS AND MAI	2,440.25	630.25			25.83
3500	REPAIRS AND MAI	7,328.50	4,874.16	2,454.34		66.51
3500	REPAIRS AND MAI	11,985.00	11,985.00			100.00
3500	REPAIRS AND MAI	11,533.50	8,853.50	2,680.00		76.76
3500	REPAIRS AND MAI	1,000.00		1,000.00		
3500	REPAIRS AND MAI	2,250.00	2,250.00			100.00
3500	REPAIRS AND MAI	4,537.14	4,537.14			100.00
3500	REPAIRS AND MAI	117,130.00	117,130.00			100.00
3500	REPAIRS AND MAI	1,474.00	1,474.00			100.00
3500	REPAIRS AND MAI	1,166.50	482.87	683.63		41.39
3500	REPAIRS AND MAI	52,745.00	52,745.00			100.00
3500	REPAIRS AND MAI					
3500	REPAIRS AND MAI	2,102.78	2,102.78			100.00
3500	REPAIRS AND MAI	1,875.00	1,875.00			100.00
3500	REPAIRS AND MAI	49,500.00	49,500.00			100.00
3500	REPAIRS AND MAI	700.00	700.00			100.00
3500	REPAIRS AND MAI	700.00	700.00			100.00
3500	REPAIRS AND MAI	1,087.15	587.15	500.00		54.01
3500	REPAIRS AND MAI	1,050.00	1,050.00			100.00
3500	REPAIRS AND MAI	2,074.00	2,074.00			100.00
3500	REPAIRS AND MAI	3,806.00	3,806.00			100.00
3500	REPAIRS AND MAI	763,910.00	763,910.00			100.00
3500	REPAIRS AND MAI	390.00	390.00			100.00
3500	REPAIRS AND MAI	4,500.00	4,374.75	125.25		97.22
3500	REPAIRS AND MAI	6,345.00	6,345.00			100.00
3500	REPAIRS AND MAI					
3500	REPAIRS AND MAI	120,975.00	120,975.00			100.00
3500	REPAIRS AND MAI	9,478.00	9,478.00			100.00
3500	REPAIRS AND MAI					
3500	REPAIRS AND MAI	6,613.16	2,869.16	3,744.00		43.39
3500	REPAIRS AND MAI	30,004.70	30,004.70			100.00
3500	REPAIRS AND MAI	327.00		327.00		
3600	RENTALS	2,070.48	1,270.69	799.79		61.37
3700	COMMUNICATIONS	448.00	448.00			100.00
3900	OTHER PURCHASED	2,800.00	2,800.00			100.00
3900	OTHER PURCHASED	290.54	290.54			100.00
4900	OTHER ENERGY SE	450.00		450.00		
5100	SUPPLIES	731.24		731.24		
5100	SUPPLIES					
5100	SUPPLIES	1,237.00	1,237.00			100.00
5100	SUPPLIES	150.54	150.54			100.00

Obj	Obj	2018-19 Revised Budget	2018-19 FY Activity	Encumbered Amount	2018-19 Available Funds	2018-19 FY %
8100	MAINTENANCE OF PLANT					
5100	SUPPLIES	346.48	346.48			100.00
5100	SUPPLIES	549.00		549.00		
5100	SUPPLIES	115.44	115.44			100.00
5100	SUPPLIES	86.00	86.00			100.00
5100	SUPPLIES	-1,810.00			-1,810.00	
5100	SUPPLIES	107,978.98	61,570.98	46,408.00		57.02
5100	SUPPLIES	4,569.98	3,094.15	1,475.83		67.71
5100	SUPPLIES	55,161.49	34,417.95	20,743.54		62.39
5600	TIRES AND TUBES	1,572.50	81.50	1,491.00		5.18
6420	FURN, FIXT, EQUIP	1,033.08	1,033.08			100.00
6520	OTHER MOTOR VEH	52,072.25	13,526.25	38,546.00		25.98
6810	CAPITALIZ REMOD	806.44	806.44			100.00
6810	CAPITALIZ REMOD	750.00	750.00			100.00
6820	NONCAPITALIZED	422.18	422.18			100.00
----	*MAINTENANCE OF	2,230,209.92	1,899,637.03	336,850.68	-8,087.79	85.18
8200	ADMIN. TECHNOLOGY SERVICES					
1600	OTHER SUPPORT P	344,964.45	221,451.16	123,513.29		64.20
2100	RETIREMENT	34,416.34	22,401.60	12,014.74		65.09
2200	SOCIAL SECURITY	24,976.68	15,535.68	9,441.00		62.20
2300	BOARD MEDICAL &	45,015.81	23,989.12	21,026.69		53.29
2320	BOARD TERM LIFE	830.96	454.41	376.55		54.68
2400	WORKERS COMPENS	1,674.37	1,106.60	567.77		66.09
3100	PROFESSIONAL AN	8,731.00		8,731.00		
3100	PROFESSIONAL AN	142,400.00	107,636.96	34,763.04		75.59
3190	TECHNOLOGY RELA	11,184.00	11,184.00			100.00
3300	TRAVEL	5,000.00	3,776.71		678.13	75.53
3300	TRAVEL	2,061.23	2,061.23			100.00
3500	REPAIRS AND MAI	10,000.00	7,972.90	2,027.10		79.73
3590	TECHNOLOGY RELA	11,184.00	11,184.00			100.00
3600	RENTALS	21,600.00	21,600.00			100.00
3600	RENTALS	9,268.50	9,268.50			100.00
3600	RENTALS	84,000.00		74,839.53	8,810.47	
3600	RENTALS	6,131.40	3,626.56	2,504.84		59.15
3600	RENTALS	177,943.60	105,665.78	72,277.82		59.38
3690	TECHNOLOGY RELA	510.00	510.00			100.00
3700	COMMUNICATIONS	7,212.81	7,212.81			100.00
5100	SUPPLIES	1,348.52	1,348.52			100.00
5100	SUPPLIES	1,359.18	933.74	425.44		68.70
5190	TECHNOLOGY RELA	30,000.00	5,914.76	24,085.24		19.72
6480	TECHNOLOGY RELA	1,802.00	1,802.00			100.00
6490	TECHNOLOGY RELA	371.00	371.00			100.00
----	*ADMIN. TECHNOL	983,985.85	587,008.04	386,594.05	9,488.60	59.66
9700	TRANSFER OF FUNDS					
9200	TRANSFERS TO DE	201,366.62			201,366.62	
----	*TRANSFER OF FU	201,366.62			201,366.62	
Grand Expense T		44,001,961.57	28,002,276.23	14,291,214.88	1,634,871.54	63.64

Number of Accounts: 1940

**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 8a

**DATE OF SCHOOL BOARD MEETING:** March 26, 2019

**TITLE OF AGENDA ITEMS:** Participation in the Coach Aaron Feis Guardian Program

**DIVISION:** Finance Department

**PURPOSE AND SUMMARY OF ITEMS:** In accordance with Section 1006.12 Florida Statutes, Board approval is requested to participate in the Coach Aaron Feis Guardian Program when it is established by the Sheriff's Department pursuant to Section 30.15 F.S.

The Guardian Program will assist in meeting the requirements of establishing Safe-School Officers throughout the District.

**FUND SOURCE:** General Fund

**AMOUNT:** Salaries and related benefits for Safe-School Officers plus applicable liability costs

**PREPARED BY:** Bonnie Wood

**POSITION:** Finance Director

Select Year: 2018 ▼ Go

## The 2018 Florida Statutes

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### Title XLVIII

#### K-20 EDUCATION CODE

### Chapter 1006

#### SUPPORT FOR LEARNING

### [View Entire Chapter](#)

**<sup>1</sup>1006.12** **Safe-school officers at each public school.**—For the protection and safety of school personnel, property, students, and visitors, each district school board and school district superintendent shall partner with law enforcement agencies to establish or assign one or more safe-school officers at each school facility within the district by implementing any combination of the following options which best meets the needs of the school district:

(1) Establish school resource officer programs, through a cooperative agreement with law enforcement agencies.

(a) School resource officers shall undergo criminal background checks, drug testing, and a psychological evaluation and be certified law enforcement officers, as defined in s. [943.10\(1\)](#), who are employed by a law enforcement agency as defined in s. [943.10\(4\)](#). The powers and duties of a law enforcement officer shall continue throughout the employee's tenure as a school resource officer.

(b) School resource officers shall abide by district school board policies and shall consult with and coordinate activities through the school principal, but shall be responsible to the law enforcement agency in all matters relating to employment, subject to agreements between a district school board and a law enforcement agency. Activities conducted by the school resource officer which are part of the regular instructional program of the school shall be under the direction of the school principal.

(c) Complete mental health crisis intervention training using a curriculum developed by a national organization with expertise in mental health crisis intervention. The training shall improve officers' knowledge and skills as first responders to incidents involving students with emotional disturbance or mental illness, including de-escalation skills to ensure student and officer safety.

(2) Commission one or more school safety officers for the protection and safety of school personnel, property, and students within the school district. The district school superintendent may recommend, and the district school board may appoint, one or more school safety officers.

(a) School safety officers shall undergo criminal background checks, drug testing, and a psychological evaluation and be law enforcement officers, as defined in s. [943.10\(1\)](#), certified under the provisions of chapter 943 and employed by either a law enforcement agency or by the district school board. If the officer is employed by the district school board, the district school board is the employing agency for purposes of chapter 943, and must comply with the provisions of that chapter.

(b) A school safety officer has and shall exercise the power to make arrests for violations of law on district school board property and to arrest persons, whether on or off such property, who violate any law on such property under the same conditions that deputy sheriffs are authorized to make arrests. A school safety officer has the authority to carry weapons when performing his or her official duties.

(c) A district school board may enter into mutual aid agreements with one or more law enforcement agencies as provided in chapter 23. A school safety officer's salary may be paid jointly by the district school board and the law enforcement agency, as mutually agreed to.

(3) At the school district's discretion, participate in the <sup>2</sup>Coach Aaron Feis Guardian Program if such program is established pursuant to s. [30.15](#), to meet the requirement of establishing a safe-school officer.

(4) Any information that would identify whether a particular individual has been appointed as a safe-school officer pursuant to this section held by a law enforcement agency, school district, or charter school is exempt from s. 119.07(1) and s. 24(a), Art. I of the State Constitution. This subsection is subject to the Open Government Sunset Review Act in accordance with s. 119.15 and shall stand repealed on October 2, 2023, unless reviewed and saved from repeal through reenactment by the Legislature.

**History.**—s. 282, ch. 2002-387; s. 3, ch. 2018-1; ss. 6, 26, ch. 2018-3.

<sup>1</sup>**Note.**—Section 3, ch. 2018-1, added subsection (4) to s. 1006.12 as it was amended by s. 26, ch. 2018-3, but failed to publish the introductory paragraph to the section as added by s. 26, ch. 2018-3. Absent affirmative legislative intent to repeal it, the introductory paragraph is published here, pending clarification by the Legislature.

<sup>2</sup>**Note.**—Section 6, ch. 2018-3, instructs the Division of Law Revision and Information “to change references from ‘school marshal program’ to ‘Coach Aaron Feis Guardian Program’ and references from ‘school marshal’ to ‘school guardian’ wherever those terms appear in this act.”

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## The 2018 Florida Statutes

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[Title V](#)  
JUDICIAL BRANCH

[Chapter 30](#)  
SHERIFFS

[View Entire Chapter](#)

### 30.15 Powers, duties, and obligations.—

(1) Sheriffs, in their respective counties, in person or by deputy, shall:

(a) Execute all process of the Supreme Court, circuit courts, county courts, and boards of county commissioners of this state, to be executed in their counties.

(b) Execute such other writs, processes, warrants, and other papers directed to them, as may come to their hands to be executed in their counties.

(c) Attend all sessions of the circuit court and county court held in their counties.

(d) Execute all orders of the boards of county commissioners of their counties, for which services they shall receive such compensation, out of the county treasury, as said boards may deem proper.

(e) Be conservators of the peace in their counties.

(f) Suppress tumults, riots, and unlawful assemblies in their counties with force and strong hand when necessary.

(g) Apprehend, without warrant, any person disturbing the peace, and carry that person before the proper judicial officer, that further proceedings may be had against him or her according to law.

(h) Have authority to raise the power of the county and command any person to assist them, when necessary, in the execution of the duties of their office; and, whoever, not being physically incompetent, refuses or neglects to render such assistance, shall be punished by imprisonment in jail not exceeding 1 year, or by fine not exceeding \$500.

(i) Be, ex officio, timber agents for their counties.

(j) Perform such other duties as may be imposed upon them by law.

(k) Establish, if the sheriff so chooses, a Coach Aaron Feis Guardian Program to aid in the prevention or abatement of active assailant incidents on school premises. A school guardian has no authority to act in any law enforcement capacity except to the extent necessary to prevent or abate an active assailant incident on a school premises. Excluded from participating in the Coach Aaron Feis Guardian Program are individuals who exclusively perform classroom duties as classroom teachers as defined in s. 1012.01(2)(a). This limitation does not apply to classroom teachers of a Junior Reserve Officers' Training Corps program, a current servicemember, as defined in s. 250.01, or a current or former law enforcement officer, as defined in s. 943.10(1), (6), or (8). The sheriff who chooses to establish the program shall appoint as school guardians, without the power of arrest, school employees who volunteer and who:

1. Hold a valid license issued under s. 790.06.

2. Complete 132 total hours of comprehensive firearm safety and proficiency training conducted by Criminal Justice Standards and Training Commission-certified instructors, which must include:

a. Eighty hours of firearms instruction based on the Criminal Justice Standards and Training Commission's Law Enforcement Academy training model, which must include at least 10 percent but no more than 20 percent more rounds fired than associated with academy training. Program participants must achieve an 85 percent pass rate on the firearms training.

b. Sixteen hours of instruction in precision pistol.

c. Eight hours of discretionary shooting instruction using state-of-the-art simulator exercises.

- d. Eight hours of instruction in active shooter or assailant scenarios.
  - e. Eight hours of instruction in defensive tactics.
  - f. Twelve hours of instruction in legal issues.
3. Pass a psychological evaluation administered by a psychologist licensed under chapter 490 and designated by the Department of Law Enforcement and submit the results of the evaluation to the sheriff's office. The Department of Law Enforcement is authorized to provide the sheriff's office with mental health and substance abuse data for compliance with this paragraph.
4. Submit to and pass an initial drug test and subsequent random drug tests in accordance with the requirements of s. [112.0455](#) and the sheriff's office.
5. Successfully complete ongoing training, weapon inspection, and firearm qualification on at least an annual basis.
6. Successfully complete at least 12 hours of a certified nationally recognized diversity training program.

The sheriff shall issue a school guardian certificate to individuals who meet the requirements of subparagraph 2. The sheriff shall maintain documentation of weapon and equipment inspections, as well as the training, certification, inspection, and qualification records of each school guardian appointed by the sheriff.

(2) Sheriffs, in their respective counties, in person or by deputy, shall, at the will of the board of county commissioners, attend, in person or by deputy, all meetings of the boards of county commissioners of their counties, for which services they shall receive such compensation, out of the county treasury, as said boards may deem proper.

(3) On or before January 1, 2002, every sheriff shall incorporate an antiracial or other antidiscriminatory profiling policy into the sheriff's policies and practices, utilizing the Florida Police Chiefs Association Model Policy as a guide. Antiprofiling policies shall include the elements of definitions, traffic stop procedures, community education and awareness efforts, and policies for the handling of complaints from the public.

**History.**—s. 14, ch. 4, 1845; ss. 1, 4, ch. 157, 1848; s. 9, ch. 1626, 1868; ss. 1, 2, ch. 1659, 1868; RS 650, 651, 653, 1241, 1242, 2583; GS 991, 992, 994, 1670, 1671, 3503; RGS 1804, 1805, 1807, 2875, 2876, 5388; CGL 2856, 2857, 2859, 4572, 4573, 7527; s. 4, ch. 22790, 1945; s. 4, ch. 73-334; s. 1, ch. 91-95; s. 179, ch. 95-147; s. 2, ch. 2001-264; s. 5, ch. 2013-25; s. 5, ch. 2018-3.

**Note.**—Former ss. 144.01-144.03, 30.16.



## ***Marjory Stoneman Douglas High School Public Safety Commission***

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March 6, 2019

The Honorable Roger Milton  
Superintendent, Gadsden County Public Schools  
35 Martin Luther King Jr. Boulevard  
Quincy, FL 32351

***IN MEMORY OF:***

**Alyssa Alhadeff**

**Scott Beigel**

**Martin Duque Anguiano**

**Nicholas Dworet**

**Aaron Feis**

**Jaime Guttenberg**

**Christopher Hixon**

**Luke Hoyer**

**Cara Loughran**

**Gina Montalto**

**Joaquin Oliver**

**Alaina Petty**

**Meadow Pollack**

**Helena Ramsay**

**Alexander Schachter**

**Carmen Schentrup**

**Peter Wang**

Dear Superintendent Milton:

At the last meeting of the Marjory Stoneman Douglas High School Public Safety Commission (Commission), the Commission voted unanimously to recommend that all school districts across Florida maximize the use of the school Guardian Program authorized under Florida law. I am writing on behalf of the Commission to encourage you and your school district to fully implement the Guardian Program and maximize school safety in your district.

Florida law currently requires that there be at least one Safe School Officer on every elementary, middle, high, and charter school campus in Florida. This does not mean that a Safe School Officer simply be “assigned” to the school; this means there needs to be an armed Safe School Officer on campus at all times when school is in session. A Safe School Officer is either a police officer, deputy sheriff, or a Guardian. A Guardian is specifically defined under Florida law as anyone employed by a school/school district, other than someone who is predominately a classroom teacher (with certain exceptions).

Several districts and charter schools across Florida have implemented the Guardian Program by hiring designated, full-time Guardians. They are generally uniformed personnel who perform solely as Guardians and have no other school responsibilities. Despite being authorized under current law, only a few districts permit school personnel, such as principals, coaches, or others, to act as Guardians in addition to their ‘regular’ duties.

This self-imposed limitation by the school districts does not maximize school safety as allowed by current law. Simply having one armed Safe School Officer on a campus is insufficient in most cases, especially when the law permits other qualified and willing school personnel to be voluntarily armed as a collateral duty to stop a threat that may occur at school.

On February 13, 2019, Governor Ron DeSantis issued an Executive Order permitting a renewed and extended application period for Guardian funding. This is a second opportunity to take advantage of the \$67 million in Guardian training funds provided for in SB7026. The applications under this extension are due to the Department of Education, through the sheriff of your county, by April 1, 2019, and the funds may be expended through September 13, 2019.



## ***Marjory Stoneman Douglas High School Public Safety Commission***

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Seconds matter when stopping an active shooter and the Commission urges you to maximize the authority you have under current Florida law to enhance school safety by permitting additional qualified and willing personnel to be voluntarily armed to protect our children from harm.

Thank you for your consideration of this important matter.

***IN MEMORY OF:***

**Alyssa Alhadeff**

**Scott Beigel**

**Martin Duque Anguiano**

**Nicholas Dworet**

**Aaron Feis**

**Jaime Guttenberg**

**Christopher Hixon**

**Luke Hoyer**

**Cara Loughran**

**Gina Montalto**

**Joaquin Oliver**

**Alaina Petty**

**Meadow Pollack**

**Helena Ramsay**

**Alexander Schachter**

**Carmen Schentrup**

**Peter Wang**

Sincerely,

Sheriff Bob Gualtieri  
Commission Chair

**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 8b

**DATE OF SCHOOL BOARD MEETING:** March 26, 2019

**TITLE OF AGENDA ITEM:** Gadsden County School Board Resolution Regarding School Safety

**DIVISION:** Administration

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

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

School Board Resolution in support of school safety:

The School Board supports the “Marjory Stoneman Douglas High School Public Safety Act”, coupled with sustainable funding to fully implement;

The School Board intends to utilize all options available to meet the requirements of Section 26 of the “Marjory Stoneman Douglas High School Public Safety Act” for the protection and safety of school personnel, property, students, and visitors;

The School Board supports the appropriation of additional general revenue and capital revenue for safe schools so long as any such additional funding is not diverted or re-appropriated from other public school revenue sources.

**PREPARED BY:** Roger P. Milton

**POSITION:** Superintendent of Schools

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**INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER**

           Number of ORIGINAL SIGNATURES NEEDED by preparer.

**SUPERINTENDENT’S SIGNATURE:** page(s) numbered           

**CHAIRMAN’S SIGNATURE:** page(s) numbered

**A RESOLUTION OF THE SCHOOL BOARD OF GADSDEN COUNTY,  
FLORIDA, REGARDING SCHOOL SAFETY**

**WHEREAS**, The School Board of Gadsden County, Florida (the “School Board”), consisting of five elected Florida Constitutional Officers, is the governing body for the School District of Gadsden County, Florida (the “district”);

**WHEREAS**, the safety of all children is the highest priority of the School Board, and as such, the School Board is deeply saddened by any tragic event at a school, including but not limited to the recent tragic events at Marjory Stoneman Douglas High School on February 14, 2018;

**WHEREAS**, the “Marjory Stoneman Douglas High School Public Safety Act” requires each district school board and school district superintendent to partner with law enforcement agencies to establish or assign one or more safe-school officers at each school facility within the district by implementing a combination of options which best meets the needs of the school district;

**WHEREAS**, the “Marjory Stoneman Douglas High School Public Safety Act” enacted by the 2018 Florida Legislature established a “Coach Aaron Feis Guardian Program” to aid in the prevention of abatement of active assailant incidents on school premises;

**WHEREAS**, Gadsden County Sheriff Morris A. Young has agreed to establish a “Coach Aaron Feis Guardian Program”;

**WHEREAS**, in keeping with the School Board’s paramount concern for the safety of the district’s students, the School Board desires to memorialize its position regarding school safety.

**BE IT RESOLVED**, the School Board adopts the following resolutions in support of school safety:

- I. The School Board supports the “Marjory Stoneman Douglas High School Public Safety Act”, coupled with sustainable funding to fully implement;
- II. The School Board intends to utilize all options available to meet the requirements of Section 26 of the “Marjory Stoneman Douglas High School Public Safety Act” for the protection and safety of school personnel, property, students, and visitors;
- III. The School Board supports the appropriation of additional general revenue and capital revenue for safe schools so long as any such additional funding is not diverted or re-appropriated from other public school revenue sources;

- IV. The School Board shall post this resolution with the minutes of the March 26, 2019 School Board meeting, and shall deliver a copy of this resolution to the following:
- a. The Honorable Ron DeSantis, Governor
  - b. The Honorable Richard Corcoran, Commissioner of Education
  - c. The Honorable Damien Kelly, Director of Safe Schools
  - d. The Honorable Morris A. Young, Sheriff of Gadsden County

ADOPTED, on March 26, 2019 in Gadsden County, Florida, by the School Board of Gadsden County, Florida.

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Roger P. Milton, Superintendent of Schools

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Steve Scott, Board Chairman

“Approved as to Form and Sufficiency

BY \_\_\_\_\_  
Deborah Minnis  
Ausley & McMullen Law Firm  
Gadsden County School Board Attorney”

**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 8c

**DATE OF SCHOOL BOARD MEETING:** March 26, 2019

**TITLE OF AGENDA ITEMS:** Renewal of Dental Insurance for the 2019-2020 Fiscal Year with  
The Standard

**DIVISION:** Finance Department

**PURPOSE AND SUMMARY OF ITEMS:** In accordance with provisions in both the GCCTA and GESPA Collective Bargaining Agreements, the INSURANCE COMMITTEE recommends the following:

Board approval is requested for renewing the dental insurance agreement with The Standard (current insurance company) for the 2019-2020 fiscal year. The Standard provided that no increase in dental premiums would be charged for the 2019-2020 year. Then the District would be positioned in the spring of 2020 to bid both the dental and life coverages as a package which is advantageous to employees and the District.

The Board pays 100% of the monthly premium for the employee low option plan.

**FUND SOURCE:** All funds in which salaries and benefits are paid

**AMOUNT:** Board's premium is \$18.20/month per employee – Annual Amount = \$87,612 (based on current participation)

**PREPARED BY:** Bonnie Wood

**POSITION:** Finance Director



# THE SCHOOL BOARD OF GADSDEN COUNTY

2019 Renewal Summary

Policy 160-163382

Thank you for allowing Standard Insurance Company to provide quality products to support your employees' insurance needs. We are pleased to renew your policy with continued coverage and services.

We have carefully reviewed the current composition of your organization and evaluated the experience of your dental policy. Based upon this review and application of rate factors appropriate for your industry classification, we are renewing your policy at the existing premium rates as indicated in the chart below. These rates are guaranteed until October 1, 2020.

## BUY UP PLAN

Division 1/Class 1

Dental Coverage

Product & Services	Through 9/30/2019	Effective 10/1/2019
Employee	\$26.16 per member	\$26.16 per member
Employee & Spouse	\$54.88 per member	\$54.88 per member
Employee & Child(ren)	\$54.28 per member	\$54.28 per member
Employee, Spouse and Children	\$89.16 per member	\$89.16 per member

## CORE PLAN

Division 1/Class 2

Dental Coverage

Product & Services	Through 9/30/2019	Effective 10/1/2019
Employee	\$18.20 per member	\$18.20 per member
Employee & Spouse	\$45.36 per member	\$45.36 per member
Employee & Child(ren)	\$44.80 per member	\$44.80 per member
Employee, Spouse and Children	\$78.12 per member	\$78.12 per member

Division 2/Class 2

Dental Coverage

Product & Services	Through 9/30/2019	Effective 10/1/2019
--------------------	-------------------	---------------------

Employee	\$18.20 per member	\$18.20 per member
Employee & Spouse	\$45.36 per member	\$45.36 per member
Employee & Child(ren)	\$44.80 per member	\$44.80 per member
Employee, Spouse and Children	\$78.12 per member	\$78.12 per member

If you have any questions about your rates or our review process our Employee Benefits Sales and Service office at 813-879-2900 is available to serve your needs. We value your business and welcome the opportunity to provide continued assistance to you.

Sincerely yours,

Kimberly Sims  
Group Insurance Underwriter  
Employee Benefit Services  
Standard Insurance Company

**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 8d

**DATE OF SCHOOL BOARD MEETING:** March 26, 2019

**TITLE OF AGENDA ITEMS:** Vision Insurance for the 2019-2020 Fiscal Year with The Standard

**DIVISION:** Finance Department

**PURPOSE AND SUMMARY OF ITEMS:** In accordance with provisions in both the GCCTA and GESPA Collective Bargaining Agreements, the INSURANCE COMMITTEE recommends the following:

Board approval is requested to offer a vision insurance plan as a voluntary benefit with The Standard for the 2019-2020 fiscal year. This voluntary deduction would be selected by individual employees and would cover costs such as lenses and frames.

The Board would not pay any of this premium.

**FUND SOURCE:** Employee Voluntary Deduction

**AMOUNT:** Dependent upon Various Standard Plans

**PREPARED BY:** Bonnie Wood

**POSITION:** Finance Director

**THE SCHOOL BOARD OF GADSDEN COUNTY**  
Plan Design Summary

**Eye Exam, Lenses, Frames, Frequencies**

**Proposed Effective Date: 10/1/2019**

	<b>Plan 1: Balanced Care Vision I</b>		<b>Plan 2: Balanced Care Vision II</b>	
	<b>VSP Choice Network + Affiliates</b>	<b>Out of Network</b>	<b>EyeMed Insight Network</b>	<b>Out of Network</b>
<b>Annual Eye Exam</b>	Covered in full	Up to \$45	Covered in full	Up to \$35
<b>Lenses (per pair)</b>				
Single Vision	Covered in full	Up to \$30	Covered in full	Up to \$25
Bifocal	Covered in full	Up to \$50	Covered in full	Up to \$40
Trifocal	Covered in full	Up to \$65	Covered in full	Up to \$55
Lenticular	Covered in full	Up to \$100	20% discount	No benefit
Progressive	See lens options	NA	See lens options	NA
<b>Frames</b>	\$150**	Up to \$75	\$150	Up to \$75
<b>Frequencies</b>				
Exam/Lens/Frames	12/12/24	12/12/24	12/12/24	12/12/24
	Based on date of service	Based on date of service	Based on date of service	Based on date of service

\*\*The Costco allowance will be the wholesale equivalent.

**Deductible, Maximum**

<b>Deductibles</b>	<b>Plan 1: Balanced Care Vision I</b>	<b>Plan 2: Balanced Care Vision II</b>
	\$10 Exam \$20 Eye Glass Lenses or Frames*	\$10 Exam \$20 Eye Glass Lenses or Frames
		\$10 Exam \$20 Eye Glass Lenses
		No deductible

\*Deductible applies to a complete pair of glasses or to frames, whichever is selected.

**Contact Lenses**

	<b>Plan 1: Balanced Care Vision I</b>	<b>Plan 2: Balanced Care Vision II</b>
<b>Fit &amp; Follow Up Exams</b>	Participant cost up to \$60	No benefit
		Standard: Participant cost up to \$40 Premium: 10% off of retail
<b>Contacts</b>		
Elective	Up to \$150	Up to \$120
Medically Necessary	Covered in full	Up to \$210
		Up to \$150 Covered in full
		Up to \$120 Up to \$200

**Monthly Rates**

	<b>Plan 1: Balanced Care Vision I</b>	<b>Plan 2: Balanced Care Vision II</b>
<b>Employee (EE)</b>	\$7.43	\$7.23
<b>EE + Spouse</b>	\$14.75	\$14.34
<b>EE + Children</b>	\$13.80	\$13.61
<b>EE + Spouse &amp; Children</b>	\$21.12	\$20.72

Rates are guaranteed for 24 months following the effective date listed above.

Rates include: home address mailing.

This benefit and cost summary expires on 10/1/2019 unless replaced, withdrawn or amended by The Standard.

**Employee Participation Requirements**

**Eligible Employees: 1,202**

	<b>Plan 1: Balanced Care Vision I</b>	<b>Plan 2: Balanced Care Vision II</b>
	Minimum 10 lives Voluntary	Minimum 10 lives Voluntary

# THE SCHOOL BOARD OF GADSDEN COUNTY

## Plan Design Summary

### Lens Options (participant cost)\*

	Plan 1: Balanced Care Vision I		Plan 2: Balanced Care Vision II	
	VSP Choice Network + Affiliates (Other than Costco) Up to provider's contracted fee for Lined Bifocal Lenses. The patient is responsible for the difference between the base lens and the Progressive Lens charge.	Out of Network Up to Lined Bifocal allowance.	EyeMed Insight Network	Out of Network
<b>Progressive Lenses</b>				
<b>Standard Premium</b>	NA	NA	\$65 + lens deductible	No benefit
<b>Tier 1</b>	NA	NA	\$85 + lens deductible	No benefit
<b>Tier 2</b>	NA	NA	\$95 + lens deductible	No benefit
<b>Tier 3</b>	NA	NA	\$110 + lens deductible	No benefit
<b>Tier 4</b>	NA	NA	\$65 plus 80% of charge less \$120 allowance	No benefit
<b>Std. Polycarbonate</b>	Covered in full for dependent children \$33 adults	No benefit	\$40	No benefit
<b>Scratch Resistant Coating</b>	\$17-\$33	No benefit	\$15	No benefit
<b>Anti-Reflective Coating</b>	\$43-\$85	No benefit		
<b>Standard Premium</b>	NA	NA	\$45	No benefit
<b>Tier 1</b>	NA	NA	\$57	No benefit
<b>Tier 2</b>	NA	NA	\$68	No benefit
<b>Tier 3</b>	NA	NA	80% of the charge	No benefit
<b>Ultraviolet Coating</b>	\$16	No benefit	\$15	No benefit
<b>LASIK or PRK</b>	NA	NA	Average discount of 15% off retail price or 5% off promotional price at US Laser Network participating providers.	No benefit

\*Lens Option participant costs vary by prescription, option chosen and retail locations.

THE SCHOOL BOARD OF GADSDEN COUNTY  
Plan Design Summary

Eye Exam, Lenses, Frames, Frequencies

Proposed Effective Date: 10/1/2019

	Plan 3: Balanced Care Vision I		Plan 4: Balanced Care Vision II Plan H	
	VSP Choice Network + Affiliates	Out of Network	EyeMed Access Network	Out of Network
Annual Eye Exam	NA	NA	NA	NA
Lenses (per pair)				
Single Vision	Covered in full	Up to \$30	Covered in full	Up to \$25
Bifocal	Covered in full	Up to \$50	Covered in full	Up to \$40
Trifocal	Covered in full	Up to \$65	Covered in full	Up to \$55
Lenticular	Covered in full	Up to \$100	20% discount	No benefit
Progressive	See lens options	NA	See lens options	NA
Frames	\$150**	Up to \$75	\$150	Up to \$65
Frequencies				
Exam/Lens/Frames	NA/12/24	NA/12/24	NA/12/24	NA/12/24
	Based on date of service	Based on date of service	Based on date of service	Based on date of service

\*\*The Costco allowance will be the wholesale equivalent.

Deductible, Maximum

Deductibles	Plan 3: Balanced Care Vision I	Plan 4: Balanced Care Vision II Plan H
	\$20 Eye Glass Lenses or Frames*	\$20 Eye Glass Lenses or Frames
		\$20 Eye Glass Lenses
		No deductible

\*Deductible applies to a complete pair of glasses or to frames, whichever is selected.

Contact Lenses

	Plan 3: Balanced Care Vision I	Plan 4: Balanced Care Vision II Plan H
Fit & Follow Up Exams	NA	NA
Contacts		
Elective	Up to \$150	Up to \$120
Medically Necessary	Covered in full	Up to \$210
		Up to \$150
		Covered in full
		Up to \$104
		Up to \$200

Monthly Rates

Employee (EE)	\$5.13	\$5.89
EE + Spouse	\$10.11	\$11.71
EE + Children	\$9.39	\$10.90
EE + Spouse & Children	\$14.37	\$16.72

Rates are guaranteed for 24 months following the effective date listed above.

Rates include: home address mailing.

This benefit and cost summary expires on 10/1/2019 unless replaced, withdrawn or amended by The Standard.

Employee Participation Requirements

Eligible Employees: 1,202

	Minimum 10 lives Voluntary	Minimum 10 lives Voluntary
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# THE SCHOOL BOARD OF GADSDEN COUNTY

## Plan Design Summary

### Lens Options (participant cost)\*

	Plan 3: Balanced Care Vision I		Plan 4: Balanced Care Vision II Plan H	
	VSP Choice Network + Affiliates (Other than Costco)	Out of Network	EyeMed Access Network	Out of Network
<b>Progressive Lenses</b>	Up to provider's contracted fee for Lined Bifocal Lenses. The patient is responsible for the difference between the base lens and the Progressive Lens charge.	Up to Lined Bifocal allowance.	Standard: \$65 + lens deductible Premium: lens cost - 20% discount - \$120 allowance + Standard Progressive cost	No benefit
<b>Std. Polycarbonate</b>	Covered in full for dependent children \$33 adults	No benefit	\$40	No benefit
<b>Scratch Resistant Coating</b>	\$17-\$33	No benefit	\$15	No benefit
<b>Anti-Reflective Coating</b>	\$43-\$85	No benefit	\$45	No benefit
<b>Ultraviolet Coating</b>	\$16	No benefit	\$15	No benefit
<b>LASIK or PRK</b>	NA	NA	Average discount of 15% off retail price or 5% off promotional price at US Laser Network participating providers.	No benefit

\*Lens Option participant costs vary by prescription, option chosen and retail locations.

### Additional Balanced Care Vision I Choice Network Features (In Network)

<b>Contact Lenses Elective</b>	Allowance can be applied to disposables, but the dollar amount must be used all at once (provider will order 3 or 6 month supply). Applies when contacts are chosen in lieu of glasses. For plans without a separate contact fitting & evaluation (which includes follow up contact lens exams), the cost of the fitting and evaluation is deducted from the allowance.
<b>Lens Options (Participant Cost)*</b>	\$15 - Solid Plastic Dye (Except Pink I & II) \$17 - Plastic Gradient Dye \$31-\$82 - Photochromatic Lenses (Glass & Plastic) Lens Option member cost vary by prescription and option chosen.
<b>Additional Glasses</b>	20% off additional complete pairs of prescription glasses and/or prescription sunglasses.*
<b>Frame Discount</b>	VSP offers 20% off any amount above the retail allowance.*
<b>Laser VisionCare<sup>SM</sup></b>	VSP offers an average discount of 15% off or 5% off a promotional offer for LASIK Custom LASIK and PRK. The maximum out-of-pocket per eye for participants is \$1,800 for LASIK and \$2,300 for custom LASIK using Wavefront technology, and \$1,500 for PRK. In order to receive the benefit, a VSP provider must coordinate the procedure.
<b>Low Vision</b>	With prior authorization, 75% of approved amount (up to \$1,000 is covered every two years).

Based on applicable laws, reduced costs may vary by doctor location.

# THE SCHOOL BOARD OF GADSDEN COUNTY

## Plan Design Summary

### Additional Balanced Care Vision II Features (In Network)

<b>Discounts</b>	15% discount on the remaining balance in excess of the conventional contact lens allowance. 20% discount on the remaining balance in excess of the frame allowance. 20% discount on items not covered by the plan at network providers, which may not be combined with any other discounts or promotional offers. This discount does not apply to EyeMed Provider's professional services, or contact lenses.
<b>Lens Options (Participant Cost)</b>	\$15 - Tint (Solid & Gradient).
<b>Secondary Purchase Plan</b>	Participants receive a 40% discount on a complete pair of glasses once the funded benefit has been exhausted. Participants receive a 15% discount off the retail price on conventional contact lenses once the funded benefit has been exhausted. Discount applies to materials only.
<b>Contact Lens Replacement by Mail Program</b>	After exhausting the contact lens benefit, replacement lenses may be obtained at significant discounts online. Visit <a href="http://EyeMedvisioncare.com">EyeMedvisioncare.com</a> for details.

**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 8e

**DATE OF SCHOOL BOARD MEETING:** March 26, 2019

**TITLE OF AGENDA ITEMS:** Section 125 Compliance – American Fidelity

**DIVISION:** Finance Department

**PURPOSE AND SUMMARY OF ITEMS:** In accordance with provisions in both the GCCTA and GESPA Collective Bargaining Agreements, the INSURANCE COMMITTEE recommends the following:

Board approval is requested to approve the continuation of American Fidelity in providing Section 125 Compliance for the District for the 2019-2020 insurance year.

Internal Revenue Code Section 125 and related IRS regulations require employers to comply with rules that allow employees to pay for certain benefits on a pre-tax basis. In order to receive these tax advantages, the employer must document compliance which is the function being performed by American Fidelity.

In addition, American Fidelity provides the Unreimbursed Medical Expense program and offers various other insurance policies.

**FUND SOURCE:** Not applicable

**AMOUNT:** No cost to the School Board

**PREPARED BY:** Bonnie Wood

**POSITION:** Finance Director



Login

File a Claim

## Section 125 Plan Administration

A Section 125 Plan is a valuable tool for both you and your employees. But, the upkeep and compliance is often a burden. If you're like other employers we work with, it's likely been a while since you've updated your Section 125 Plan document. Did you know that changes to your benefit offerings need to be reflected on your plan document annually?

With over 50 years of experience working in your industry, we can help create and maintain your Section 125 Plan and handle employee education and ongoing care.

### Setting Up Your Plan

The first step to having a compliant Section 125 Plan is your plan document. American Fidelity will work with you to capture all the details in your benefits offering and help you properly implement and maintain your Section 125 Plan, including the plan document. American Fidelity will also:

- Provide a sample document containing your specific plan information,
- Ensure rules are established and FSA requirements are documented in your plan,
- Collect signed election forms for each employee that shows the benefits elected under the plan or that the employee is waiving participation, and
- Offer web-based resources, including an administration guide, a monthly newsletter with compliance and regulatory updates, and an [employer blog](#).

Article: [Is Your Section 125 Plan Compliant?](#)

### Helping You Keep Compliant

We can assist your Human Resources department by keeping track of plan changes and new regulations. We also have in-house employee benefits attorneys who specialize in understanding regulations.

[Learn More About Our Compliance Services](#)

#### Plan Document Updates

Annual changes to your benefits program can result in the need to update your plan document. We'll review it on an annual basis to ensure it is up to date.

#### FSA Adjudication

We follow the law to help prevent you from being audited and fined. [Read more about providing documentation for claims.](#)

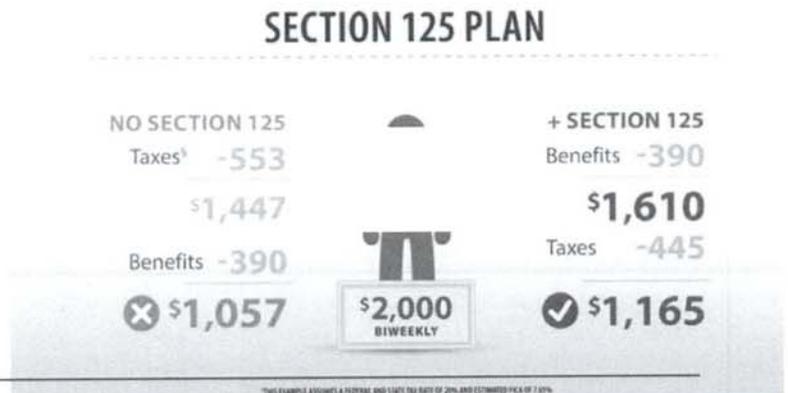
#### Non-Discrimination Testing

We'll provide testing worksheets and guidance to help you demonstrate the Section 125 Plan is not providing a greater benefit to highly compensated individuals than to non-highly compensated individuals. [View our non-discrimination testing forms here.](#)

### Employee Education

We know that your HR department doesn't have the time or resources to educate each employee individually. Through customized education and year-round communication, we'll help your employees understand their benefits, leading to participation in your Section 125 Plan.

[Learn More About Our Education Strategy](#)



If you would like assistance creating and maintaining your Section 125 Plan, American Fidelity can help.

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

**AGENDA ITEM NO.** 8f

**DATE OF SCHOOL BOARD MEETING:** March 26, 2019

**TITLE OF AGENDA ITEM:** Career & Technical Education Career Pathways Articulation Agreement between Tallahassee Community College and Gadsden County Schools 2018-2019

**DIVISION:** Secondary Education

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

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

The purpose of this agenda item is to request board approval of the Career & Technical Education Career Pathways Articulation Agreement between the School Board of Gadsden County and Tallahassee Community College governing the enrollment of students for the 2018-2019 school term.

**FUND SOURCE:** FEFP

**AMOUNT:** Undetermined – based upon enrollment

**PREPARED BY:** Sylvia R. Jackson, Ed.D. 

**POSITION:** Area Director of Secondary Education/Director of Adult, Career and Technical Education

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INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

\_\_\_\_\_ 1 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 7

CHAIRMAN'S SIGNATURE: page(s) numbered 7

**Career and Technical Education  
Tallahassee Community College & Gadsden County School Board  
Career Pathways Articulation Agreement  
2018-2019**

Articulation is a method of granting college level course credit for learning and skills accomplished as part of secondary school instruction. The secondary school and Tallahassee Community College (TCC) will maintain the integrity of their separate programs and enter into this agreement as cooperating educational institutions.

TCC will work with the high school to establish Career Pathways to serve Career and Technical Education (CTE) students. Agreements will be developed during the year, and this agreement will be amended as agreements are completed.

**Student Qualifications**

Students must meet all TCC admission requirements and present evidence of the following:

1. Successful completion of the articulated secondary technical program of study with a grade of 2.5 (on a 4.00 scale) or better.
2. Graduation from secondary school no more than 18 months prior to enrollment at Tallahassee Community College.
  - a. Students may be subject to taking the College's placement test.
3. Enrollment in an A.S. or certificate program appropriate to the credit to be awarded for the specified exemption exam or industry certification. Completion of 9 credit hours in the A.S. or certificate program is required in order for the career pathway credit to be applied to the college transcript.

**Procedure**

1. The secondary school instructor provides evidence of completion to the district Career and Technical Education contact who forwards the information to the TCC's Career Pathways contact.
2. TCC's Career Pathway Specialist will issue a letter to students who have successfully completed the secondary Career Pathway program as reported by the district Career and Technical Education contact informing students of the Career Pathway articulation agreement opportunities.

### **Conditions of Agreement**

1. Gadsden County High School faculty and TCC faculty will review course textbooks, syllabi, and other institutional materials as needed in order to develop articulated programs of study.
2. Gadsden County High School and TCC will review the list of articulated programs of study annually. Changes will be made as necessary based on changes in program offerings and outcomes.
3. Gadsden County High School and TCC will cooperate in publicizing this program to secondary school students in order to ensure that they are aware of these opportunities.
4. TCC will not charge tuition for any courses for which a student receives articulated credit.

This agreement may be terminated at any time by either Gadsden County High Schools or Tallahassee Community College through providing thirty (30) days' notice. In the event of a termination, both schools agree that students who are currently in secondary courses and working toward fulfilling the competencies or who are in their first semester at TCC will be allowed to complete the articulated credit.

This agreement will remain in effect and will be reviewed annually by the articulation committee and incorporated into the dual enrollment articulation agreement. The articulation committee will be composed of the Vice President for Academic Affairs of Tallahassee Community College, Dean of Business, Industry and Technology for Tallahassee Community College, District Representative for Gadsden County and the TCC Career Pathways Specialist.

High School Career Pathways Course Options	Assessment	Total Possible Credits	TCC A.S. Degree or Certificate
<u>Administrative Office Specialist-GCH, Crossroad Academy</u> -8207310 Digital Information Technology -8212110 Administrative Office Technology 1 -8212120 Business Software Applications 1 -8209510 Digital Design 1 -8212410 Administrative Office Technology 2 -8212420 Administrative Office Technology 3 -8212160 Business Software Applications 2	-Completion of the high school Administrative Office Specialist Program <b>And</b> -Microsoft Office certifications	Pathway credits awarded as: -Microsoft Office Master MICRO017 (Up to 9 credits depending on the MOS cert.) <b>And</b> - CGS2100 Computer Competency (3 credit hours) <b>Up to 12 total college credit hours</b>	-Office Administration, A.S. <b>And/Or</b> -Office Management Certificate

High School Career Pathways Course Options	Assessment	Total Possible Credits	TCC A.S. Degree or Certificate
<p><u>Digital Design-GCH</u>, Crossroad Academy</p>	<p>-Completion of the high school Digital Design program</p>	<p>Pathways credit hours awarded as:</p>	<p>-Graphic and Web Technology, A.S.</p>
<p>-8207310 Introduction to Information Technology</p>	<p><b>And</b></p>	<p>-CIW Master Designer cert. Professional Elective (3 credit hours)</p>	<p><b>And/Or</b></p>
<p>-8209510 Digital Design 1</p>	<p>-CIW Master Designer PROSO004</p>	<p><b>And</b></p>	<p>-Graphic Design Support Certificate</p>
<p>-8209520 Digital Design 2</p>	<p><b>Or</b></p>	<p>-CGS1060 Computer and Internet Literacy</p>	
<p>-8209530 Digital Design 3</p>	<p>-Adobe Certified Associate Certificate(s)</p>	<p>Exemption Exam towards electives (3 credit hours)</p>	
<p>-8209540 Digital Design 4</p>		<p>-PGY2801C Photoshop (3 credit hours)</p>	
<p>-8209550 Digital Design 5</p>		<p><b>And</b></p>	
<p>-8209560 Digital Design 6</p>		<p>-Up to 3 credit hours applied to program courses depending on Adobe certification presented</p>	
<p>-8209570 Digital Design 7</p>		<p><b>Up to 12 total college credit hours</b></p>	

High School Career Pathways Course Options	Assessment	Total Possible Credits	TCC A.S. Degree or Certificate
<u>Applied Information Technology-GCH, Crossroad Academy</u>	-Completion of the high school Applied Information Technology Program	Pathways credit hours awarded as:	-Computer Programming and Web Development, A.S.
-8207310 Digital Information Technology	<b>And</b> -CIW Associate Design Specialist PROSO001	-CGS1820 Web Page Authoring (3 credit hours)	
-9003410 Computer Fundamentals	<b>Or</b> -CIW Master Designer PROSO004	-CGS1555 Internet (3 credit hours)	
-9003420 Web Technologies		-COP2822 Scripting for the Web (3 credit hours)	
-9003430 IT Systems & Applications		-Program Elective (3 credit hours)	
-9003440 Database Essentials		<b>Up to 12 total college credit hours</b>	
-9003450 Programming Essentials			
-9003460 Web Development Technologies			
-9003470 Multimedia Technologies			
-9003480 Computer Networking Fundamentals			
-9003490* Cybersecurity Fundamentals			

High School Career Pathways Course Options	Assessment	Total Possible Credits	TCC A.S. Degree or Certificate
<u>Nursing Assistant, Acute and Long Term Care-GCH, Crossroad</u> -8417100 Health Science Anatomy & Physiology -8417110 Health Science Foundations -8417211 Nursing Assistant 3	-Completion of the high school Nursing Assistant program <b>And</b> -CPR, Emergency Medical Responder EMR NREMT003	Pathways credit hours awarded as: -HSC2531 Medical Terminology Exemption Exam (3 credit hours) - EMS1059C First Responder Credential (3 credit hours) <b>Up to 6 total college credit hours</b>	-Emergency Medical Services (EMS) A.S. <b>And/Or</b> -Emergency Medical Technician Certificate

**IN WITNESS WHEREOF**, the School Board of Gadsden County, Florida and The District Board of Trustees, Tallahassee Community College, Florida have adopted this agreement and caused it to be executed by their respective chairs and chief executive officers.

3/11/19  
Date

Karen B. Moore  
Chair, The District Board of Trustees,  
Tallahassee Community College, Florida

3/11/19  
Date

[Signature]  
President, Tallahassee Community College

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chair, Gadsden County School Board

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent, Gadsden County School District

\_\_\_\_\_  
Date

\_\_\_\_\_  
Director, Gadsden Technical Institute

**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 8g

**DATE OF SCHOOL BOARD MEETING:** March 26, 2019

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

**DIVISION:** Professional Learning

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

**PURPOSE AND SUMMARY OF ITEM:**

Inservice Program for Add-On Endorsement in the Area of ESOL

**FUND SOURCE:** N/A

**AMOUNT:** N/A

**PREPARED BY:** Dr. Ida Walker

**POSITION:** Director, Professional Learning

---

**INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER**

       Number of ORIGINAL SIGNATURES NEEDED by preparer.

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

**CHAIRMAN'S SIGNATURE:** pages(s) numbered \_\_\_\_\_

**REVIEWED BY:** \_\_\_\_\_



**Inservice Program  
For Add-On Endorsement**

**In the Area of**

**ESOL**

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

Recommended to the \_\_\_\_\_ District School Board on  
\_\_\_\_\_, 20\_\_  
(Month, Day)

\_\_\_\_\_  
Superintendent

Approved by the \_\_\_\_\_ District School Board on  
\_\_\_\_\_, 20\_\_  
(Month, Day)

\_\_\_\_\_  
Chairman of the Board

**INSERVICE PROGRAM**  
**FOR ADDING AN ENDORSEMENT IN**  
**English for Speakers of Other Languages**  
**ESOL Endorsement**  
**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](http://www.paec.org)  
850-638-6131  
Toll free: 1-877-873-7232

# The Panhandle Area Educational Consortium

## ESOL Add-On Endorsement

### I. PROGRAM TITLE

Panhandle Area Educational Consortium's Add-On Certification Program  
English for Speakers of Other Languages (ESOL) Endorsement

### II. PROGRAM RATIONALE AND PURPOSE

Florida school districts, including two of the largest in the nation, educate over 279,000 (2017-2018) English Language Learners (ELLs), with 230 different languages spoken among them. These demographics reflect a continued increase of ELLs throughout Florida. The Florida Department of Education's Bureau of Student Achievement through Language Acquisition (SALA) assists schools and districts, to ensure ELLs receive comprehensible instruction. In addition, the Bureau monitors schools and districts for compliance with state and federal rules, regulations, the 1990 League of United Latin American Citizens (LULAC) et al. v. the State Board of Education (SBE) Consent Decree, and the 2003 Modification of the Consent Decree.

District Add-on Certification Programs for English for Speakers of Other Languages (ESOL) Endorsement must reflect the State Board of Education approved **FLORIDA TEACHER STANDARDS for ESOL ENDORSEMENT**; Rule [6A-4.02451](#).

The Panhandle Area Educational Consortium (PAEC) is composed of fourteen small and rural school districts in the northwest part of the state. Although these districts traditionally have fewer students who speak other languages, the number of students categorized as English Language Learners (ELLs) continues to increase. While significant progress has been made toward ensuring that teachers needing ESOL training have received appropriate professional development, the need to provide professional learning support is ongoing.

PAEC and its member districts offer a variety of ESOL-related professional learning solutions. These include face-to-face workshops, a blended combination of face-to-face workshops and online support components and fully online endorsement courses to provide professional learning opportunities that best meet the needs of teachers, administrators and guidance counselors. All options are delivered in an exemplary fashion to employ research-evidenced practices, proven effective with English Language Learners.

The PAEC and district-provided online ESOL options are designed so that participants have ongoing online interaction with the course facilitator. Through the PAEC electronic Professional Development Connections, (ePDC) online course system, facilitators and participants discuss course content, educator implementation of best practices, evaluation of impact and self-reflection. The course instructor/facilitator is the gatekeeper for quality control in every instance. If a participant's response is faulty, not detailed enough, or lacks the superior quality required, the instructor responds and requires elaboration or justification from the participant. It is through this

meaningful dialogue that learning is demonstrated, and quality is maintained for all online course participants.

When a participant in a PAEC-offered online ESOL course successfully completes the course requirements, the number of credit hours is posted to the participant's transcript, housed within the ePDC. Completion records and other reports, tailored to district needs, are available to appropriate district personnel at any time, upon request.

Note: Each district is the authorizing body for approval of individual ESOL courses for endorsement, certification, or to meet Categories I, II, III and IV professional development requirements.

### **Certification Requirements**

Certification requirements for teachers of ESOL include general and professional preparation as specified in State Board Rule 6A-4.0244 *Rulemaking Authority 1001.02, 1012.55, 1012.56 FS. Law Implemented 1001.02, 1012.54, 1012.55, 1012.56 FS. History—New 10-10-89, Amended 10-30-90, 9-15-97, 4-21-09.* ESOL may be added to a standard coverage through the earning of college course credit, district add-on program using in-service points, or a combination of in-service and course work. The PAEC Add-on Program deals with in-service and/or the combination of in-service with college credit. College course credits may be reported directly to the state teacher certification office if the endorsement is to be granted using college coursework alone. Statutory Authority Reference: Florida Statutes, 1001.02, 1012.55, and 1012.56.

### **Purposes**

The purposes of the PAEC ESOL Add-On Endorsement Program are:

1. to ensure that English Language Learners have appropriately qualified teachers;
2. to develop competencies of teachers, guidance counselors, and school administrators, enabling them to effectively meet the academic, social, and emotional needs of English Language Learners;
3. to assist educators in obtaining or renewing certification; and,
4. to provide high-quality professional learning opportunities that are flexible and respectful of time and resources.

Current teaching credentials of each teacher participating in this program will be evaluated on an individual basis by the district certification contact and/or professional development director to determine which portions of the program must be completed. The in-service components, represent research-evidenced best practices and are appropriate for any teacher seeking renewal of certification, providing the component has not been previously completed. ESOL in-service hours may also be banked for later use.

### **III. PROGRAM CONTENT/CURRICULUM**

This professional learning program focuses on topics of study reflected in the DOE/META Agreement and State Board Rule 6A-4.0244-Specialization Requirements for Adding English for Speakers of Other Languages Endorsement to a Florida Educator's Certificate. The following Domains have been approved by the Florida Department of Education for ESOL Endorsement Programs:

- Domain 1: Culture (Cross-cultural Communications)
- Domain 2: Language and Literacy (Applied Linguistics)
- Domain 3: Methods of Teaching English to Speakers of Other Language (ESOL)
- Domain 4: ESOL Curriculum and Materials Development
- Domain 5: Assessment (ESOL Testing and Evaluation)

#### **A. PROFESSIONAL EDUCATION STUDIES**

The *Florida Teacher Standards for ESOL Endorsement* are organized around domains, standards within each domain, and performance indicators for each standard. A domain may be seen as an overarching category of study that identifies a broad conceptual area. For this document, each domain is considered synonymous with the use of the term 'area' as used in the Florida Consent Decree Section IV, A1(3). Each domain is defined by its standards which identify the core knowledge, skills, and dispositions that must be addressed within each domain. For each standard, the document lists a set of key performance indicators, which provide specific criteria for demonstrating mastery of the standards.

#### **B. NATIONALLY RECOGNIZED GUIDELINES**

The Florida Professional Development Standards for Endorsement of teachers providing basic ESOL instruction to English Language Learners (henceforth, the *Florida Teacher Standards for ESOL Endorsement*) drew significantly from the revised draft Standards for the Recognition of Initial Teacher Preparation in P-12 ESL Teacher Education developed by Teachers of English to Speakers of Other Languages Inc. (TESOL), (TESOL, 2008; henceforth TESOL Teacher Standards). These standards are available at <http://www.tesol.org/advance-the-field/standards/standards-for-adult-education/standards-for-esl-efl-teachers-of-adults-> (2008).

## Competencies

**Table 1**

***Domains and Standards Considered in Development of PAEC Add-On Endorsement***

<b>Domain</b>	<b>Standard</b>
Domain 1: Cross-Cultural Communications	1.1 Culture as a Factor in ELLs' Learning
Domain 2: Applied Linguistics	2.1 Language as a System 2.2 Language Acquisition and Development 2.3 Second Language Literacy Development
Domain 3: Methods of Teaching English to Speakers of Other Languages	3.1 ESL/ESOL Research and History 3.2 Standards-Based ESL and Content Instruction 3.3 Effective Use of Resources and Technologies
Domain 4: ESOL Curriculum and Materials Development	4.1 Planning for Standards-Based Instruction of ELLs 4.2 Instructional Resources and Technology
Domain 5: Assessment (ESOL Testing and Evaluation)	5.1 Assessment Issues for ELLs 5.2 Language Proficiency Assessment 5.3 Classroom-Based Assessment for ELLs

## IV. INSTRUCTIONAL DESIGN AND DELIVERY

Domains and standards taken into consideration for the development of the PAEC ESOL Add-On Endorsement Program are listed below.

### A. INSTRUCTIONAL STRANDS

**Domain 1: Culture (Cross-Cultural Communications)**

*Standard 1: Culture as a Factor in ELLs' Learning*

Teachers will know and apply understanding of theories related to the effect of culture in language learning and school achievement for ELLs from diverse backgrounds. Teachers will identify and understand the nature and role of culture, cultural groups, and individual cultural identities.

**Domain 2: Language and Literacy (Applied Linguistics)**

*Standard 1: Language as a System*

Teachers will demonstrate understanding of language as a system, including phonology, morphology, syntax, semantics and pragmatics; support ELLs' acquisition of English in order to learn and to read, write, and communicate orally in English.

*Standard 2: Language Acquisition and Development*

Teachers will understand and apply theories and research on second language acquisition and development to support ELLs' learning.

*Standard 3: Second Language Literacy Development.*

Teachers will demonstrate an understanding of the components of literacy, and will understand and apply theories of second language literacy development to support ELLs' learning.

**Domain 3: Methods of Teaching English to Speakers of Other Languages (ESOL)**

*Standard 1: ESL/ESOL Research and History*

Teachers will demonstrate knowledge of history, public policy, research and current practices in the field of ESL/ESOL teaching and apply this knowledge to improve teaching and learning for ELLs.

*Standard 2: Standards-Based ESL and Content Instruction*

Teachers will know, manage, and implement a variety of teaching strategies and techniques for developing and integrating ELLs' English listening, speaking, reading, and writing skills. The teacher will support ELLs' access to the core curriculum by teaching language through academic content.

*Standard 3: Effective Use of Resources and Technologies*

Teachers will be familiar with and be able to select, adapt and use a wide range of standards-based materials, resources, and technologies.

**Domain 4: ESOL Curriculum and Materials Development**

*Standard 1: Planning for Standards-Based Instruction of ELLs*

Teachers will know, understand, and apply concepts, research, best practices, and evidenced-based strategies to plan classroom instruction in a supportive learning environment for ELLs. The teacher will plan for multilevel classrooms with learners from diverse backgrounds using a standards-based ESOL curriculum.

*Standard 2: Instructional Resources and Technology*

Teachers will know, select, and adapt a wide range of standards-based materials, resources, and technologies.

**Domain 5: Assessment (ESOL Testing and Evaluation)**

*Standard 1: Assessment Issues for ELLs*

Teachers will understand and apply knowledge of assessment issues as they affect the learning of ELLs from diverse backgrounds and at varying English proficiency levels. Examples include cultural and linguistic bias; testing in two languages; sociopolitical and psychological factors; special education testing and assessing giftedness; the importance of standards; the difference between formative and summative assessment; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests). Teachers will also understand issues around accountability. This includes the implications of standardized assessment as opposed to performance-based assessments, and issues of accommodations in formal testing situations.

*Standard 2: Language Proficiency Assessment*

Teachers will appropriately use and interpret a variety of language proficiency assessment instruments to meet district, state, and federal guidelines, and to inform their instruction. Teachers will understand their uses for identification, placement, and demonstration of

language growth of ELLs from diverse backgrounds and at varying English proficiency levels. Teachers will articulate the appropriateness of ELL assessments to stakeholders.

*Standard 3: Classroom-Based Assessment for ELLs*

Teachers will identify, develop, and use a variety of standards- and performance-based, formative and summative assessment tools and techniques to inform instruction and assess student learning. Teachers will understand their uses for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and at varying English proficiency levels. Teachers will articulate the appropriateness of ELL assessments to stakeholders.

## **B. TRAINING COMPONENTS**

### **ESOL ENDORSEMENT OPTIONS, CORRELATION OF INSTRUCTIONAL STRANDS, AND MAJOR TOPICS**

While any certified teacher may opt to add on the ESOL Endorsement; Category I teachers (Primary Language Arts/English, Developmental Language Arts, Intensive Reading, Reading, Developmental Language Arts or Reading to English Language Learners) are required to obtain the ESOL Endorsement/Certification. Options A – C provide an approved means to fulfill this requirement under the PAEC ESOL Add-On Program.

#### **OPTION A**

Participants, selecting this option, will complete each of the five, 60-hour professional learning courses listed below. Courses are available from PAEC (online, blended or face-to-face) or district-offered or approved options, for a total of 300 credit hours. See Table 2 for appropriate instructional strands and major topics.

*ESOL: Methods of Teaching English to Speakers of Other Languages (ESOL) (Course One)*

*ESOL: Applied Linguistics (Course Two)*

*ESOL: Testing and Evaluation of ESOL (Course Three)*

*ESOL: Curriculum and Materials Development (Course Four)*

*ESOL: Cross-Cultural Communications (Course Five)*

**\*\*Note:** Participants are encouraged to complete *ESOL: Methods of Teaching English to Speakers of Other Languages (ESOL)* first, followed by *ESOL: Applied Linguistics*. Although all courses may be taken in any order, the course numbers correspond to the suggested order.

**Table 2**  
**Option A Instructional Strands and Major Topics**

Instructional Strands	Major Topics
<p><b>Domain 1: Culture (Cross-Cultural Communications)</b></p>	<ul style="list-style-type: none"> <li>• Effect of culture in language learning and school achievement for ELLs from diverse backgrounds</li> <li>• Nature and role of culture</li> <li>• Nature and role of cultural groups</li> <li>• Nature and role of individual cultural identities</li> </ul>
<p><b>Domain 2: Language and Literacy (Applied Linguistics)</b></p>	<ul style="list-style-type: none"> <li>• Language as a system</li> <li>• Phonology</li> <li>• Morphology</li> <li>• Syntax</li> <li>• Semantics</li> <li>• Pragmatics</li> <li>• English acquisition to read, write and communicate orally in English</li> <li>• Research on second language acquisition and development</li> <li>• Components of literacy</li> <li>• Theories of second language literacy development</li> </ul>
<p><b>Domain 3: Methods of Teaching English to Speakers of Other Languages (ESOL)</b></p>	<ul style="list-style-type: none"> <li>• History</li> <li>• Public Policy</li> <li>• Research and current practices in teaching ESL/ESOL</li> <li>• Teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing skills</li> <li>• Teaching language through academic content</li> <li>• Selection, adaptation, and use of standards-based materials, resources, and technologies</li> </ul>
<p><b>Domain 4: ESOL Curriculum and Materials Development</b></p>	<ul style="list-style-type: none"> <li>• Knowing, understanding, and applying concepts, research, best practices, and evidenced-based strategies for planning instruction</li> <li>• Supportive learning environment for ELLs</li> <li>• Planning multilevel classrooms for learners with diverse backgrounds using standards-based ESOL curriculum</li> <li>• Knowing, selecting, and adapting wide range of standards-based materials, resources, and technologies</li> </ul>
<p><b>Domain 5: Assessment (ESOL Testing and Evaluation)</b></p>	<ul style="list-style-type: none"> <li>• Understanding and applying knowledge of assessment issues that affect learning of ELLs from diverse backgrounds and varying levels of English proficiency               <ul style="list-style-type: none"> <li>○ Cultural and linguistic bias</li> <li>○ Testing in two languages</li> <li>○ Sociopolitical and psychological factors</li> <li>○ Special education testing and assessing giftedness</li> </ul> </li> </ul>

	<ul style="list-style-type: none"><li>○ Importance of standards</li><li>○ Formative vs. summative assessment</li><li>○ Difference between language proficiency and other assessment types</li><li>● Accountability issues<ul style="list-style-type: none"><li>○ Implications of standardized vs. performance-based assessments</li><li>○ Accommodations in formal testing</li></ul></li><li>● Use and interpretation of variety of language proficiency assessment instruments to meet district, state, and federal guidelines</li><li>● Use of assessments to identify, place and demonstrate language growth of ELLs</li><li>● Articulation of appropriateness of ELL assessments to appropriate stakeholders</li><li>● Identifying, developing, and using various standards- and performance-based, formative and summative assessment tools and techniques to inform instruction and assess learning</li></ul>
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## **OPTION B**

Some participants may choose to combine components from Option A with college credit. This is permissible, provided all performance standards, for each of the five domains, are met and the total number of ESOL in-service hours equals at least 300. Participants, electing to use college credit to fulfill a portion of the ESOL Endorsement requirements, must provide a college transcript and course description to the appropriate district-level personnel. It will be the responsibility of the appropriate district-level personnel to review the course description(s) and make the determination regarding whether the college credit will be counted toward the inservice requirement for the ESOL endorsement.

ESOL In-service or Coursework must include the following areas:

- Cross-Cultural Communications
- Applied Linguistics
- Methods of Teaching English to Speakers of Other Languages (ESOL)
- ESOL Curriculum and Materials Development
- Testing and Evaluation of ESOL

**Note:** See **Table 2** for appropriate instructional strands and major topics.

## **OPTION C**

Some participants may choose to combine components from Option A, college credit, district-provided, and/or ESOL courses from district-approved providers. In addition, for teachers who earned ESOL inservice credit while teaching in a school district not covered under the PAEC Add-On ESOL Endorsement Plan (within or outside the State of Florida), the district will assume responsibility for completing a careful review of the course description and/or course requirements and determining whether the inservice meets the performance standards required in order to use the inservice credit toward the ESOL endorsement.

Elements addressed in option C are permissible, provided all performance standards for each of the five domains are met and the total number of ESOL in-service hours equals at least 300. An individual plan of study form must be developed and approved by appropriate district-level personnel for all participants who elect to pursue this option.

**Note:** See **Table 2** for appropriate instructional strands and major topics.

## ADDITIONAL TRAINING OPTIONS

### Category II Teachers

Category II teachers (Social Studies, Mathematics, Science and Computer Literacy) may fulfill their ESOL in-service requirements by successfully completing 60 hours of approved ESOL professional development or three-semester credit hours of college coursework, aligned to the FLDOE-approved ESOL domains and standards.

**Note:** The recommended PAEC professional learning option for Category II teachers is *ESOL: Methods of Teaching English to Speakers of Other Languages (ESOL)* delivered via face-to-face, blended, or online. See the corresponding instructional strands under Option A, **Table 2**.

### Category III Teachers

Category III teachers (subject areas, not included in Categories I and II) may fulfill their ESOL in-service requirements by successfully completing 18 hours of ESOL professional development or three-semester credit hours of college coursework aligned to the FLDOE-approved ESOL domains and standards. See the corresponding instructional strands and major topics under **Table 3**.

**Note:** The recommended PAEC online course for this category of teachers is *ESOL for Category III Teachers*.

**Table 3**  
*Category III Instructional Strands and Major Topics*

Instructional Strands	Major Topics
Methods of Teaching ESOL	Demographics and Legal Requirements
Applied Linguistics	Language Learning
Cross-Cultural Communications	Culture
ESOL Curriculum and Materials Development	Effective Principles and Strategies
Testing and Evaluation of ESOL	Assessing ESOL Students

### Category IV Personnel

Category IV personnel (school administrators and guidance counselors) may fulfill their ESOL professional learning requirements by successfully completing 60 hours of ESOL professional development or three semester credit hours of college coursework that addresses the FLDOE approved ESOL competencies for their respective areas. See **Table 4** for corresponding instructional strands and major topics for guidance counselors and **Table 5** for school administrators.

**Note:** PAEC offers the 60-hour online courses, *ESOL for School Administrators* and *ESOL for Guidance Counselors* to meet these professional learning needs. Additionally, each of these may be offered in a face-to-face or blended format upon request and pending sufficient enrollment.

**Table 4*****Category IV - Guidance Counselor - Instructional Strands and Major Topics***

<b>Instructional Strands</b>	<b>Major Topics</b>
Cross-Cultural Communications	Cultural Awareness
Applied Linguistics	Language Acquisition and Learning
Methods of Teaching English to Speakers of Other Languages (ESOL)	Literacy Development Demographics and Legal Requirements
Testing and Evaluation of ESOL Students	Assessment
All Strands	Academic Advisement
Instructional Strands	Case Study of ELL

**Table 5*****Category IV - School Administrator - Instructional Strands and Major Topics***

<b>Instructional Strands</b>	<b>Major Topics</b>
Methods of Teaching English to Speakers of Other Languages (ESOL)	Demographics and Legal Requirements
Applied Linguistics	Academic Competence, Part A Language Learning Literacy Development
ESOL Curriculum and Materials Development	Academic Competence, Part B
Cross-Cultural Communications	Culture, Part A Culture, Part B
Testing and Evaluation of ESOL Students	Assessment Assessing ESOL Students

## **B. TRAINING COMPONENTS**

### **OPTION A**

#### **MASTER INSERVICE PLAN COMPONENT**

**Component Title: Cross-Cultural Communications (Course Five)**

**Identifier Numbers:**

**District-Provided: 2-705-422**

**PAEC-Provided: 2-705-522**

**Maximum Points: 60**

**General Objectives:**

Teachers know, understand, and use the major theories and research related to the structure and acquisition of language to support ESOL students' language and literacy development and content area achievement.

**Specific Objectives:**

**Standard 1: Culture as a Factor in ELLs' Learning**

Teachers will know and apply understanding of theories related to the effect of culture in language learning and school achievement for ELLs from diverse backgrounds. Teachers will identify and understand the nature and role of culture, cultural groups, and individual cultural identities.

**Performance Indicators**

- 1.1. a. Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning of ELLs, from diverse backgrounds and at varying English proficiency levels.
- 1.1. b. Understand and apply knowledge of concepts of cultural competence, particularly knowledge about how cultural identities affect learning and academic progress for students from diverse backgrounds and at varying English proficiency levels.
- 1.1. c. Use a range of resources in learning about the cultural experiences of ELLs and their families to guide curriculum development and instruction.
- 1.1. d. Understand and apply knowledge about the effects of racism, stereotyping, and discrimination in teaching and learning of ELLs from diverse backgrounds and at varying English proficiency levels.
- 1.1. e. Understand and apply knowledge about home/school connections to build partnerships with ELLs' families.
- 1.1. f. Understand and apply knowledge about concepts related to the interrelationship between language and culture for students from diverse backgrounds and at varying English proficiency levels.

**Activities:**

The PAEC-offered online course requires participants to develop a portfolio of online responses as a series of course modules are completed through the FloridaLearns Academy's electronic Professional Development Connections (ePDC) Website. While participating in the online modules, participants may have the opportunity to view embedded video segments pertaining to the content of the module. In addition, participants must complete the reading selections embedded within each module, access online reading assignments, answer specific questions pertaining to each module, and complete individual assignments. Some assignments will require participants to implement strategies learned in the course in their current classrooms and reflect on the implementation process. The course facilitator will interact electronically with the participant, providing timely feedback regarding course responses. Online course activities are aligned to the Section C matrix.

PAEC-provided face-to-face or blended, district-provided and/or district-approved activities may employ a variety of learning delivery methods from those listed below. Activities must require successful demonstration of performance indicators as outlined in Section C matrix.

**Evaluation Criteria:**

The instructor will award component completion upon successful participant demonstration of one or more of the following: pre and post-tests, completed course assignments, products, demonstration of objectives or competencies, or other method of measurement acceptable to the professional learning facilitator. Activities conducted under this component will be evaluated by participants and inservice leaders to determine 1) the degree to which objectives have been addressed, and 2) the impact of acquired skills on students when implemented in the educational setting.

In all cases participants will:

- Demonstrate all competencies of the component; and
- Satisfactorily complete assigned activities and assignments.

**Component Evaluation:**

Through the ePDC, the district Professional Development Director will receive notification of course completion. The system requires an online component evaluation to be completed by the participant before a course is marked completed. This evaluation is a part of the ePDC and conforms to the Florida Professional Development System Evaluation Protocol requirements.

**Learning (Delivery) Methods:**

A professional learning activity under this component must align with at least one of the state-identified delivery methods listed below:

- Knowledge Acquisition Workshop
- Electronic, interactive
- Electronic, non-interactive
- Learning Community/Lesson Study group
- Independent Inquiry (Includes, for example, Action Research)

- Structured Coaching, Mentoring (may include one-on-one or small group instruction by a mentor/coach with a teacher with specific learning objectives)
- Job-embedded workshop

Delivery of the PAEC online course includes electronic, interactive delivery, one-on-one instruction by a coach (the course facilitator), and in some cases, independent inquiry.

**Implementation (Follow-up) Methods:**

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant’s acquired skills on students when implemented in the educational setting.

- Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration)
- Independent Learning/Action Research related to training (should include evidence of implementation)
- Collaborative Planning related to training, includes Learning Community
- Participant Product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)
- Lesson Study group participation
- Electronic – interactive
- Electronic – non-interactive
- Evaluation of practice indicators

## **MASTER INSERVICE PLAN COMPONENT**

**Component Title:** Applied Linguistics (Course Two)

**Identifier Numbers:**

**District-Provided:** 1-702-421

**PAEC-Provided:** 1-702-521

**Maximum Points:** 60

**General Objectives:**

Teachers know, understand, and use the major theories and research related to the structure and acquisition of language to support ESOL students' language and literacy development and content area achievement.

**Specific Objectives:**

**Standard 1: Language as a System**

Teachers will demonstrate understanding of language as a system, including phonology, morphology, syntax, semantics and pragmatics; support ELLs' acquisition of English in order to learn and to read, write, and communicate orally in English.

**Performance Indicators**

2.1. a. Demonstrate knowledge of the components of language and understanding of language as an integrative and communicative system.

2.1. b. Apply knowledge of phonology (the sound system), morphology (the structure of words), syntax (phrase and sentence structure), semantics (word/sentence meaning), and pragmatics (the effect of context on language) to support ELLs' development of listening, speaking, reading, and writing (including spelling) skills in English.

2.1. c. Demonstrate knowledge of rhetorical and discourse structures as applied to second language and literacy learning.

2.1. d. Demonstrate proficiency in English and model for ELLs the use of appropriate forms of English for different purposes.

2.1. e. Identify similarities and differences between English and other languages reflected in the ELL student population.

**Standard 2: Language Acquisition and Development**

Teachers will understand and apply theories and research on second language acquisition and development to support ELLs' learning.

**Performance Indicators**

2.2. a. Demonstrate understanding of current and past theories and research in second language acquisition and bilingualism as applied to ELLs from diverse backgrounds and at varying English proficiency levels.

2.2. b. Recognize the importance of ELLs' home languages and language varieties, and build on these skills as a foundation for learning English.

- 2.2. c. Understand and apply knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELLs' learning of English.
- 2.2. d. Understand and apply knowledge of the role of individual learner variables in the process of learning English as a second language.

### **Standard 3: Second Language Literacy Development**

Teachers will demonstrate an understanding of the components of literacy, and will understand and apply theories of second language literacy development to support ELLs' learning.

#### **Performance Indicators**

- 2.3. a. Understand and apply current theories of second language reading and writing development for ELLs from diverse backgrounds and at varying English proficiency levels.
- 2.3. b. Demonstrate understanding of similarities and differences between L1 (home language) and L2 (second language) literacy development.
- 2.3. c. Demonstrate understanding of how L1 literacy influences L2 literacy development and apply this to support ELLs' learning.
- 2.3. d. Understand and apply knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELLs' L2 literacy development in English.
- 2.3. e. Understand and apply knowledge of how principles of phonology, morphology, syntax, semantics, and discourse affect L2 reading and writing development.

#### **Activities:**

The PAEC-offered online course requires participants to develop a portfolio of online responses as a series of course modules are completed through the FloridaLearns Academy's electronic Professional Development Connections (ePDC) Website. While participating in the online modules, participants may have the opportunity to view embedded video segments pertaining to the content of the module. In addition, participants must complete the reading selections embedded within each module, access online reading assignments, answer specific questions pertaining to each module, and complete individual assignments. Some assignments will require participants to implement strategies learned in the course in their current classrooms and reflect on the implementation process. The course facilitator will interact electronically with the participant, providing timely feedback regarding course responses. Online course activities are aligned to the Section C matrix.

PAEC-provided face-to-face or blended, district-provided and/or district-approved activities may employ a variety of learning delivery methods from those listed below. Activities must require successful demonstration of performance indicators as outlined in Section C matrix.

#### **Evaluation Criteria:**

The instructor will award component completion upon successful participant demonstration of one or more of the following: pre and post-tests, completed course assignments, products, demonstration of objectives or competencies, or other method of measurement acceptable to the professional learning facilitator. Activities conducted under this component will be evaluated by participants and inservice leaders to determine 1) the degree to which objectives have been addressed, and 2) the impact of acquired skills on students when implemented in the educational setting.

In all cases participants will:

- Demonstrate all competencies of the component; and
- Satisfactorily complete assigned activities and assignments.

**Component Evaluation:**

Through the ePDC, the district Professional Development Director will receive notification of course completion. The system requires an online component evaluation to be completed by the participant before a course is marked completed. This evaluation is a part of the ePDC and conforms to the Florida Professional Development System Evaluation Protocol requirements.

**Learning (Delivery) Methods:**

A professional learning activity under this component must align with at least one of the state-identified delivery methods listed below:

- Knowledge Acquisition Workshop
- Electronic, interactive
- Electronic, non-interactive
- Learning Community/Lesson Study group
- Independent Inquiry (Includes, for example, Action Research)
- Structured Coaching, Mentoring (may include one-on-one or small group instruction by a mentor/coach with a teacher with specific learning objectives)
- Job-embedded workshop

Delivery of the PAEC online course includes electronic, interactive delivery, one-on-one instruction by a coach (the course facilitator), and in some cases, independent inquiry.

**Implementation (Follow-up) Methods:**

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant's acquired skills on students when implemented in the educational setting.

- Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration)
- Independent Learning/Action Research related to training (should include evidence of implementation)
- Collaborative Planning related to training, includes Learning Community
- Participant Product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)
- Lesson Study group participation
- Electronic – interactive
- Electronic – non-interactive
- Evaluation of practice indicators

## **MASTER INSERVICE PLAN COMPONENT**

**Component Title:** Methods of Teaching English to Speakers of Other Languages (ESOL) (Course One)

**Identifier Numbers:**

**District-Provided:** 1-700-420

**PAEC-Provided:** 1-700-520

**Maximum Points: 60**

**General Objectives:**

Teachers know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Teachers support ESOL students' access to the core curriculum by teaching language through academic content.

**Specific Objectives:**

**Standard 1: ESL/ESOL Research and History**

Teachers will demonstrate knowledge of history, public policy, research and current practices in the field of ESL/ESOL teaching and apply this knowledge to improve teaching and learning for ELLs.

**Performance Indicators**

- 3.1. a. Demonstrate knowledge of L2 teaching methods in their historical context.
- 3.1. b. Demonstrate awareness of current research relevant to best practices in second language and literacy instruction.
- 3.1. c. Demonstrate knowledge of the evolution of laws and policy in the ESL profession, including program models for ELL instruction.

**Standard 2: Standards-Based ESL and Content Instruction**

Teachers will know, manage, and implement a variety of teaching strategies and techniques for developing and integrating ELLs' English listening, speaking, reading, and writing skills. The teacher will support ELLs' access to the core curriculum by teaching language through academic content.

**Performance Indicators**

- 3.2. a. Organize learning around standards-based content and language learning objectives for students from diverse backgrounds and at varying English proficiency levels.
- 3.2. b. Develop ELLs' L2 listening skills for a variety of academic and social purposes.
- 3.2. c. Develop ELLs' L2 speaking skills for a variety of academic and social purposes.
- 3.2. d. Provide standards-based instruction that builds upon ELLs' oral English to support learning to read and write in English.
- 3.2. e. Provide standards-based reading instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency levels.

- 3.2. f. Provide standards-based writing instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency levels.
- 3.2. g. Develop ELLs' writing through a range of activities, from sentence formation to expository writing.
- 3.2. h. Collaborate with stakeholders to advocate for ELLs' equitable access to academic instruction (through traditional resources and instructional technology).
- 3.2. i. Use appropriate listening, speaking, reading, and writing activities in teaching ELLs from diverse backgrounds and at varying English proficiency levels.
- 3.2. j. Incorporate activities, tasks, and assignments that develop authentic uses of the second language and literacy to assist ELLs in learning academic vocabulary and content-area material.
- 3.2. k. Provide instruction that integrates listening, speaking, reading, and writing for ELLs of diverse backgrounds and varying English proficiency levels.

### **Standard 3: Effective Use of Resources and Technologies**

Teachers will be familiar with and be able to select, adapt and use a wide range of standards-based materials, resources, and technologies.

#### **Performance Indicators**

- 3.3. a. Use culturally responsive/sensitive, age-appropriate, and linguistically accessible materials for ELLs of diverse backgrounds and varying English proficiency levels.
- 3.3. b. Use a variety of materials and other resources, including L1 resources, for ELLs to develop language and content-area skills.
- 3.3. c. Use technological resources (e.g., Web, software, computers, and related media) to enhance language and content-area instruction for ELLs of diverse backgrounds and varying English proficiency levels.

#### **Activities:**

The PAEC-offered online course requires participants to develop a portfolio of online responses as a series of course modules are completed through the FloridaLearns Academy's electronic Professional Development Connections (ePDC) Website. While participating in the online modules, participants may have the opportunity to view embedded video segments pertaining to the content of the module. In addition, participants must complete the reading selections embedded within each module, access online reading assignments, answer specific questions pertaining to each module, and complete individual assignments. Some assignments will require participants to implement strategies learned in the course in their current classrooms and reflect on the implementation process. The course facilitator will interact electronically with the participant, providing timely feedback regarding course responses. Online course activities are aligned to the Section C matrix.

PAEC-provided face-to-face or blended, district-provided and/or district-approved activities may employ a variety of learning delivery methods from those listed below. Activities must require successful demonstration of performance indicators as outlined in Section C matrix.

**Evaluation Criteria:**

The instructor will award component completion upon successful participant demonstration of one or more of the following: pre and post-tests, completed course assignments, products, demonstration of objectives or competencies, or other method of measurement acceptable to the professional learning facilitator. Activities conducted under this component will be evaluated by participants and inservice leaders to determine 1) the degree to which objectives have been addressed, and 2) the impact of acquired skills on students when implemented in the educational setting.

In all cases participants will:

- Demonstrate all competencies of the component; and
- Satisfactorily complete assigned activities and assignments.

**Component Evaluation:**

Through the ePDC, the district Professional Development Director will receive notification of course completion. The system requires an online component evaluation to be completed by the participant before a course is marked completed. This evaluation is a part of the ePDC and conforms to the Florida Professional Development System Evaluation Protocol requirements.

**Learning (Delivery) Methods:**

A professional learning activity under this component must align with at least one of the state-identified delivery methods listed below:

- Knowledge Acquisition Workshop
- Electronic, interactive
- Electronic, non-interactive
- Learning Community/Lesson Study group
- Independent Inquiry (Includes, for example, Action Research)
- Structured Coaching, Mentoring (may include one-on-one or small group instruction by a mentor/coach with a teacher with specific learning objectives)
- Job-embedded workshop

Delivery of the PAEC online course includes electronic, interactive delivery, one-on-one instruction by a coach (the course facilitator), and in some cases, independent inquiry.

**Implementation (Follow-up) Methods:**

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant's acquired skills on students when implemented in the educational setting.

- Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration)
- Independent Learning/Action Research related to training (should include evidence of implementation)
- Collaborative Planning related to training, includes Learning Community

- Participant Product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)
- Lesson Study group participation
- Electronic – interactive
- Electronic – non-interactive
- Evaluation of practice indicators

## **MASTER INSERVICE PLAN COMPONENT**

**Component Title:** ESOL Curriculum and Materials Development (Course Four)

**Identifier Numbers:**

**District-Provided:** 1-703-424

**PAEC-Provided:** 1-703-524

**Maximum Points:** 60

**General Objectives:**

Teachers know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. Teachers are skilled in using a variety of classroom organization techniques, program models and teaching strategies for developing and integrating language skills. They can integrate technology and choose and adapt classroom resources.

**Specific Objectives:**

**Standard 1: Planning for Standards-Based Instruction of ELLs**

Teachers will know, understand, and apply concepts, research, best practices, and evidenced-based strategies to plan classroom instruction in a supportive learning environment for ELLs. The teacher will plan for multilevel classrooms with learners from diverse backgrounds using a standards-based ESOL curriculum.

**Performance Indicators**

- 4.1. a. Plan for integrated standards-based ESOL and language sensitive content instruction.
- 4.1. b. Create supportive, accepting, student-centered classroom environments.
- 4.1. c. Plan differentiated learning experiences based on assessment of students' English and L1 proficiency and integrating ELLs' cultural background knowledge, learning styles, and prior formal educational experiences.
- 4.1. d. Plan learning tasks for particular needs of students with limited formal schooling (LFS).
- 4.1. e. Plan for instruction that embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups to successfully meet English language and literacy learning objectives.

**Standard 2: Instructional Resources and Technology**

Teachers will know, select, and adapt a wide range of standards-based materials, resources, and technologies.

**Performance Indicators**

- 4.2. a. Select and adapt culturally responsive/sensitive, age-appropriate, and linguistically accessible materials.
- 4.2. b. Select and adapt a variety of materials and other resources including L1 resources, appropriate to ELLs' developing English language and literacy.
- 4.2. c. Select technological resources (e.g., Web, software, computers, and related media) to enhance instruction for ELLs of diverse backgrounds and at varying English proficiency levels.

**Activities:**

The PAEC-offered online course requires participants to develop a portfolio of online responses as a series of course modules are completed through the FloridaLearns Academy's electronic Professional Development Connections (ePDC) Website. While participating in the online modules, participants may have the opportunity to view embedded video segments pertaining to the content of the module. In addition, participants must complete the reading selections embedded within each module, access online reading assignments, answer specific questions pertaining to each module, and complete individual assignments. Some assignments will require participants to implement strategies learned in the course in their current classrooms and reflect on the implementation process. The course facilitator will interact electronically with the participant, providing timely feedback regarding course responses. Online course activities are aligned to the Section C matrix.

PAEC-provided face-to-face or blended, district-provided and/or district-approved activities may employ a variety of learning delivery methods from those listed below. Activities must require successful demonstration of performance indicators as outlined in Section C matrix.

**Evaluation Criteria:**

The instructor will award component completion upon successful participant demonstration of one or more of the following: pre and post-tests, completed course assignments, products, demonstration of objectives or competencies, or other method of measurement acceptable to the professional learning facilitator. Activities conducted under this component will be evaluated by participants and inservice leaders to determine 1) the degree to which objectives have been addressed, and 2) the impact of acquired skills on students when implemented in the educational setting.

In all cases participants will:

- Demonstrate all competencies of the component; and
- Satisfactorily complete assigned activities and assignments.

**Component Evaluation:**

Through the ePDC, the district Professional Development Director will receive notification of course completion. The system requires an online component evaluation to be completed by the participant before a course is marked completed. This evaluation is a part of the ePDC and conforms to the Florida Professional Development System Evaluation Protocol requirements.

**Learning (Delivery) Methods:**

A professional learning activity under this component must align with at least one of the state-identified delivery methods listed below:

- Knowledge Acquisition Workshop
- Electronic, interactive
- Electronic, non-interactive
- Learning Community/Lesson Study group
- Independent Inquiry (Includes, for example, Action Research)

- Structured Coaching, Mentoring (may include one-on-one or small group instruction by a mentor/coach with a teacher with specific learning objectives)
- Job-embedded workshop

Delivery of the PAEC online course includes electronic, interactive delivery, one-on-one instruction by a coach (the course facilitator), and in some cases, independent inquiry.

**Implementation (Follow-up) Methods:**

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant’s acquired skills on students when implemented in the educational setting.

- Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration)
- Independent Learning/Action Research related to training (should include evidence of implementation)
- Collaborative Planning related to training, includes Learning Community
- Participant Product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)
- Lesson Study group participation
- Electronic – interactive
- Electronic – non-interactive
- Evaluation of practice indicators

## **MASTER INSERVICE PLAN COMPONENT**

**Component Title:** ESOL Testing and Evaluation (Course Three)

**Identifier Numbers:**

**District-Provided:** 1-701-423

**PAEC-Provided:** 1-701-523

**Maximum Points:** 60

**General Objectives:**

Teachers understand issues and concepts of formative and summative assessment and use standards-based procedures with ESOL students.

**Specific Objectives:**

**Standard 1: Assessment Issues for ELLs**

Teachers will understand and apply knowledge of assessment issues as they affect the learning of ELLs from diverse backgrounds and at varying English proficiency levels. Examples include cultural and linguistic bias; testing in two languages; sociopolitical and psychological factors; special education testing and assessing giftedness; the importance of standards; the difference between formative and summative assessment; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests). Teachers will also understand issues around accountability. This includes the implications of standardized assessment as opposed to performance-based assessments, and issues of accommodations in formal testing situations.

**Performance Indicators**

- 5.1. a. Demonstrate an understanding of the purposes of assessment as they relate to ELLs of diverse backgrounds and at varying English proficiency levels.
- 5.1. b. Identify a variety of assessment procedures appropriate for ELLs of diverse backgrounds and at varying English proficiency levels.
- 5.1. c. Demonstrate an understanding of appropriate and valid language and literacy assessments for ELLs of diverse backgrounds and at varying English proficiency levels.
- 5.1. d. Demonstrate understanding of the advantages and limitations of assessments, including the array of accommodations allowed for ELLs of diverse backgrounds and at varying English proficiency levels.
- 5.1. e. Distinguish among ELLs' language differences, giftedness, and special education needs.

**Standard 2: Language Proficiency Assessment**

Teachers will appropriately use and interpret a variety of language proficiency assessment instruments to meet district, state, and federal guidelines, and to inform their instruction. Teachers will understand their uses for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and at varying English proficiency levels. Teachers will articulate the appropriateness of ELL assessments to stakeholders.

### **Performance Indicators**

5.2. a. Understand and implement district, state, and federal requirements for identification, reclassification, and exit of ELLs from language support programs, including requirements of the LULAC Consent Decree.

5.2. b. Identify and use a variety of assessment procedures for ELLs of diverse backgrounds and varying English proficiency levels.

5.2. c. Use multiple sources of information to assess ELLs' language and literacy skills and communicative competence.

### **Standard 3: Classroom-Based Assessment for ELLs**

Teachers will identify, develop, and use a variety of standards- and performance-based, formative and summative assessment tools and techniques to inform instruction and assess student learning. Teachers will understand their uses for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and at varying English proficiency levels. Teachers will articulate the appropriateness of ELL assessments to stakeholders.

### **Performance Indicators**

5.3. a. Use performance-based assessment tools and tasks that measure ELLs' progress in English language and literacy development.

5.3. b. Understand and use criterion-referenced assessments appropriately with ELLs from diverse backgrounds and at varying English proficiency levels.

5.3. c. Use various tools and techniques to assess content-area learning (e.g., math, science, social studies) for ELLs at varying levels of English language and literacy development.

5.3. d. Prepare ELLs to use self- and peer-assessment techniques, when appropriate.

5.3. e. Assist ELLs in developing necessary test-taking skills.

5.3. f. Assess ELLs' language and literacy development in classroom settings using a variety of authentic assessments, e.g., portfolios, checklists, and rubrics.

### **Activities:**

The PAEC-offered online course requires participants to develop a portfolio of online responses as a series of course modules are completed through the FloridaLearns Academy's electronic Professional Development Connections (ePDC) Website. While participating in the online modules, participants may have the opportunity to view embedded video segments pertaining to the content of the module. In addition, participants must complete the reading selections embedded within each module, access online reading assignments, answer specific questions pertaining to each module, and complete individual assignments. Some assignments will require participants to implement strategies learned in the course in their current classrooms and reflect on the implementation process. The course facilitator will interact electronically with the participant, providing timely feedback regarding course responses. Online course activities are aligned to the Section C matrix.

PAEC-provided face-to-face or blended, district-provided and/or district-approved activities may employ a variety of learning delivery methods from those listed below. Activities must require successful demonstration of performance indicators as outlined in Section C matrix.

**Evaluation Criteria:**

The instructor will award component completion upon successful participant demonstration of one or more of the following: pre and post-tests, completed course assignments, products, demonstration of objectives or competencies, or other method of measurement acceptable to the professional learning facilitator. Activities conducted under this component will be evaluated by participants and inservice leaders to determine 1) the degree to which objectives have been addressed, and 2) the impact of acquired skills on students when implemented in the educational setting.

In all cases participants will:

- Demonstrate all competencies of the component; and
- Satisfactorily complete assigned activities and assignments.

**Component Evaluation:**

Through the ePDC, the district Professional Development Director will receive notification of course completion. The system requires an online component evaluation to be completed by the participant before a course is marked completed. This evaluation is a part of the ePDC and conforms to the Florida Professional Development System Evaluation Protocol requirements.

**Learning (Delivery) Methods:**

A professional learning activity under this component must align with at least one of the state-identified delivery methods listed below:

- Knowledge Acquisition Workshop
- Electronic, interactive
- Electronic, non-interactive
- Learning Community/Lesson Study group
- Independent Inquiry (Includes, for example, Action Research)
- Structured Coaching, Mentoring (may include one-on-one or small group instruction by a mentor/coach with a teacher with specific learning objectives)
- Job-embedded workshop

Delivery of the PAEC online course includes electronic, interactive delivery, one-on-one instruction by a coach (the course facilitator), and in some cases, independent inquiry.

**Implementation (Follow-up) Methods:**

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant's acquired skills on students when implemented in the educational setting.

- Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration)
- Independent Learning/Action Research related to training (should include evidence of implementation)
- Collaborative Planning related to training, includes Learning Community

- Participant Product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)
- Lesson Study group participation
- Electronic – interactive
- Electronic – non-interactive
- Evaluation of practice indicators

### C. MATRIX

The ESOL Add-On Endorsement matrix is a visual presentation of the components, in terms of how the competencies are addressed and what methods are used to demonstrate the competencies. All competencies identified in Section III must be included in the components and must be successfully demonstrated by professional learning participants prior to the district certifying program completion. **Table 6** indicates the component(s)/course(s) and the component specific objective(s) or expected learner outcomes that address each competency identified in Section III and the method used to verify the competency demonstration.

**Table 6**

*ESOL Endorsement Standards, Components, Performance Indicators and Evaluation Methods*

<b>ESOL Teacher Standard</b>	<b>Component Title and Number</b>	<b>Performance Indicators</b>	<b>Evaluation Method</b>
<b>Domain 1 Standard 1</b> Culture as a Factor in ELLs' Learning	Cross-Cultural Communications 1-705-422 1-705-522	1.1. a. - 1.1. f.	Successful completion of projects or products, portfolio, electronic portfolio, case study, pre- and post-assessments, or other acceptable method of measure
<b>Domain 2 Standard 1</b> Language as a System	Applied Linguistics 2-702-421 2-702-521	2.1. a. - 2.1. e.	Successful completion of projects or products, portfolio, electronic portfolio, case study, pre- and post-assessments, or other acceptable method of measure
<b>Domain 2 Standard 2</b> Language Acquisition and Development	Applied Linguistics 2-702-421 2-702-521	2.2. a. - 2.2. d.	Successful completion of projects or products, portfolio, electronic portfolio, case study, pre- and post-assessments, or other acceptable method of measure
<b>Domain 2 Standard 3</b> Second Language Literacy Development	Applied Linguistics 2-702-421 2-702-521	2.3. a. - 2.3. e.	Successful completion of projects or products, portfolio, electronic portfolio, case study, pre- and post-assessments, or other acceptable method of measure
<b>Domain 3 Standard 1</b> ESL/ESOL Research and History	Methods of Teaching ESOL 2-700-420 2-700-520	3.1. a. - 3.1. c.	Successful completion of projects or products, portfolio, electronic portfolio, case study, pre- and post-assessments, or other acceptable method of measure

<b>Domain 3 Standard 2</b> Standards-Based ESL and Content Instruction	Methods of Teaching ESOL 2-700-420 2-700-520	3.2. a. - 3.2. k.	Successful completion of projects or products, portfolio, electronic portfolio, case study, pre- and post-assessments, or other acceptable method of measure
<b>Domain 3 Standard 3</b> Effective Use of Resources and Technologies	Methods of Teaching ESOL 2-700-420 2-700-520	3.3. a. - 3.3. c.	Successful completion of projects or products, portfolio, electronic portfolio, case study, pre- and post-assessments, or other acceptable method of measure
<b>Domain 4 Standard 1</b> Planning for Standards- Based Instruction of ELLs	ESOL Curriculum and Materials Development 2-703-424 2-703-525	4.1. a. - 4.1. e.	Successful completion of projects or products, portfolio, electronic portfolio, case study, pre- and post-assessments, or other acceptable method of measure
<b>Domain 4 Standard 2</b> Instructional Resources and Technology	ESOL Curriculum and Materials Development 2-703-424 2-703-525	4.2. a. - 4.2. c.	Successful completion of projects or products, portfolio, electronic portfolio, case study, pre- and post-assessments, or other acceptable method of measure
<b>Domain 5 Standard 1</b> Assessment Issues for ELLs	ESOL Testing and Evaluation 2-701-423 2-701-523	5.1. a. - 5.1. e.	Successful completion of projects or products, portfolio, electronic portfolio, case study, pre- and post-assessments, or other acceptable method of measure
<b>Domain 5 Standard 2</b> Language Proficiency Assessment	ESOL Testing and Evaluation 2-701-423 2-701-523	5.2. a. - 5.2. c.	Successful completion of projects or products, portfolio, electronic portfolio, case study, pre- and post-assessments, or other acceptable method of measure
<b>Domain 5 Standard 3</b> Classroom-Based Assessment for ELLs	ESOL Testing and Evaluation 2-701-423 2-701-523	5.3. a. - 5.3. f.	Successful completion of projects or products, portfolio, electronic portfolio, case study, pre- and post-assessments, or other acceptable method of measure

## **ADDITIONAL TRAINING OPTIONS**

### **ESOL for Category III Teachers**

#### **COMPONENT IDENTIFIER NUMBER:**

**District-Provided: 2-704-428**

**PAEC-Provided: 2-704-528**

**Number of Points: 18**

#### **General Objective:**

The Panhandle Area Education Consortium's 18-hour ESOL for Category III Teachers on-line course is designed to meet the requirements of the Florida Consent Decree for Category III teachers. The purpose of the online course is to provide these teachers with knowledge about ESOL (English for Speakers of Other Languages) students and instructional strategies and approaches teachers may use to assist ESOL students in understanding the curriculum and meeting Florida's state-adopted educational standards.

#### **Specific Objectives:**

1. Analyze and adapt instruction to be comprehensible to ESOL students
2. Facilitate ESOL student adjustment to a new culture
3. Interpret ESOL student behavior from a cultural perspective
4. Understand the principles of second language acquisition and how they can be used in the classroom to facilitate language development
5. Adapt traditional assessments
6. Explore issues that affect the validity of classroom assessment
7. Develop guidelines for grading ESOL students
8. Utilize alternate strategies to assist ELLs.
9. Encourage communication with ELLs by using small group work.
10. Design lessons with no less rigor, but with increased assistance for ELLs.
11. Assess ELLs appropriately so that assessments measure what they are intended to measure.

#### **Activities:**

The PAEC-offered online course requires participants to develop a portfolio of online responses as a series of course modules are completed through the FloridaLearns Academy's electronic Professional Development Connections (ePDC) Website. While participating in the online modules, participants may have the opportunity to view embedded video segments pertaining to the content of the module. In addition, participants must complete the reading selections embedded within each module, access online reading assignments, answer specific questions pertaining to each module, and complete individual assignments. Some assignments will require participants to implement strategies learned in the course in their current classrooms and reflect on the implementation process. The course facilitator will interact electronically with the participant, providing timely feedback regarding course responses. Online course activities are aligned to the Section C matrix.

PAEC-provided face-to-face or blended, district-provided and/or district-approved activities may employ a variety of learning delivery methods from those listed below. Activities must require successful demonstration of performance indicators as outlined in Section C matrix.

**Evaluation Criteria:**

The instructor will award component completion upon successful participant demonstration of one or more of the following: pre and post-tests, completed course assignments, products, demonstration of objectives or competencies, or other method of measurement acceptable to the professional learning facilitator. Activities conducted under this component will be evaluated by participants and inservice leaders to determine 1) the degree to which objectives have been addressed, and 2) the impact of acquired skills on students when implemented in the educational setting.

In all cases participants will:

- Demonstrate all competencies of the component; and
- Satisfactorily complete assigned activities and assignments.

**Component Evaluation:**

Through the ePDC, the district Professional Development Director will receive notification of course completion. The system requires an online component evaluation to be completed by the participant before a course is marked completed. This evaluation is a part of the ePDC and conforms to the Florida Professional Development System Evaluation Protocol requirements.

**Learning (Delivery) Methods:**

A professional learning activity under this component must align with at least one of the state-identified delivery methods listed below:

- Knowledge Acquisition Workshop
- Electronic, interactive
- Electronic, non-interactive
- Learning Community/Lesson Study group
- Independent Inquiry (Includes, for example, Action Research)
- Structured Coaching, Mentoring (may include one-on-one or small group instruction by a mentor/coach with a teacher with specific learning objectives)
- Job-embedded workshop

Delivery of the PAEC online course includes electronic, interactive delivery, one-on-one instruction by a coach (the course facilitator), and in some cases, independent inquiry.

**Implementation (Follow-up) Methods:**

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant's acquired skills on students when implemented in the educational setting.

- Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration)
- Independent Learning/Action Research related to training (should include evidence of implementation)
- Collaborative Planning related to training, includes Learning Community
- Participant Product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)
- Lesson Study group participation
- Electronic – interactive
- Electronic – non-interactive
- Evaluation of practice indicators

**COMPONENT TITLE: ESOL for Guidance Counselors**

**COMPONENT IDENTIFIER NUMBER:**

**District-Provided: 2-704-425**

**PAEC-Provided: 2-704-525**

**Number of Points: 60**

**General Objective:**

The purpose of the Panhandle Area Education Consortium's *ESOL for Guidance Counselors* On-line course is to meet the modified Florida Consent Decree requirements for guidance counselors. To meet this goal, the participant will develop and implement a case study of an English Language Learner, including strategies to address academic needs. The case study must contain evidence to support mastery of the Standards and Competencies.

**Specific Objectives:**

1. Possess individual & group counseling and communication skills to implement a balanced approach in order to assist ELLs and their families.
2. Recognize unique differences among ELLs, including their language proficiency (both native and English), aptitudes, intelligence, interests, and achievements, & incorporate an understanding of this information into the delivery of services.
3. Assist ELLs and their families in dealing with the social and emotional concerns and problems that may hinder their educational development. Collaborate with teachers, student service specialists (e.g., psychologists, social workers), other educators, and related community representatives in addressing the challenges facing ELLs and their families.
4. Demonstrate ability to counsel ELLs regarding their individual rights as afforded to them under state & federal laws and regulations. ELLs who are under-represented in special programs and services, including but not limited to gifted, vocational, specialized academic and career magnets/academies, advanced placement, dual enrollment, and career exploration.
5. Demonstrate knowledge of the federal & state requirements regarding the provision of services to ELLs. Including, but not limited to their roles and responsibilities in the ELL Committee process; development of ELL Student Plans, and implementation of the District ELL Plan.
6. Demonstrate ability to advocate for the educational needs of ELLs and implement processes to ensure that these needs are addressed at every level of the ELLs' school experience.
7. Demonstrate knowledge and ability to provide training, orientation, and consultative assistance to teachers, school administrators, and other school-level personnel to support ELLs.
8. Demonstrate sensitivity to multicultural and diverse student populations; recognize major differences and similarities among various cultural groups in the U.S., the state of Florida, the local school district, and the individual ELLs and their families to school personnel and community members that will facilitate accessibility to resources and services available to them within the school and community.

9. Demonstrate ability to collaborate with teachers, school administrators, and other instructional personnel in ensuring that appropriate and effective instructional services are provided to ELLs to ensure their academic success.
10. Demonstrate an understanding of the effects of race, gender, age, and socioeconomic status on assessment results, and the ELLs with the school-based and outreach services and support systems designed to address their unique academic needs.
11. Demonstrate an understanding of the proper administration & use of assessment instruments, and the ability to interpret scores and test-related data to ELLs, teachers, school administrators, and parents. These assessments should include, but not be limited to the following: English language proficiency assessments; annual assessment of English language development; diagnostic assessments; and state-wide assessments of academic content.
12. Demonstrate knowledge and the ability to implement formal and informal methods of assessment/evaluation of ELLs, including measurement of language, literacy, and academic content metacognition.
13. Demonstrate knowledge and understanding of how individual and group data and statistics are used in building student, course/class and school profiles, constructing student transcripts, and preparing reports.
14. Demonstrate knowledge and ability to review and evaluate transcripts from foreign-born students, and ensure proper & equitable credit accrual, and appropriate grade/course placement of ELLs.
15. Demonstrate knowledge of the indicators of learning disabilities, especially hearing and language impairment, as compared to the process by which students acquire a second language.
16. Demonstrate an understanding of the difference between language proficiency and content-based academic knowledge.
17. Demonstrate knowledge of second language acquisition (applied linguistics) theory and its applicability to the instructional process. ELLs, their families, and the community to assess the relevance of the curriculum and adequacy of student progress towards standards established by the Florida Department of Education and the curriculum established by the school district.
18. Demonstrate the ability to provide information appropriate to the particular educational transition: from middle school to high ELLs in understanding the relationship that their curricular experiences and academic achievement have on their future educational and employment opportunities.
19. Possess and demonstrate an understanding of the current admission requirements, admission options, and application procedures of colleges, universities, and career/vocational institutions, & the ability to effectively counsel ELLs in the pursuit of their post-secondary desires.
20. Demonstrate ability to assist ELLs in evaluating and interpreting information about postsecondary educational and career alternatives so appropriate options are considered & included in the decision-making process.
21. Demonstrate knowledge & ability to understand and interpret forms and data-driven documents that are a part of the post-secondary admission and financial aid processes,

including: admission applications; student questionnaires; letters of recommendation, and acceptance; and other needs assessment documents.

22. Demonstrate a familiarity with available technology & the ways in which it may support the post-secondary guidance and counseling process, including: guidance information systems; financial aid information and eligibility; relevant record-keeping and follow-up, and internet services.
23. Demonstrate ability to use historical admission patterns & trends to assist ELLs in measuring the appropriateness of their applications to particular colleges, universities or career/vocational institutions.

**Activities:**

The PAEC-offered online course requires participants to develop a portfolio of online responses as a series of course modules are completed through the FloridaLearns Academy’s electronic Professional Development Connections (ePDC) Website. While participating in the online modules, participants may have the opportunity to view embedded video segments pertaining to the content of the module. In addition, participants must complete the reading selections embedded within each module, access online reading assignments, answer specific questions pertaining to each module, and complete individual assignments. Some assignments will require participants to implement strategies learned in the course in their current classrooms and reflect on the implementation process. The course facilitator will interact electronically with the participant, providing timely feedback regarding course responses. Online course activities are aligned to the Section C matrix.

PAEC-provided face-to-face or blended, district-provided and/or district-approved activities may employ a variety of learning delivery methods from those listed below. Activities must require successful demonstration of performance indicators as outlined in Section C matrix.

**Evaluation Criteria:**

The instructor will award component completion upon successful participant demonstration of one or more of the following: pre and post-tests, completed course assignments, products, demonstration of objectives or competencies, or other method of measurement acceptable to the professional learning facilitator. Activities conducted under this component will be evaluated by participants and inservice leaders to determine 1) the degree to which objectives have been addressed, and 2) the impact of acquired skills on students when implemented in the educational setting.

In all cases participants will:

- Demonstrate all competencies of the component; and
- Satisfactorily complete assigned activities and assignments.

**Component Evaluation:**

Through the ePDC, the district Professional Development Director will receive notification of course completion. The system requires an online component evaluation to be completed by the participant before a course is marked completed. This evaluation is a part of the ePDC and conforms to the Florida Professional Development System Evaluation Protocol requirements.

**Learning (Delivery) Methods:**

A professional learning activity under this component must align with at least one of the state-identified delivery methods listed below:

- Knowledge Acquisition Workshop
- Electronic, interactive
- Electronic, non-interactive
- Learning Community/Lesson Study group
- Independent Inquiry (Includes, for example, Action Research)
- Structured Coaching, Mentoring (may include one-on-one or small group instruction by a mentor/coach with a teacher with specific learning objectives)
- Job-embedded workshop

Delivery of the PAEC online course includes electronic, interactive delivery, one-on-one instruction by a coach (the course facilitator), and in some cases, independent inquiry.

**Implementation (Follow-up) Methods:**

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant's acquired skills on students when implemented in the educational setting.

- Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration)
- Independent Learning/Action Research related to training (should include evidence of implementation)
- Collaborative Planning related to training, includes Learning Community
- Participant Product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)
- Lesson Study group participation
- Electronic – interactive
- Electronic – non-interactive
- Evaluation of practice indicators

**Table 7**

***Matrix Correlating Competency Demonstration to ESOL for Guidance Counselors Course Modules***

<b>Standard A: The Guidance Counselor shall possess and demonstrate effective counseling skills which focus on understanding and promoting development and achievement of English Language Learners. Given the counselor's role as the academic advisement leader, the participant will:</b>	
<b>Competency</b>	<b>Competency Demonstration in Module</b>
1. Possess individual & group counseling and communication skills to implement a balanced approach in order to assist English Language Learners and their families.	Two: Cultural Awareness Seven: Brief on Jose Luis
2. Recognize unique differences among ELLs, including their language proficiency (both native and English), aptitudes, intelligence, interests, and achievements, & incorporate an understanding of this information into the delivery of services.	Three: Language Acquisition and Learning Seven: Brief on Jose Luis
3. Assist ELLs and their families in dealing with the social and emotional concerns and problems that may hinder their educational development. Collaborate with teachers, student service specialists (e.g., psychologists, social workers), other educators, and related community representatives in addressing the challenges facing ELLs and their families.	Two: Cultural Awareness Seven: Brief on Jose Luis
4. Demonstrate ability to counsel ELLs regarding their individual rights as afforded to them under state & federal laws and regulations.	One: Demographics and Legal Requirements
5. Demonstrate ability to improve and extend services to ELLs who are under-represented in special programs and services, including but not limited to gifted, vocational, specialized academic and career magnets/academies, advanced placement, dual enrollment, and career exploration.	Five: Assessment
6. Demonstrate knowledge of the federal & state requirements regarding the provision of services to ELLs. Including, but not limited to their roles and responsibilities in the ELL Committee process; development of ELL Student Plans, and implementation of the District ELL Plan.	One: Demographics and Legal Requirements Five: Assessment
7. Demonstrate ability to advocate for the educational needs of ELLs and implement processes to ensure that these needs are addressed at every level of the ELLs' school experience.	Three: Language Acquisition and Learning Five: Assessment Seven: Brief on Jose Luis

<p>8. Demonstrate knowledge and ability to provide training, orientation, and consultative assistance to teachers, school administrators, and other school-level personnel to support them in responding to the academic development, and guidance and counseling needs of ELLs.</p>	<p>One: Demographics and Legal Requirements Two: Cultural Awareness Three: Language Acquisition and Learning Four: Literacy Development</p>
<p><b>Standard B: The Guidance Counselor shall demonstrate the ability to counsel English Language Learners in the fulfillment of their academic potential by recognizing and appreciating cultural differences, and the unique instructional needs of ELLs. Given the counselor's role as the academic advisement leader, the participant will:</b></p>	
<p><b>Competency</b></p>	<p><b>Competency Demonstration in Module</b></p>
<p>1. Demonstrate sensitivity to multicultural and diverse student populations; recognize major differences and similarities among various cultural groups in the U.S., the state of Florida, the local school district, and the individual school.</p>	<p>One: Demographics and Legal Requirements Two: Cultural Awareness</p>
<p>2. Demonstrate outreach efforts to connect ELLs and their families to school personnel and community members that will facilitate accessibility to resources and services available to them within the school and community.</p>	<p>Five: Assessment Six: Academic Advisement</p>
<p>3. Demonstrate ability to collaborate with teachers, school administrators, and other instructional personnel in ensuring that appropriate and effective instructional services are provided to ELLs to ensure their academic success.</p>	<p>Five: Assessment Six: Academic Advisement</p>
<p>4. Demonstrate an understanding of the effects of race, gender, age, and socioeconomic status on assessment results, and the ability to identify linguistic and cultural bias.</p>	<p>Five: Assessment</p>
<p>5. Demonstrate the ability to acquaint ELLs with the school-based and outreach services and support systems designed to address their unique academic needs.</p>	<p>Five: Assessment</p>

**Standard C: The Guidance Counselor shall demonstrate the ability to develop, collect, analyze, and interpret data and information to effective positive change in delivering of counseling services to English Language Learners. Given the counselor's role as the academic advisement leader, the participant will:**

Competency	Competency Demonstration in Module
1. Demonstrate an understanding of the proper administration & use of assessment instruments, and the ability to interpret scores and test-related data to ELLs, teachers, school administrators, and parents. These assessments should include, but not be limited to the following: English language proficiency assessments; annual assessment of English language development; diagnostic assessments; & state-wide assessments of academic content.	Three: Language Acquisition and Learning Four: Literacy Development Five: Assessment
2. Demonstrate knowledge and the ability to implement formal and informal methods of assessment/evaluation of ELLs, including measurement of language, literacy, and academic content metacognition.	Four: Literacy Development Five: Assessment
3. Demonstrate knowledge and ability to review and evaluate transcripts from foreign-born students, and ensure proper and equitable credit accrual, and appropriate grade/course placement of ELLs.	Seven: Brief on Jose Luis
4. Demonstrate knowledge of the indicators of learning disabilities, especially hearing and language impairment, as compared to the process by which students acquire a second language.	Five: Assessment
5. Demonstrate an understanding of the difference between language proficiency and content-based academic knowledge.	Three: Language Acquisition and Learning
6. Demonstrate knowledge of second language acquisition (applied linguistics) theory and its applicability to the instructional process.	Three: Language Acquisition and Learning
7. Demonstrate the ability to communicate with ELLs, their families, & the community to assess the relevance of the curriculum and adequacy of student progress towards standards established by the Florida Department of Education and the curriculum established by the school district.	Five: Assessment

<b>Standard D: The Guidance Counselor shall demonstrate the ability to integrate post-secondary and career development guidance and counseling in the fulfillment of English Language Learners' academic success. Given the counselor's role as the academic advisement leader, the participant will:</b>	
<b>Competency</b>	<b>Competency Demonstration in Module</b>
1. Demonstrate the ability to provide information appropriate to the particular educational transition: from middle school to high school; from high school to postsecondary or career/vocational programs;& assist ELLs in understanding the relationship that their curricular experiences and academic achievement have on their future educational and employment opportunities.	Six: Academic Advisement
2. Possess and demonstrate an understanding of the current admission requirements, admission options, and application procedures of colleges, universities, and career/vocational institutions, & the ability to effectively counsel ELLs in the pursuit of their postsecondary desires.	Six: Academic Advisement
3. Demonstrate ability to assist ELLs in evaluating and interpreting information about postsecondary educational and career alternatives so appropriate options are considered & included in the decision-making process.	Six: Academic Advisement
4. Demonstrate knowledge & ability to understand and interpret forms and data-driven documents that are a part of the postsecondary admission and financial aid processes, including: admission applications; student questionnaires; letters of recommendation, and acceptance; and other needs assessment documents.	Six: Academic Advisement
5. Demonstrate a familiarity with available technology & the ways in which it may support the post-secondary guidance and counseling process, including: guidance information systems; financial aid information and eligibility; relevant record-keeping and follow-up, and internet services.	Six: Academic Advisement
6. Demonstrate ability to use historical admission patterns & trends to assist ELLs in measuring the appropriateness of their applications to particular colleges, universities or career/vocational institutions.	Six: Academic Advisement
<b>Method of Competency Demonstration For All Standards A-C</b>	<b>80% mastery of objectives as demonstrated by pre/post test or other valid means of measurement</b>

## **COMPONENT TITLE: ESOL FOR SCHOOL ADMINISTRATORS, K-12**

### **COMPONENT IDENTIFIER NUMBER:**

**District-Provided: 2-704-400**

**PAEC-Provided: 2-704-500**

**Number of Points: 60**

### **General Objective:**

The purpose of the ESOL for School Administrators - Online Course is to meet the 60-hour professional development requirement of the Modified Florida Consent Decree for school administrators as well as to address the Florida Department of Education ESOL objectives for administrators. Participants will identify the administrator's role and responsibility as the instructional leader, recognize appropriate ESOL instructional strategies, techniques, and approaches for meeting Florida's state-adopted educational standards and ESSA requirements; and apply new knowledge and strategies.

### **Specific Objectives:**

1. Demonstrate sensitivity to multicultural and diverse student populations; recognize major differences and similarities among various cultural groups in the U.S., the state of Florida, the local school district, and the individual school.
2. Demonstrate knowledge of cross-cultural issues facing ELLs and their families to school personnel and community members that will facilitate accessibility to resources and services available to them within the school and the community.
3. Demonstrate outreach efforts to connect ELLs and their families to school personnel and community members that will facilitate accessibility to resources and services available to them within the school and community.
4. Demonstrate knowledge of available, necessary and appropriate instructional materials and resources that will facilitate comprehensible instruction for all ELLs.
5. Demonstrate knowledge of the background of the Consent Decree in the League of United Latin American Citizens et al. v. The State Board of Education, 1990, including knowledge of related legislation and litigation (e.g., No Child Left Behind Act of 2001, Lau v. Nichols, Plyler v. DOE, etc.).
6. Demonstrate knowledge of the state and federal requirements for the assessment of language proficiency and academic achievement of ELLs.
7. Demonstrate knowledge of required training for instructional and non-instructional staff members established by the 1990 Consent Decree and its September, 2003 Modification; and of the necessary procedures to ensure that all school site personnel are in compliance with the requirements.
8. Demonstrate the ability to update staff, students, and parents on pertinent changes in the educational legislation, rules and policies that may potentially impact ELLs and their families. Demonstrate ability to evaluate trained teachers who are using ESOL instructional strategies in Basic ESOL courses.
9. Demonstrate knowledge of district's ELL Plan, which indicates the chosen model(s) of delivery of services to ELLs.

10. Demonstrate knowledge of the legal requirements of a student's ELL plan.
11. Demonstrate an understanding of the difference between language proficiency and content-based academic knowledge.
12. Demonstrate knowledge of second language acquisition (applied linguistics) theory and its applicability to the instructional process.
13. Demonstrate knowledge and the ability to implement formal and informal methods of assessment/evaluation of ELL, including measurement of language, literacy and academic content metacognition.
14. Demonstrate knowledge of the indicators of learning disabilities, especially hearing and language impairment, as compared to the process by which students acquire a second language.
15. Demonstrate knowledge of the indicators for student identification and participation in gifted programs, regardless of English language proficiency and of the program policies that must be in place in order to actively promote and sustain the participation of ELLs in advanced placement courses.
16. Demonstrate knowledge of the school site administrator's role and responsibilities as the instructional leader representative in the school-based ELL committee.
17. Demonstrate the ability to communicate with ELLs, their families and the community to assess the relevance of the curriculum and adequacy of student progress toward standards established by the Department of Education and the local school board.
18. Demonstrate knowledge of procedures regarding ELLs, which begin at school registration, and continue for two years after the ELL, has been exited from the English for Speakers of Other Languages program.
19. Demonstrate knowledge of appropriate teaching strategies and methodologies to deliver comprehensible instruction to students whose first language is not English, that are from diverse cultural backgrounds and that have significantly varied levels of education in their own languages.
20. Demonstrate the ability to evaluate school site staff to ensure that they are using the appropriate strategies and methodologies to deliver comprehensible instruction to ELLs.
21. Demonstrate ability to evaluate school site staff to ensure the use of appropriate native language instructional strategies in the instruction of ELLs.
22. Demonstrate up-to-date knowledge of relevant, scientifically-based research and effective practices regarding second language acquisition, English as a second language methodology and the issues of teaching multicultural populations.
23. Demonstrate knowledge of methods of disaggregating and analyzing data on the achievement of all subgroups, including English Language Learners, and its impact to the school site's programmatic decisions.
24. Demonstrate ability to apply scientifically based principles and practices to instructional programs in order to improve student achievement within the ELL population.
25. Demonstrate ability to implement at the school site the Continuous Improvement Model, or other proven model for improving the academic achievement of all low-performing students.

**Activities:**

The PAEC-offered online course requires participants to develop a portfolio of online responses as a series of course modules are completed through the FloridaLearns Academy's electronic Professional Development Connections (ePDC) Website. While participating in the online modules, participants may have the opportunity to view embedded video segments pertaining to the content of the module. In addition, participants must complete the reading selections embedded within each module, access online reading assignments, answer specific questions pertaining to each module, and complete individual assignments. Some assignments will require participants to implement strategies learned in the course in their current classrooms and reflect on the implementation process. The course facilitator will interact electronically with the participant, providing timely feedback regarding course responses. Online course activities are aligned to the Section C matrix.

PAEC-provided face-to-face or blended, district-provided and/or district-approved activities may employ a variety of learning delivery methods from those listed below. Activities must require successful demonstration of performance indicators as outlined in Section C matrix.

**Evaluation Criteria:**

The instructor will award component completion upon successful participant demonstration of one or more of the following: pre and post-tests, completed course assignments, products, demonstration of objectives or competencies, or other method of measurement acceptable to the professional learning facilitator. Activities conducted under this component will be evaluated by participants and inservice leaders to determine 1) the degree to which objectives have been addressed, and 2) the impact of acquired skills on students when implemented in the educational setting.

In all cases participants will:

- Demonstrate all competencies of the component; and
- Satisfactorily complete assigned activities and assignments.

**Component Evaluation:**

Through the ePDC, the district Professional Development Director will receive notification of course completion. The system requires an online component evaluation to be completed by the participant before a course is marked completed. This evaluation is a part of the ePDC and conforms to the Florida Professional Development System Evaluation Protocol requirements.

**Learning (Delivery) Methods:**

A professional learning activity under this component must align with at least one of the state-identified delivery methods listed below:

- Knowledge Acquisition Workshop
- Electronic, interactive
- Electronic, non-interactive
- Learning Community/Lesson Study group
- Independent Inquiry (Includes, for example, Action Research)

- Structured Coaching, Mentoring (may include one-on-one or small group instruction by a mentor/coach with a teacher with specific learning objectives)
- Job-embedded workshop

Delivery of the PAEC online course includes electronic, interactive delivery, one-on-one instruction by a coach (the course facilitator), and in some cases, independent inquiry.

**Implementation (Follow-up) Methods:**

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant’s acquired skills on students when implemented in the educational setting.

- Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration)
- Independent Learning/Action Research related to training (should include evidence of implementation)
- Collaborative Planning related to training, includes Learning Community
- Participant Product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)
- Lesson Study group participation
- Electronic – interactive
- Electronic – non-interactive
- Evaluation of practice indicators

**Table 8**

***Matrix Correlating Competency Demonstration to ESOL for Administrators Course Modules***

**Standard A: Establish a system that is welcoming and accessible to all English Language Learners and their families, as well as in compliance with federal and state regulations and the Consent Decree.**

Competency	Competency Demonstration in Module
1. Demonstrate sensitivity to multicultural and diverse student populations; recognize major differences and similarities among various cultural groups in the U.S., the state of Florida, the local school district, and the individual school.	Module 1: Demographics and Legal Requirements
2. Demonstrate knowledge of cross-cultural issues facing ELLs and their families to school personnel and community members that will facilitate accessibility to resources and services available to them within the school and the community.	Module 4: Culture, Part A Module 8: Culture, Part B
3. Demonstrate outreach efforts to connect ELLs and their families to school personnel and community members that will facilitate accessibility to resources and services available to them within the school and community.	Module 4: Culture, Part A Module 6: Literacy Development Module 8: Culture, Part B
4. Demonstrate knowledge of available, necessary and appropriate instructional materials and resources that will facilitate comprehensible instruction for all ELLs.	Module 2: Academic Competence, Part A Module 3: Language Learning
5. Demonstrate knowledge of the background of the Consent Decree in the League of United Latin American Citizens et al. v. The State Board of Education, 1990, including knowledge of related legislation and litigation (e.g., No Child Left Behind Act of 2001, Lau v. Nichols, Plyler v. DOE, etc.).	Module 1: Demographics and Legal Requirements
6. Demonstrate knowledge of the state and federal requirements for the assessment of language proficiency and academic achievement of ELLs.	Module 1: Demographics and Legal Requirements
7. Demonstrate knowledge of required training for instructional and non-instructional staff members established by the 1990 Consent Decree and its September, 2003 Modification; and of the necessary procedures to ensure that all school site personnel are in compliance with the requirements.	Module 1: Demographics and Legal Requirements
8. Demonstrate the ability to update staff, students, and parents on pertinent changes in the educational legislation, rules and ELLs and their families.	Module 1: Demographics and Legal Requirements

<b>Standard B: Establish a system in which the school site appropriately identifies the needs of ELLs; ensures their proper placement; and accurately assesses the progress of English language acquisition and academic achievement of every ELL in the school.</b>	
<b>Competency</b>	<b>Competency Demonstration in Module</b>
1. Demonstrate knowledge of district’s ELL Plan, which indicates the chosen model(s) of delivery of services to ELLs.	Module 1: Demographics and Legal Requirements Module 3: Language Learning
2. Demonstrate knowledge of the legal requirements of a student’s ELL plan.	Module 1: Demographics and Legal Requirements
3. Demonstrate an understanding of the difference between language proficiency and content-based academic knowledge.	Module 6: Literacy Development
4. Demonstrate knowledge of second language acquisition (applied linguistics) theory and its applicability to the instructional process.	Module 3: Language Learning
5. Demonstrate knowledge and the ability to implement formal and informal methods of assessment/evaluation of ELL, including measurement of language, literacy and academic content metacognition.	Module 7: Assessing ESOL Students
6. Demonstrate knowledge of the indicators of learning disabilities, especially hearing and language impairment, as compared to the process by which students acquire a second language.	Module 6: Literacy Development Module 7: Assessing ESOL Students
7. Demonstrate knowledge of the indicators for student identification and participation in gifted programs, regardless of English language proficiency and of the program policies that must be in place in order to actively promote and sustain the participation of ELLs in advanced placement courses.	Module 7: Assessing ESOL Students
8. Demonstrate knowledge of the school site administrator’s role and responsibilities as the instructional leader representative in the school-based ELL committee.	Module 1: Demographics and Legal Requirements
9. Demonstrate the ability to communicate with ELLs, their families and the community to assess the relevance of the curriculum and adequacy of student progress toward standards established by the Department of Education and the local school board.	Module 7: Assessing ESOL Students
<b>Standard C: Establish and monitor school site and staff procedures to ensure that LEP students enjoy equal access to available programs and comprehensible instruction.</b>	
<b>Competency</b>	<b>Competency Demonstration in Module</b>
1. Demonstrate knowledge of procedures regarding ELLs, which begin at school registration, and continue for two years after the ELL, has been exited from the English for	Module 1: Demographics and Legal Requirements

Speakers of Other Languages program	
2. Demonstrate knowledge of appropriate teaching strategies and methodologies to deliver comprehensible instruction to students whose first language is not English, that are from diverse cultural backgrounds and that have significantly varied levels of education in their own languages.	Module 2: Academic Competence, Part A Module 3: Language Learning Module 5: Academic Competence, Part B Module 6: Literacy Development
3. Demonstrate the ability to evaluate school site staff to ensure that they are using the appropriate strategies and methodologies to deliver comprehensible instruction to ELLs.	Module 3: Language Learning Module 5: Academic Competence, Part B Module 6: Literacy Development
4. Demonstrate ability to evaluate school site staff to ensure the use of appropriate native language instructional strategies in the instruction of ELLs.	Module 6: Literacy Development
<b>Standard D: Properly evaluate student progress, and be able to identify and implement system improvements.</b>	
<b>Competency</b>	<b>Competency Demonstration in Module</b>
1. Demonstrate up-to-date knowledge of relevant, scientifically-based research and effective practices regarding second language acquisition, English as a second language methodology and the issues of teaching multicultural populations.	Module 3: Language Learning
2. Demonstrate knowledge of methods of disaggregating and analyzing data on the achievement of all subgroups, including English Language Learners, and its impact to the school site's programmatic decisions.	Module 1: Demographics and Legal Requirements Module 7: Assessing ESOL Students
3. Demonstrate ability to apply scientifically based principles and practices to instructional programs in order to improve student achievement within the ELL population.	Module 2: Academic Competence, Part A Module 5: Academic Competence, Part B
4. Demonstrate ability to implement at the school site the Continuous Improvement Model, or other proven model for improving the academic achievement of all low-performing students.	Module 2: Academic Competence, Part A Module 5: Academic Competence, Part B
<b>Method of Competency Demonstration For All Standards A-D</b>	<b>80% mastery of objectives as demonstrated by pre/post test or other valid means of measurement</b>

## **D. Instructors**

Instructors selected for program options covered under the PAEC ESOL Add-On Endorsement will be given priority based on the credentials and experience listed below:

1. a master's degree in TESOL, ESOL, applied linguistics, bilingual education or allied language field, and successful experience with English Language Learners in the K-12 school system; knowledge of, and experience in research-evidenced and content-based ESOL instruction; experience as a trainer/facilitator.
2. the five ESOL endorsement courses or ESOL certification and successful experience with ELLs in the K-12 school system; knowledge of and experience in research-evidenced and content-based ESOL instruction; experience as a trainer/facilitator.
3. a master's degree in ESOL or applied linguistics and knowledge of and experience in research-evidenced and content-based ESOL instruction; experience as a trainer/facilitator.
4. a master's degree in an educational field other than language-related and successful experience in language-sensitive content instruction; professional learning aligned with Florida Department of Education ESOL professional learning requirements; experience as a trainer/facilitator.
5. minimum of five years of successful experience with ELLs in the K-12 school system, and knowledge of and experience in research-evidenced and content-based ESOL instruction and/or language-sensitive content instruction; professional learning aligned with Florida Department of Education ESOL professional learning requirements; experience as a trainer/facilitator.

## **V. COMPLETION REQUIREMENTS**

### **A. Program Completion**

Candidates endeavoring to add the ESOL Endorsement to the Florida Educator's Certificate must earn a minimum of three-hundred (300) inservice points by successfully completing the prescribed set of inservice components included in this program or their equivalent and demonstrate the competencies required for the certification endorsement. Competency demonstration of the performance indicators outlined in **Table 6** will be done through a variety of methods that may include successful completion of projects or products, portfolio, electronic portfolio, case study, pre- and post-assessments, or other method of measure acceptable to the course instructor/facilitator.

Satisfactory completion of individual components for add-on purposes may be demonstrated through:

1. Instructor's verification of successful demonstration of all applicable competencies and products within that component of the approved add-on program.
2. Verification of successful demonstration of all applicable competencies within a component of another district's ESOL add-on program shall be conducted by personnel from the district's professional development office and will apply when reasonable equivalency between the components can be established through a review of the approved program; or,

3. Successful completion with a grade of “B” or better, of a college or university course documented by official transcript, where reasonable equivalence can be established between the component and the course through a review of the course catalog description and course materials. This review shall be conducted by authorized personnel from the district’s professional development office. PAEC ESOL personnel will also provide technical assistance with interpretation upon request; however, final authority for approval is the district professional development and/or ESOL director.

## **B. Competency Demonstration**

Candidates must satisfy all of the add-on program requirements for the option approved by appropriate district personnel, including demonstration of knowledge in each of the competencies which are required for the endorsement.

Procedures for evaluation of competency attainment within components will vary with the nature of the competency (see **Table 6**). Valid means of measurement shall include, but not be limited to the following:

- Demonstration of the competencies required for the certification coverage/endorsement
- Written test
- Completed projects or products
- Compilation of electronic portfolio
- Portfolio assessment
- Case study
- Other method of measure acceptable to the instructor/facilitator
- Satisfactory completion of individual assignments and activities
- Satisfactory responses to questions posed by the facilitator

## **C. COMPETENCY VERIFICATION**

In rare instances, a district may choose to allow participants to verify competencies in lieu of taking some of the required training. If this occurs, the district must develop a competency verification system that includes the following parts:

- Competencies - general statements of what teachers are expected to be able to do, because of specific training; or prior training, practice, and experience.
- Assessment Criteria - measurable indicators related to identified competencies.
- Appropriate Data Collection Instruments and Procedures - methods for collecting sufficient evidence of the teacher's ability to demonstrate the unique set of competencies and obtain a passing score on appropriate state assessment for coverage add-ons.
- Well-Defined Implementation Policies and Procedures - written documents designed to ensure fair and consistent application of the competency verification system, including specification of who, when, how, and under what conditions the verification is done.

## **VI. PROGRAM EVALUATION**

The process for evaluating the efficacy of the ESOL Add-On Endorsement online courses, as outlined in this document, is described in the subsequent sections.

### **Effect of In-service Education**

Those who complete the ESOL Add-On Endorsement courses are typically classroom teachers who interact regularly with students who are English Language Learners (ELL). The effect of the inservice education and training in the educational setting (Rule 6A-5.071(4) (e) 3, F.A.C. will be determined as described in *Florida's Professional Development System Evaluation Protocol (2010-2014)*. As stated in Standard 1.4.4, the educator will use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, and/or portfolios of student work to assess the impact of professional learning. Additionally, as described in Standard 1.4.5, the educator will use the results of the Independent Professional Development Plan evaluation as part of a continuous improvement process to develop the following year's IPDP, and to revise professional learning goals, as needed, based on student performance results and documented teaching practice.

All of the PAEC online ESOL courses may be considered to be electronic portfolios, through which participants' classroom implementation of appropriate ESOL strategies and techniques, reflections and evaluation of efficacy may be tracked and monitored. Districts, covered by this Add-On Endorsement Plan identify teachers' professional development needs, based on data of the students they teach. Each district's teacher evaluation system is then used to determine whether the teacher achieves the stated professional development goals and the impact of the professional development as based on student performance and documented teaching practice.

### **Evaluation of Implementation – Competency Acquisition**

The effectiveness of the program in its attempt to allow participants to acquire the competencies is determined by feedback from program participants. Completion of the feedback survey, Figure 1, as shown, is required before course credit is awarded.

Figure 1. *Evaluation of Professional Development Activity*

**Panhandle Area Educational Consortium Professional Learning Design Survey**

**Directions:** Please indicate your level of agreement with the statements below regarding the professional learning content, format, and delivery methods.

CS-Strongly Agree [4-Agree] [3-Somewhat Agree] [2-Disagree] [1-Strongly Disagree]

					<b>The professional learning content:</b>	
5	4	3	2			
<input type="radio"/>	Was research- and/or evidence-based and the connection to the research/evidence was clearly identified by the facilitator/presenter.					
<input type="radio"/>	Was focused primarily on developing course-related content knowledge, content-specific instructional strategies, and/or instructional strategies in one or more of the content areas specified in state law (s.1012.08(4)(b)(3)F.S.					
<input type="radio"/>	Was related directly to student achievement needs					
<input type="radio"/>	Was sufficient to give me confidence to implement what I learned.					

					<b>The professional learning strategies:</b>	
5	4	3	2			
<input type="radio"/>	Were designed to engage the audience.					
<input type="radio"/>	Were aligned with the intended goals and objectives I was expected to learn.					
<input type="radio"/>	Were appropriate for the delivery method.					
<input type="radio"/>	Provided adequate opportunity for practice of the skills or learning.					
<input type="radio"/>	Provided opportunities for the facilitator/presenter to provide feedback regarding performance or skills.					
<input type="radio"/>	Were the same, or very similar, to those I am expected to use with my students.					
<input type="radio"/>	Technology, appropriate to the content and skills being taught, was used.					

					<b>The professional learning activity:</b>	
5	4	3	2			
<input type="radio"/>	Was sufficient in the amount of time spent learning for me to feel confident implementing what I learned.					
<input type="radio"/>	Was rigorous enough for me to feel confident implementing what I learned.					

					<b>Professional learning resources:</b>	
5	4	3	2			
<input type="radio"/>	Resources provided were sufficient in quantity.					
<input type="radio"/>	Resources provided were sufficient in quality.					
<input type="radio"/>	Contact information for the presenter/facilitator or another knowledgeable individual in the content, skills, or strategies was made available should I have questions.					

## **Program Management, Operation, and Delivery**

In order to evaluate the efficiency of the management, operation and delivery of this add-on endorsement, as well as its ability to meet the needs of the district and participants, PAEC will place as a permanent agenda item this discussion for all Professional Development Advisory Council meetings. PAEC is owned by its fourteen-member districts, and one of the consortium's responsibilities is to meet regularly with the curriculum coordinators and professional development directors. PAEC will assume responsibility for recording the minutes of these meetings and retain information related to discussion of the ESOL add-on Endorsement that takes place at each meeting during the period that this endorsement is in effect.

### **Review of Programmatic Data**

Data from the evaluation instrument shown in Figure 1, as well as information about the number of teachers completing and currently enrolled in the program will be provided upon request.

ESOL-related items to be discussed by the Professional Development Advisory Council include:  
How is the current add-on endorsement meeting the needs of your district?  
How is the current add-on endorsement meeting the needs of your teachers and students?

While the evaluation instrument shown in Figure 1 provides some data regarding the carry-over effects of inservice education and training into the educational setting, (Rule 6A-5.071(7), F.A.C.), administrators at each school/district will also make determinations of the effectiveness of the PAEC ESOL Add-On Endorsement professional learning offerings based on the district's teacher evaluation system. Information regarding specific programmatic needs, if indicated, will be reported to the district's representative on the PAEC Professional Development Advisory Council. Curriculum coordinators and professional development directors will assume responsibility for determining the ESOL-related professional learning needs of educators in their respective district and make recommendations to PAEC, regarding programmatic adjustments, as specific needs are identified.

**NOTE:** A summary report of actual numbers regarding course participation and completion, as well as course evaluations will be made available upon request.

## **VII. MANAGEMENT**

Overall management of this add-on program is the responsibility of each district's assigned staff development/add-on program coordinator or designee. This individual will be responsible for ensuring professional learning opportunities, related to ESOL, are included in the District's Professional Learning System and for program oversight to ensure compliance with State Standards for operation of add-on certification programs. This responsibility will be carried out in coordination with appropriate district certification personnel, ESOL administrative and supervisory personnel, and program instructors.

The Panhandle Area Education Consortium will be responsible for:

- Notifying districts when an applicant has successfully completed a component of the add-on program
- Updating and reviewing course content (face-to-face, blended, and workshop)
- Advertising the availability of the courses to the individual districts
- Providing qualified instructors/facilitators (see part IV, Instructors)

## **A. CANDIDATE APPLICATION AND ADMISSION**

Candidates are expected to receive approval prior to pursuing the Add-On-Program through the office of their district professional development director. It is the responsibility of the professional development office to review the participant's information to ensure the applicant currently holds a valid Florida Professional or Temporary Certificate based upon a bachelor's degree or higher in any ESOL Category I area as identified by FDOE. Any district educator is eligible and encouraged to enroll in the program.

The district professional development director or designee will advise the candidate and may use the PAEC-provided forms named below as a means of providing programmatic guidance and tracking educator participation.

PAEC-Provided Forms:

- A. Panhandle Area Educational Consortium ESOL Individual Plan of Study
- B. Panhandle Area Educational Consortium Online Application Form (if PAEC-provided online courses are used)

Participation in professional learning for earning an add-on endorsement is limited to individuals who hold a valid Florida Temporary or Professional Educator's Certificate, issued on the basis of a bachelor's degree or higher degree in an academic area.

Any applicant who begins the program based on a temporary certificate must complete the requirements for a professional certificate prior to the district's verification of program completion.

Admission to the program will be given to individuals currently teaching who meet one or more of the criteria listed below:

- currently assigned out-of-field in ESOL, assigned to teach English/language arts or intensive reading in a school where ESOL students are currently enrolled and are likely to be assigned as their English/language arts or intensive reading instructor in the future;
- assigned to teach English/language arts or intensive reading in a school where ESOL students could be in attendance and could be assigned as their English/language arts instructor in the future;
- seeking renewal of certification; or,
- seeking further professional learning opportunities to better meet the needs of students who are English Language Learners and students in general.

Individuals participating in this program will have access to their professional learning transcript through the ePDC which is used to track educator’s professional learning and serves as official documentation of successful course completion. This transcript is also accessible to appropriate consortium personnel and the district Professional development directors of PAEC member districts.

## **B. ADVISEMENT**

As part of the application process, applicants may be advised of the following:

- Requirements for continued employment in an out-of-field status;
- Requirements for adding the ESOL endorsement to the existing certificate (appropriate area of certification, specific courses and timelines required for completion of the add-on program, etc.);
- Availability of university or college courses to meet the requirements of the add-on program;
- The requirement that, for individuals holding a temporary certificate, valid Florida Professional Educator’s Certificate must be obtained prior to completion of this program; and/or,
- Continuing advisement will be provided by the appropriate district office and PAEC ESOL contacts on matters related to certification, add-on offerings, and progress toward completion of program requirements.

## **C. ATTENDANCE**

PAEC-provided online ESOL courses are self-paced and completion is not based on attendance. Instead, participants interact with course content and compile an electronic portfolio of responses to assignments, products, and reflections based on classroom implementation. All contents of the electronic portfolio are reviewed and must meet approval of the course facilitator before course credit is granted. For face-to-face workshops, attendance is mandatory unless the absence is excused by the instructor for serious or extreme emergencies. Excused absences and missed assignments must be satisfied through a “make-up” schedule approved by the instructor(s).

For PAEC-provided ESOL courses (online, face-to-face, blended), completion of individual components of the add-on program will be reported to the district professional development office and to the participant through the electronic Professional Development Connections. It is the participant’s responsibility to complete each component within the timelines established by the Florida Consent Decree and School Board Rule 6A-1.0503, Definition of Qualified Instructional Personnel.

## **D. TRANSFER AND UTILIZATION OF CREDIT**

Professional development records for each participant are maintained in the form of an electronic transcript in the ePDC of the Panhandle Area Educational Consortium. Each district’s Professional Development Director has access to the electronic transcripts of teachers in his/her district and

verification for certification endorsement or for conversion from college credit will be issued from that office, in consultation with the district Certification Office.

Credit earned in college courses (see Options B and C) from an accredited institution of higher education may be considered for transfer of credit to this add-on endorsement program. College courses are converted to in-service points with each semester credit hour equivalent to 20 in-service points. Participants must request an official college transcript from the institution of higher education for courses they wish to transfer.

In-service credit earned for ESOL courses while employed in another district or prior to the district's adoption of this add-on program may be applied to the add-on program, provided the component is of equivalent or higher content rigor. Participants must request an official In-service Transfer Record from the previous employer. The Professional Development Director of the district, in which the participant is employed, will determine the appropriateness of completed components and will transfer applicable credit.

## **E. CERTIFICATION OF COMPLETION**

For those utilizing Option A, when the student transcript in the electronic Professional Development Connections indicates successful completion of all add-on endorsement requirements, the district staff development office will prepare the District Verification Form for Completion of an Approved Add-On Program (CT-115) and submit it to the Florida Department of Education.

For those utilizing Option B, upon completion of all program requirement each participant must submit the following to the district professional development office:

- A completed Request for Verification of Completion form
- The approved and completed Individual Plan of Study form

Upon completion of all program requirements, each participant must submit the following to the district professional development office if Option B or C is utilized:

- A completed Request for Verification of Completion form
- The approved and completed Individual Plan of Study form
- Official university transcript for all completed university courses as specified in Options B and C, if applicable

## **VIII. SCHOOL BOARD APPROVAL**

In order for the ESOL Add-On Endorsement Program to receive state approval, it must include a statement signed by the district superintendent or his/her designee from each participating member

district stating that it has been approved locally and requesting the continued approval of the ESOL Add-On Endorsement Program

**Panhandle Area Educational Consortium Online Course Participation Form  
ESOL Courses**

**Name of Online Student:** \_\_\_\_\_

**District:** \_\_\_\_\_ **School:** \_\_\_\_\_

*Please check a course from the following list:*

- ESOL: Methods of Teaching ESOL – Course One (60 hours)
- ESOL: Applied Linguistics – Course Two (60 hours)
- ESOL: Testing and Evaluation of ESOL – Course Three (60 hours)
- ESOL: Curriculum and Materials Development – Course Four (60 hours)
- ESOL: Cross Cultural Communication and Understanding – Course Five (60 hours)
- ESOL: ESOL for School Administrators (60 hours)
- ESOL: ESOL for Guidance Counselors (60 hours)
- ESOL: ESOL for Category III Teachers (18 hours)

I understand I have one year from the registration date to complete the ESOL course.  
If I do not complete the assignments within the one-year timeframe, I forfeit the course fee and the coursework.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

The student named above is registering for the identified ESOL course with my full knowledge.

\_\_\_\_\_  
District ESOL Coordinator/Professional Development Director

\_\_\_\_\_  
Date

<p>If paying by check or cash, please send this completed form, along with payment to: Attention: Accounts Payable - PDC Panhandle Area Educational Consortium 753 West Blvd., Chipley, FL 32428</p>	<p>If paying by credit card, please fax a copy of this form to: Attention: PDC 850-68-6109</p>
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*Advancing Schools and Communities for Student Success  
Every Student, Every Day!*

**Panhandle Area Educational Consortium  
ESOL Individual Plan of Study**

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

District: \_\_\_\_\_ School: \_\_\_\_\_

Home/Mailing Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Work telephone: \_\_\_\_\_ Home telephone: \_\_\_\_\_

Have you been assigned to teach English/Language Arts to an ESOL student? Yes \_\_\_ No \_\_\_  
If yes, in what school year were you first given this assignment? \_\_\_\_\_

Current Teaching Assignment: \_\_\_\_\_

Currently assigned Out-of-Field? Yes \_\_\_ No \_\_\_

Certification Area(s): \_\_\_\_\_

Florida Professional Educator's Certification Number: \_\_\_\_\_

**Part A: Check Appropriate Box:**

___ Category I	___ Category II	___ Category III
Primary Language Arts/ English, Developmental Language Arts, Intensive Reading, Reading	Social Studies, Mathematics, Science, Computer Literacy  PAEC Recommended Course: <i>ESOL: Methods of Teaching</i> <i>ESOL</i>	All other subjects not included in Categories I or II  PAEC Recommended Course: <i>ESOL for Category III</i> <i>Teachers Online Course, K-12</i>
<b>Proceed to Parts B and C</b>	<b>Proceed to Part C</b>	<b>Proceed to Part C</b>

**Part B: ESOL Add-On Endorsement Plan for Category I Teachers**

Maintain a copy of this the district Professional Development Office.

Required Components	PAEC Online Courses	Completion Date	In-Service Points	Courses (other than PAEC online courses)	Completion Date	In-Service Points
Methods of Teaching ESOL	<i>ESOL: Methods of Teaching ESOL</i>					
Applied Linguistics	<i>ESOL: Applied Linguistics</i>					
Cross Cultural Communication and Understanding	<i>ESOL: Cross Cultural Communication and Understanding</i>					
Curriculum Materials and Development	<i>ESOL: Curriculum Materials and Development</i>					
Testing and Evaluation	<i>ESOL: Testing and Evaluation</i>					
<b>TOTAL In-service Points Completed</b>						

**Required Total Components: 5**

**Required Total In-service Points: 300**

NOTE: Indicate acceptable transfer credit from institution of higher education and inservice participation by placing course/component name and number, inservice points, and completion date in the appropriate blanks. Attach copies of documentation, e.g., official transcript or In-service Transfer Record.

**Part C: Signatures**

I **understand** that, to obtain an add-on endorsement in ESOL I must:

- Hold a valid Florida Professional Educator’s Certificate, issued on the basis of a bachelor’s degree or higher and
- Successfully complete the approved add-on program outlined in the Individual Plan of Study.

I **have been counseled** and understand the following:

- Requirements for ESOL Professional Learning based on current teaching assignment.
- Requirements for adding an endorsement to an existing certificate.
- Availability of university or college courses that meet certification requirements.

I understand that the district will maintain documentation of my performance and completion. The district will provide, upon request, continuing advisement on matters related to this program

---

Applicant Signature Date

---

Principal Date

---

Professional Development Director Date

**Verification of Completion of ESOL Endorsement Program**

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

Date of admission to ESOL Endorsement Program: \_\_\_\_\_

**REQUEST FOR VERIFICATION OF COMPLETION**

I request that the district verify my completion of the program for Add-On Endorsement in ESOL.  
Attached are: (Place a check by each item attached. Write N/A by items not applicable)

\_\_\_\_\_ Completed Individual Plan of Study

\_\_\_\_\_ In-service Transfer Record for components completed as part of an Approved Add-on Program (This refers to any relevant components approved and completed prior to employment in current district.)

\_\_\_\_\_ Official university transcripts for all completed college/university courses relevant to this program

\_\_\_\_\_  
Signature of Candidate

\_\_\_\_\_  
Date

**DISTRICT VERIFICATION OF COMPLETION**

This candidate has successfully completed the Plan of Study outlined on the attached Individual Plan of Study form for the ESOL Add-On Endorsement.

\_\_\_\_\_  
Signature of Professional Development Director

\_\_\_\_\_  
Date

Notes/Comments (optional)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Copy: participant, principal, staff development office  
CT-115

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

**AGENDA ITEM NO.** 10a

**DATE OF SCHOOL BOARD MEETING:** March 26, 2019

**TITLE OF AGENDA ITEM:** Annual Certification of Facilities Data

**DIVISION:** Facilities

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

**PURPOSE AND SUMMARY OF ITEM:**

On an annual basis prior to April 1, the Office of Educational Facilities-Florida Department of Education requires that each district certify that the Florida Inventory of School Houses (FISH) is current and accurate. The Gadsden County data in FISH is current and accurate. This is a request for approval of the Superintendent and Board Chair to sign the certification.

**FUND SOURCE:** N/A

**AMOUNT:** N/A

**PREPARED BY:** Bill Hunter

**POSITION:** Director of Facilities

---

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

One Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 3

CHAIRMAN'S SIGNATURE: page(s) numbered 3

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



**State Board of Education**

Marva Johnson, *Chair*  
Andy Tuck, *Vice Chair*  
*Members*  
Ben Gibson  
Tom Grady  
Michael Olenick  
Joe York

**Richard Corcoran**  
Commissioner of Education

**MEMORANDUM**

**TO:** District School Superintendents  
District School Facilities Directors

**FROM:** Suzanne Pridgeon

**DATE:** February 25, 2019

**SUBJECT:** Annual Certification of Facilities Data

Section 1013.31(1)(e), Florida Statutes, states in part, "...School districts shall periodically update their inventory of educational facilities..." Section 6.1(5)(c), *State Requirements for Educational Facilities* (SREF) 2014, requires that, "Prior to April 1 of each year, each district shall review the Florida Inventory of School Houses (FISH) and shall certify to the Office of Educational Facilities (OEF) that the inventory is current and accurate."

Accurate facilities data is essential in the administration of class size reduction requirements and in the determination of Public Education Capital Outlay (PECO) maintenance requirements, which ultimately result in legislative funding. Any FISH errors can significantly impact district allocations and distort analyses made from FISH data.

Please return the attached form, signed by the appropriate officials, prior to April 1, 2019. The district superintendent, the board chair and the director of facilities planning must sign the certification.

If you have any questions concerning the process or inventory, please contact Violet Brown at [violet.brown@fldoe.org](mailto:violet.brown@fldoe.org) or 850-245-9232.

Thank you for your assistance in this matter.

vb/ss

Attachment

Suzanne Pridgeon  
Deputy Commissioner, Finance and Operations



OFFICE OF EDUCATIONAL FACILITIES  
FLORIDA INVENTORY OF SCHOOL HOUSES  
CERTIFICATION OF FACILITIES DATA

WHEREAS, Section 1013.03(3), F.S., states in part that the Department of Education must, "Require boards to submit other educational plant inventories data...."

WHEREAS, Section 1013.31(l)(e), F.S., states in part, "...School districts shall periodically update their inventory of educational facilities...."

WHEREAS, State Requirements for Educational Facilities, Section 6.1(5)(c) requires that, "Prior to April 1 of each year, each district shall review the Florida Inventory of School Houses and shall certify to the Office that the inventory is current and accurate."

THEREFORE, on behalf of the School Board of Gadsden County, the authorized representatives whose signatures appear below hereby certify that, to the best of their knowledge, the educational facilities inventory data for the district contained in the Florida Inventory of School Houses is current and accurate pursuant to applicable statutes and rules.

\_\_\_\_\_  
Director of Facilities Planning

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Board Chair

\_\_\_\_\_  
Date

Return signed form to:  
Office of Educational Facilities  
Florida Department of Education  
325 West Gaines Street, Room 1014  
Tallahassee, Florida 32399-0400

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

**AGENDA ITEM NO.** 11a

**Date of School Board Meeting:** March 26, 2019

**TITLE OF AGENDA ITEM:** Gadsden Elementary Magnet School

**DIVISION:** Elementary/Secondary Education

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

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

According to School Board Policy 2340 (Field and Other District-Sponsored Trips), all out-of-state field trips must be approved by the School Board. Gadsden Elementary Magnet School is requesting approval for an out-of-state field trip to Valdosta, GA. Please see attached documentation.

**FUND SOURCE:** N/A

**AMOUNT:** N/A

**PREPARED BY:** Tammy McGriff Farlin 

**POSITION:** Area Director of Elementary Education

-----  
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 \_\_\_\_\_

CBP  
EB2519 RCVD

**FORM MUST BE RECEIVED IN DISTRICT OFFICE 2 WEEKS PRIOR TO TRIP**

**FIELD TRIP REQUEST**

<b>SCHOOL:</b> Gadsden Elementary Magnet School	<b>CONTACT FOR FIELD TRIP:</b> Ms. L. Dilworth-Porter
--	--

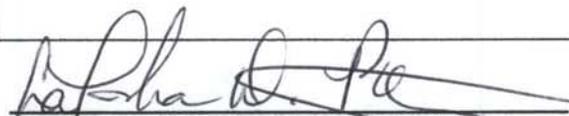
<b>DATE OF TRIP:</b> Saturday, April 27, 2019	<b>WHO IS ATTENDING: (grade/organization)</b> G.E.M.S. BETA Club Students
--	--

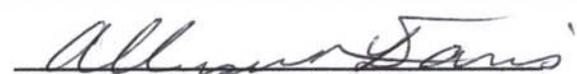
<b>LOCATION:</b> Wild Adventures Theme Park in Valdosta, GA	<b>TRAVELING BY:</b> <input checked="" type="checkbox"/> School bus <input type="checkbox"/> Charter bus
--	---

**PURPOSE:** This is our end of the year field trip. We will visit Wild Adventures to enjoy the attractions and rides:

**Objective:** This field trip is designed so that students can observe animals in their natural habitats as a culminating science activity. Standards addressed are SC.6.L.16.3 – Recognize that animal behaviors may be shaped by heredity and learning and SC.6.L.16.4 – Compare and contrast the major stages in the life cycles of Florida plants and animals. They will also enjoy fun rides and great food.

- |   |   |
|---|---|
| <b>SCHOOL BUS – Required items for approval:</b> <ol style="list-style-type: none"> <li>1. Principal's signature</li> <li>2. Complete list of participants and chaperones</li> <li>3. Complete final itinerary</li> </ol> | <b>CHARTER BUS – Required items for approval:</b> <ol style="list-style-type: none"> <li>1. Principal's signature</li> <li>2. Complete list of participants and chaperones</li> <li>3. Complete final itinerary</li> <li>4. Copy of charter bus contract with signatures</li> <li>5. Proof of Insurance showing either district or school as insured</li> </ol> |
|---|---|

  
Signature of Person Requesting Trip

  
Approval of Principal (signature required)

APPROVED  DENIED

  
Superintendent

Date 3/1/2019

Please forward completed form via district mail or fax to:  
**Mrs. Cheryl Ellison Administrative Assistant for Curriculum & Instruction**  
 Fax: (850) 627-3530 Email: [ellisonc@gcpsmail.com](mailto:ellisonc@gcpsmail.com)

**BETA CLUB Students**

4<sup>th</sup>

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5<sup>th</sup>

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8th

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**Teachers:** Ms. Dilworth-Porter, Ms. Rice, Mrs. J. Lewis, Mrs. Austin, Mrs. Taylor

**Parents:**

Iresha Jackson, Ms. Bascom, Terricka Washington, Ms. Cooper, Ms. Regina Herring,  
Mrs. Maxwell

**BETA Club Itinerary for Wild Adventures**  
**Saturday, April 27, 2019**

**Objective:** This field trip is designed so that students can observe animals in their natural habitats as a culminating science activity. Standards addressed are SC.6.L.16.3 – Recognize that animal behaviors may be shaped by heredity and learning and SC.6.L.16.4 – Compare and contrast the major stages in the life cycles of Florida plants and animals. They will also enjoy fun rides and great food.

**8:15 a.m.** School Bus to arrive at **G.E.M.S. 500 W. King Street.**

**8:30 a.m.** bus to department from G.E. M.S and travel approx. 90 miles to the Wild Adventures Theme Park located at **3766 Old Clyattville Road, Valdosta, GA 31601.**

**10:00 a.m.** BETA Club students, Teachers, and Chaperones will arrive at Wild Adventures Theme Park and remain on the Grounds until 6 P.M. All persons attending the field trip will have lunch at **the Park.**

**6:00 p.m.** Gadsden County school bus and all participants will leave **Wild Adventures Theme Park in Valdosta, GA and travel approximately 8.4 miles to Ole Times Country Buffet: 1193 N Saint Augustine Rd for dinner.**

**7:30 p.m.** Gadsden County school bus and all participants will leave **Ole Times Country Buffet and return to G.E.M.S 500 W. King Street.**

**10:00 p.m.** All participants will exit the bus and depart with their parents or assigned adult, the bus will return to the bus garage.

**The following Teachers and pupils will participate on this fieldtrip**

LaTasha Dilworth-Porter, Carolyn Rice, Jari Lewis, Joyce Austin, Kaleigh Taylor + 47 students and 6 chaperones

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Total 58 attending the field trip

Ms. LaTasha Dilworth-Porter  
ELA Middle School Teacher/BETA Club Sponsor

## Field Trip to Wild Adventures



Dear Parents,

On **Saturday, April 27, 2019** G.E.M.S. Beta Club students will travel to Wild Adventures Theme Park located in Valdosta, GA. This field trip is designed so that students can observe animals in their natural habitats. Students will also get the chance to explore the animals and touch some of them. They will also enjoy fun rides and great food. The cost of the field trip is **\$80.00 (12 and under) and \$87.00 (13 and up)**. Included in the price is admission into the park (**\$32.99**), meal ticket (**\$9.50**), and transportation (**\$8 for driver & \$20 for fuel: per student**). We are asking that all money be turned in no later than **Friday, April 5, 2019**. We will dine at Ole Times Country Buffet after leaving the park. The cost is **\$9 for students 12 and under, \$16 for students 13 and up**. This is their seafood night, but they will have other items on the bars.

Parents we would love for you to chaperone this field trip, however, you will not be able to ride the bus along with your child. **The cost for parents to enter the park (\$32.99 if you want to pay with us, and a meal ticket \$9.50). If you do not want the meal ticket, your cost is \$32.99). There is also a \$12 Parking Fee at Wild Adventures, which you pay the day of.** If you have any questions or concerns, please call the school at 627-7557 and ask for your child's teacher.

**Parents, students are required to ride the bus to our destination, however, you may take your child with you after the trip is over. You will have to sign the release form.**

Thank You,

Beta Club Sponsors

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

**AGENDA ITEM NO.** 11b

**Date of School Board Meeting:** March 26, 2019

**TITLE OF AGENDA ITEM:** Gadsden Elementary Magnet School

**DIVISION:** Elementary/Secondary Education

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

**PURPOSE AND SUMMARY OF ITEM:**

(Type and Double Space)

According to School Board Policy 2340 (Field and Other District-Sponsored Trips), all out-of-state field trips must be approved by the School Board. Gadsden Elementary Magnet School is requesting approval for an out-of-state field trip to Austell, GA. Please see attached documentation.

**FUND SOURCE:** N/A

**AMOUNT:** N/A

**PREPARED BY:** Tammy McGriff Farlin 

**POSITION:** Area Director of Elementary Education

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INSTRUCTIONS TO BE COMPLETED BY PREPARER

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

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

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

CRJ  
FEB 25 11 19 RCMD

REVISED 12/03/15

**FORM MUST BE RECEIVED IN DISTRICT OFFICE 2 WEEKS PRIOR TO TRIP**

### FIELD TRIP REQUEST

<b>SCHOOL:</b> Gadsden Elementary Magnet School	<b>CONTACT FOR FIELD TRIP:</b> Ms. Kaleigh Taylor
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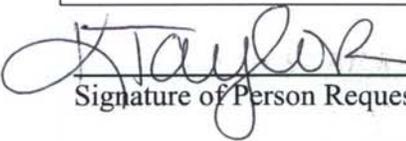
<b>DATE OF TRIP:</b> Friday, May 17, 2019	<b>WHO IS ATTENDING: (grade/organization)</b> G.E.M.S. Middle School Students
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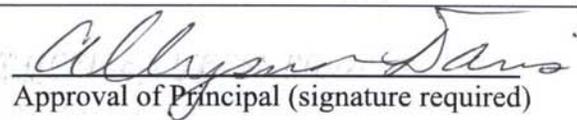
<b>LOCATION:</b> Six Flags Over Georgia, Austell, GA	<b>TRAVELING BY:</b> <input type="checkbox"/> School bus <input checked="" type="checkbox"/> Charter bus
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**PURPOSE:** This is our end of the year field trip. We will visit Universal Studios to enjoy the attractions and rides:

This field trip is designed so that students can observe & enjoy rides and attractions designed through special engineering as a culminating science activity. Upon returning, students will write about their experience using multiple print & digital sources. Standards addressed are LAFS.6.W.3.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. SC.6.P.11.1 - Explore the Law of Conservation of Energy by differentiating between potential and kinetic energy. Identify situations where kinetic energy is transformed into potential energy and vice versa. (Roller Coasters) Types of Forces SC.6.P.13.1 - Investigate and describe types of forces including contact forces acting at a distance, such as electrical, magnetic, and gravitational.

<b>SCHOOL BUS – Required items for approval:</b> <ol style="list-style-type: none"> <li>1. Principal’s signature</li> <li>2. Complete list of participants and chaperones</li> <li>3. Complete final itinerary</li> </ol>	<b>CHARTER BUS – Required items for approval:</b> <ol style="list-style-type: none"> <li>1. Principal’s signature</li> <li>2. Copy of charter bus contract with signatures</li> <li>3. Proof of Insurance showing either district or school as insured</li> </ol>
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 Signature of Person Requesting Trip

  
 Approval of Principal (signature required)

<input checked="" type="checkbox"/> APPROVED	<input type="checkbox"/> DENIED
 Superintendent	<u>3/1/2019</u> Date

**Please forward completed form via district mail or fax to:**  
**Mrs. Cheryl Ellison Administrative Assistant for Curriculum & Instruction**  
**Fax: (850) 627-3530      Email: [ellisonc@gcpsmail.com](mailto:ellisonc@gcpsmail.com)**

**Middle School Students List of participants for Six Flags  
May 17, 2019**

**Ms. LaTasha Dilworth-Porter – Teacher**

T  
D  
K  
B  
A  
D  
R  
B  
L  
C  
A  
T  
M  
K

**Mrs. Kaleigh Taylor – Teacher**

A  
E  
P  
D  
L  
J  
A  
J  
D  
E  
T  
A  
C  
M  
C  
D  
S  
F  
C  
J

**Mrs. Chaneidre Jones– Teacher**

J  
S  
J  
A  
M

A  
K  
M  
Je  
T  
D  
A  
M  
D  
Jc  
A  
T,

**Parents:**

Evonski Williams, Mrs. Lawson, Delfina Morales, Iresha Elias, Mr. Callejas, Mrs. & Mr. Maxwell

**Middle School Itinerary for Six Flags Over Georgia  
May 17, 2019**

**Objective:** This field trip is designed so that students can observe & enjoy rides and attractions designed through special engineering as a culminating science activity. Upon returning, students will write about their experience using multiple print & digital sources. Standards addressed are LAFS.6.W.3.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. SC.6.P.11.1 - Explore the Law of Conservation of Energy by differentiating between potential and kinetic energy. Identify situations where kinetic energy is transformed into potential energy and vice versa. (Roller Coasters) Types of Forces SC.6.P.13.1 - Investigate and describe types of forces including contact forces acting at a distance, such as electrical, magnetic, and gravitational.

**5:00 a.m. Two Lady's and A Bus to arrive at G.E.M.S. 500 W. King Street.**

**5:30 a.m. Bus to depart from G.E. M.S and travel approx. 260 miles to the Six Flags over Georgia located at 275 Riverside Parkway, Austell, GA. 30168.**

**7:30 – 8: 15 A.M. Stop for breakfast at Chik-fil-a at 1202 US – 19 S., Leesburg, GA 31763**

**9:30 a.m. Middle School students, Teachers, and Chaperones will arrive at Six Flags and remain on the Grounds until 6 P.M.**

**6:15 p.m. Charter bus and all participants will leave Six Flags in Austell, GA and stop for dinner.**

**6:30 – 7:30 P.M. Stop at Golden Corral Buffet and Grill at 3845 Austell Rd. SW, Marietta, GA 30008 to have dinner.**

**7:35 Charter bus and all participants will leave Golden Corral Buffet and Grill and return to G.E.M.S 500 W. King Street.**

**12:30 a.m. All participants will exit the bus and depart with their parent or assigned adult, the bus will return to its location.**

**The following Teachers and pupils will participate on this fieldtrip**

**LaTasha Porter + 14 students and chaperone**

**Kaleigh Taylor + 20 students and chaperone**

**Chaneidre Jones/ Dewayne Wright + 17 students and chaperone**

**7 Parents**

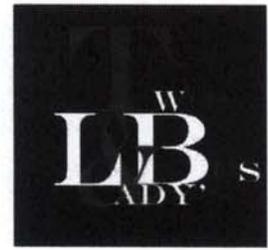
**Total attending the field trip, 62**

**Mrs. Kaleigh Taylor  
Middle School Teacher**

Charter  
Bus  
Service  
Quote

Two Lady's & A Bus/Driver:TBA

2719 West Tharpe Street  
Tallahassee, Fl 32303



Two Lady's & A Bus Quote to Perform Charter Services to GEMS School

Date  
January 22, 2019

Services Performed By:  
Two Lady's & A  
Bus/Driver:TBA  
2719 West Tharpe Street  
Tallahassee, Fl 32303

Services Performed For:  
GEMS School/K. Taylor

Renter Information

Renter's Name: GEMS School / Mrs. K. Taylor

Renter's Phone: Home: Cell: (850) 544-5317 Other:

Occasion: DAY TRIP TO SIX FLAGS ATLANTA, GA

Pick-up/Drop-off/Destination Information

Pick up: MAY 17, 2019 TIME TO BE ANNOUNCED

Destination: SIX FLAGS ATALANTA, GA

Pricing Agreement

\$1,900.00 DUE ON OR BEFORE SCHEDULED DEPARTURE DATE. A 50% SECURITY DEPOSIT IS DUE AT TIME OF BOOKING.

Renter Agreement

I hereby confirm that I have read and accept the Terms and Conditions of Two Lady's & A Bus.

*Kalust Taylor*  
Signature

2/21/19  
Date

## Out-of-Pocket Expenses / Invoice Procedures

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This Charter Bus Service Quote is subject to change based on the service(s) detailed on the confirmation and is subject to change in accordance with your actual itinerary. An itinerary must be sent with deposit. Final price is determined by the actual final written itinerary. Additional use of the coach beyond the miles or hours stated on the confirmation may result in additional charges and will require a signature from the group leader.

It should be understood and agreed that the renter as well as passengers are liable for beyond normal repairs or cleaning to the bus caused by the passengers. Any damage to the bus caused by the passengers will result in additional charges to renting persons.

## Contractor Responsibilities

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Upon agreement of the given quote, Two Lady's and A Bus will provide the Client with a contract that must be reviewed, signed and returned by the due date given. Two Lady's And A Bus Charters LLC, is not responsible for any acts of GOD such as any mechanical failures that may occur during services, any weather that may hinder charters service.

## Client Responsibilities

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If the signed or emailed confirmation and payments are not received by the due dates on the confirmation, your charter is subject to cancellation without notice.

Two Lady's & A Bus:  \_\_\_\_\_



SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

**AGENDA ITEM NO.** 11c

**Date of School Board Meeting:** March 26, 2019

**TITLE OF AGENDA ITEM:** Instructional Materials Procedures Manual 2018-2019

**DIVISION:** K-12 Education

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

**PURPOSE AND SUMMARY OF ITEM:**

(Type and Double Space)

The purpose of this agenda item is to request board approval of the District's Instructional Materials Procedures Manual 2018-2019. The purpose of this manual is to provide standardization of procedures for school and district level staff responsible for instructional materials management.

**FUND SOURCE:** N/A

**AMOUNT:** N/A

**PREPARED BY:** Tammy McGriff Farlin, EdS/Sylvia R. Jackson, Ed.D.

**POSITION:** Area Director of Elementary Education/Area Director of Secondary Education and Director of Adult, Career and Technical Education

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INSTRUCTIONS TO BE COMPLETED BY PREPARER

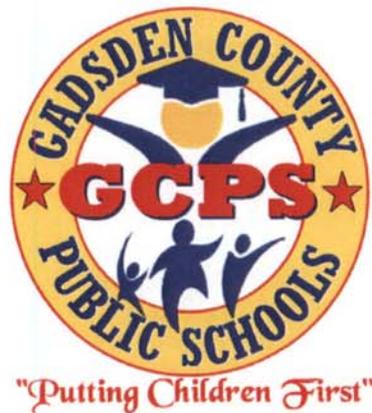
\_\_\_\_\_ Number of ORIGINAL SIGNATURES NEEDED by preparer.

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

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

# **GADSDEN COUNTY SCHOOL DISTRICT**

**ROGER P. MILTON  
SUPERINTENDENT OF SCHOOLS**



## **INSTRUCTIONAL MATERIALS PROCEDURES MANUAL**

**2018-2019**

**Including a description of state and district policy regarding  
selection, adoption, funding and allocation of instructional materials.**

### **GADSDEN COUNTY SCHOOL DISTRICT SCHOOL BOARD MEMBERS:**

Audrey Lewis, District 1

Steve Scott, District 2

LeRoy McMillian, District 3

Charlie Frost, District 4

Tyrone Smith, District 5



## **VISION**

The Gadsden County Public Schools comprises a system of excellence that prepares ALL students to live and successfully compete in a global society.

## **MISSION**

The mission of Gadsden County Public Schools is to collaborate with all stakeholders to provide a safe, caring, rigorous and engaging instructional environment in which students can learn and succeed.

## **CORE BELIEFS**

The Gadsden County School District believes that:

- all students will learn when instruction is engaging, rigorous, differentiated and individualized;
- learning environments must be safe and supportive;
- schools exist to foster the development and well-being of the whole child;
- understanding and respecting diversity enriches students' lives;
- every student has a right to a high quality education;
- success requires shared responsibility, collaboration and communication among all staff, families, students and the community;
- engaged families combined with highly effective teachers and school leaders are the central components of a successful school;
- positive character education is essential to whole child development;
- high-quality customer service is a critical component of high-quality education;
- everyone must be held to the highest ethical standards to achieve excellence;
- everyone must contribute to and be held accountable for student achievement; and
- all district services must clearly be linked to student achievement.

## **INSTRUCTIONAL MATERIALS REVIEW AND ADOPTION PROCESS**

### **GUIDING PRINCIPLES**

The process of selecting appropriate instructional materials for Gadsden County School District (GCSD) entails a committee review of textbooks from the state adopted list, with the final selection made based on the materials that best meet local instructional and student needs. While this process continues to be consistent with state regulations, the reality of living in an information age is changing the entire landscape of instructional materials selection and use. Instructional materials are no longer the main delivery tool for instruction; they must now be used to support, assess, reference and enhance the learning experience.

GCSD teachers will implement a combination of digital and print content, whole and small group instruction, engaging hands-on activities, electronic media, and other relevant materials that enhance critical thinking and student experiences. Student learning should be individualized at each grade level and subject area, and the instructional materials need to be aligned, standards-based, balanced, and rigorous. Teachers are encouraged to deliver instruction that encompasses a variety of modalities and resources that meet the needs of every child. GCSD teachers understand that it is high quality teaching that drives student learning, rather than assessments, textbooks, and devices.

### **STATEMENT OF PURPOSE**

The purpose of this manual is to provide standardization of procedures for school and district level staff responsible for instructional materials management. For successful implementation of the instructional materials program, it is vitally important that all administrative personnel and their textbook managers become thoroughly familiar with the policies, procedures, and guidelines applicable to instructional materials.

Every effort shall be made by Gadsden County District Schools to provide textbooks, library books, supplementary materials, digital materials and other educational media essential to an effective instructional program. Instructional Programs shall be selected to meet the educational goals of the district in providing basic materials for all students, to provide continuity in instructional programs, to meet the needs of special individuals and programs, and to objectively present the concerns and build upon the contributions of all genders and members of religious, ethnic and cultural groups.

It is the constitutional duty and responsibility of the Gadsden County School Board to adopt and provide adequate instructional materials to all students of the District, whether the materials are selected from Florida Department of Education (FDOE) approved materials list or through a local selection program. (1006.28 F.S.)

Instructional materials fall into several categories representing a continuum from materials that are formally adopted by the District to those that an individual teacher selects or develops for personal use in their own classroom. It is expected that bundles of instructional resources composed of hard copy, digital and hands-on materials will be used in the typical classroom. While district-adopted materials serve as the primary instructional resource, a wide range of materials from many sources may be used

to support student learning. A description and depiction of the process for the selection and distribution of instructional materials is outlined below and within this manual.

At the school level, the principal (or designee) is responsible for allocating funds for the purchase of any supplementary materials not covered by the Instructional Services Department. It is also the responsibility of the principal (or designee) to convene a school-based leadership team to review data, identify deficits, select appropriate supplemental resources and outline the implementation process for those materials. A current list of all supplemental materials shall be maintained at the campus and made viewable by all instructional and support personnel.

**SUMMARY OF PROCEDURES FOR ADOPTING AND PURCHASING INSTRUCTIONAL MATERIALS**

<b>TIMELINE</b>	
<b>NOVEMBER – JANUARY</b>	
<ul style="list-style-type: none"> <li>• District Instructional Materials (IM) Review Team is formed with representation from school personnel appropriate to the subject and grade level of the adoption.</li> <li>• Vendors from state-approved instructional materials list notified to send sample materials to schools and district.</li> <li>• Instructional staff at school level receive, review and pilot instructional materials from state-approved list.</li> <li>• Parents and community members invited to serve on the school and district IM Review Team.</li> </ul>	
<b>FEBRUARY</b>	
<ul style="list-style-type: none"> <li>• School IM Review teams vote to select top three (3) instructional materials recommendations.</li> <li>• Top three (3) recommendations from schools determined and vendors invited to present.</li> </ul>	
<b>MARCH</b>	
<ul style="list-style-type: none"> <li>• Vendor presentations are scheduled at district for representatives from schools and interested community members (District Instructional Materials Review Team)</li> </ul>	
<b>APRIL</b>	
<ul style="list-style-type: none"> <li>• By April 1<sup>st</sup> the District School Superintendent certifies to FDOE that all instructional materials for core courses used by the district are aligned with applicable state standards. A list of the core instructional materials that will be used or purchased for use by the school district shall be included in the certification.</li> <li>• 1<sup>st</sup> Board meeting in April: Request Approval to Advertise for Public Hearing (no vote)</li> <li>• 20 days before SB hearing and public meeting in May: Provide online public access of student editions of recommended IM to be accessed and viewed by the public; if applicable, set up display in school board office of hard copies of student and teacher editions for all recommended IM.</li> </ul>	
<b>MAY</b>	
<ul style="list-style-type: none"> <li>• Submit selected instructional materials for board approval</li> <li>• Following SB approval for adoption, begin 30 calendar day window for parent or resident to contest adopted materials.</li> <li>• To protest, a parent must file a petition on a form provided by School District. (See <b>Appendix B</b>)</li> <li>• Form must be available to public and published on a district website.</li> <li>• Post parent/resident petition to protest IM on district website.</li> <li>• Professional development opportunities scheduled.</li> </ul>	

TIMELINE	
<b>JUNE</b>	
	<ul style="list-style-type: none"> <li>• Within 30 days after protest period ends, if protest is initiated, an open noticed SB hearing will be held during a SB meeting. Petitioners will be notified of the date and time of the Public Hearing in writing 7 days in advance.</li> <li>• Following public hearing, SB will vote on adoption of core material. Decision is final</li> <li>• Professional development opportunities provided.</li> </ul>
<b>JULY</b>	
	<ul style="list-style-type: none"> <li>• Instructional materials ordered.</li> <li>• Certify that the district school board has approved a comprehensive staff development plan that supports fidelity of implementation of instructional materials.</li> </ul>

The Gadsden County School District will follow the Instructional Materials Adoption Schedule in alignment with the schedule established by the Florida Department of Education (FDOE). The amended schedule may be found [clicking here](#).

**The textbooks adopted by Gadsden County School District are provided in Appendix**

APPENDIX A

GADSDEN COUNTY PUBLIC SCHOOLS

*“Putting Children First”*

List of Adopted Textbooks

Grade	ELA/Reading (Adopted 2013 & 2014)	Mathematics (Adopted 2014)	Science (Adopted 2018)	Social Studies (Adopted 2017)
K	Florida Journeys Common Core Houghton Mifflin Harcourt	Go Math! Florida Houghton Mifflin Harcourt	HMH Florida Science Houghton Mifflin Harcourt	Florida Studies Weekly K Studies Weekly, Inc.
1	Florida Journeys Common Core Houghton Mifflin Harcourt	Go Math! Florida Houghton Mifflin Harcourt	HMH Florida Science Houghton Mifflin Harcourt	Florida Studies Weekly Grade 1 Studies Weekly, Inc.
2	Florida Journeys Common Core Houghton Mifflin Harcourt	Go Math! Florida Houghton Mifflin Harcourt	HMH Florida Science Houghton Mifflin Harcourt	Florida Studies Weekly Grade 2 Studies Weekly, Inc.
3	Florida Journeys Common Core Houghton Mifflin Harcourt	Go Math! Florida Houghton Mifflin Harcourt	HMH Florida Science Houghton Mifflin Harcourt	Florida Studies Weekly Grade 3 Studies Weekly, Inc.
4	Florida Journeys Common Core Houghton Mifflin Harcourt	Go Math! Florida Houghton Mifflin Harcourt	HMH Florida Science Houghton Mifflin Harcourt	Florida Studies Weekly Grade 4 Studies Weekly, Inc.
5	Florida Journeys Common Core Houghton Mifflin Harcourt	Go Math! Florida Houghton Mifflin Harcourt	HMH Florida Science Houghton Mifflin Harcourt	Florida Studies Weekly Grade 5 Studies Weekly, Inc.
6	Florida Collections Houghton Mifflin Harcourt- Adopted 2014 and Florida Journeys Common Core (Intensive) Houghton Mifflin Harcourt(Adopted 2013)	Florida Go Math Mathematics 1 Houghton Mifflin Harcourt	HMH Florida Science Course 1 Houghton Mifflin Harcourt	HMH Social Studies: Florida World History Houghton Mifflin Harcourt
7	Florida Collections Houghton Mifflin Harcourt	Florida Go Math Mathematics 2 Houghton Mifflin Harcourt	HMH Florida Science Course 2 Houghton Mifflin Harcourt	HMH Social Studies: Florida Civics Houghton Mifflin Harcourt
8	Florida Collections Houghton Mifflin Harcourt	Florida Go Math Pre-Algebra Houghton Mifflin Harcourt	HMH Florida Science Course 1 Houghton Mifflin Harcourt	HMH Social Studies: United States History Houghton Mifflin Harcourt
9	Florida Collections Houghton Mifflin Harcourt	McGraw-Hill Cinch Algebra 1	HMH Florida Biology	<u>McGraw-Hill School Education Group</u>
10	Florida Collections Houghton Mifflin Harcourt	McGraw-Hill Cinch Algebra 2	HMH Florida Modern Chemistry	Florida World History Florida United States History & Geography
11	Florida Collections Houghton Mifflin Harcourt	McGraw-Hill Cinch Geometry	HMH Florida Environmental Science	Florida United States Government
12	Florida Collections Houghton Mifflin Harcourt			

Grade	ELA/Reading (Adopted 2013 & 2014)	Mathematics (Adopted 2014)	Science (Adopted 2018)	Social Studies (Adopted 2017)
9-12		Prentice Hall Algebra I Honors, Gold Series Prentice Hall Algebra 2 Honors, Gold Series Prentice Hall Geometry Honors, Gold Series Pre-Calculus: Graphical, Numerical, Algebraic (Prentice Hall) Calculus: Graphical, Numerical, Algebraic (Prentice Hall)  <u>Pearson Prentice Hall</u> Liberal Arts Math: A Florida Course 2014/2 <sup>nd</sup> Edition	Glencoe Physical Science, Florida Edition (McGraw-Hill School Education, LLC) Glencoe Earth Space Science Florida Edition (McGraw-Hill School Education, LLC)	<u>Pearson Education, Inc.</u> Pearson Florida Economics  <u>John Wiley &amp; Sons, Inc.</u> Real World Psychology (High Sch. Binding)  <u>Cengage Learning</u> Principals of Economics (Honors) Gateways to Democracy (US Gov. Honors)  <u>Bedford, Freeman &amp; Worth Publishing Group</u> American History (US History Honors) Myers Psychology for AP
Grade	World Languages	Mathematics	HOPE	
9-12	<u>Santillana</u> Florida Santillana Spanish 1 Florida Santillana Spanish 2 2015/1 <sup>st</sup> Edition	Intermediate Algebra: Math for College Readiness, 2013/1 <sup>st</sup> Florida Edition  Stats in Your World, 2016/2 <sup>nd</sup> Edition  The Practice of Statistics for AP 4 <sup>th</sup> Edition	Florida Glencoe Health, 2014/1 <sup>st</sup> Edition	

Gadsden County School District reviews instructional materials from vendors included on the Florida Department of Education’s approved vendor list and selects and adopts these materials based on Florida Statutes.

**GADSDEN COUNTY SCHOOL DISTRICT**  
**REQUEST FOR REVIEW OF INSTRUCTIONAL MATERIALS**  
**(CHALLENGED MATERIALS – SCHOOL BOARD POLICY 4.30)**

*This form must be completed by any individual to request reconsideration, view or challenge the use of a specific instructional material. The completed form must be returned to the District Office. The form may also be completed online at [the Gadsden County School District Website](#).*

SCHOOL \_\_\_\_\_ PRINCIPAL \_\_\_\_\_

TYPE OF MATERIAL \_\_\_\_\_

TITLE \_\_\_\_\_

AUTHOR \_\_\_\_\_ PUBLISHER \_\_\_\_\_ COPYRIGHT \_\_\_\_\_

1. What brought this item to your attention? (Reviews, lists, word of mouth, etc.)

2. Where and how is this item being used?

3. State your specific objections to the item. For books, include page numbers.

4. Have you read, viewed or used the entire item?

5. What materials would you substitute for this one?

6. What action do you recommend on this item?

7. Are you willing to meet with the review committee?

\_\_\_\_\_ Yes

\_\_\_\_\_ No

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

Signature \_\_\_\_\_

Date \_\_\_\_\_

Address \_\_\_\_\_

Telephone \_\_\_\_\_

Email Address \_\_\_\_\_

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

**AGENDA ITEM NO.** 11d

**DATE OF SCHOOL BOARD MEETING:** March 26, 2019

**TITLE OF AGENDA ITEM:** Approval of 2019-2020 Code of Student Conduct

**DIVISION:**

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

**PURPOSE AND SUMMARY OF ITEM:**

Approval is requested for the revision of the 2019-2020 Code of Student Conduct as required by School Board Policy 5500.

NOTE: The Code of Student Conduct will be an electronic version on the School Board's website.

**FUND SOURCE:** N/A

**AMOUNT:** N/A

**PREPARED BY:** Bruce James 

**POSITION:** Safety and Security Coordinator

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INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

       Number of ORIGINAL SIGNATURES NEEDED by preparer.

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

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

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

# Gadsden County Public Schools

## 2019-2020

# STUDENT CODE OF CONDUCT



"Putting Children First"

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

**Board Approved**  
**00/00/0000**

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 32353

*"The Gadsden County School District does not discriminate against any person on the basis of sex (including transgender status, gender nonconforming, and gender identity), marital status, sexual orientation, race, religion, ethnicity, national origin, age, color, pregnancy, disability, or genetic information."*

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

**Roger P. Milton**  
Superintendent  
[miltonr@gcpsmail.com](mailto:miltonr@gcpsmail.com)

*"Putting Children First"*

## SUPERINTENDENT'S MESSAGE

In order for the Gadsden County School District to perform effectively, it must operate within a system of rules. These rules are written in the Code of Student Conduct to ensure a safe learning environment for the students who attend our schools. We know that there are many factors that contribute to discipline problems in a school; consequently, schools have the responsibility to encourage, promote, and maintain effective disciplinary practices.

The contents of this document apply to all students in grades Pre-k -12, unless otherwise stated. The information contained in the Code of Student Conduct is written specifically to ensure that each student associated with school activities has positive experiences in a safe learning environment.

This document will explain the rules of the Gadsden County School District, student rights and student responsibilities, disciplinary actions, and the disposition of school records. While this document does not contain the exact Florida Statutes referenced herein, a copy of those statutes can be obtained from the district office at 35 Martin Luther King, Jr. Boulevard in Quincy upon request or viewed on the State of Florida website at <http://www.flsenate.gov/statutes>.

The administrators and school personnel will continue to promote and maintain the kind of leadership that will foster a healthy dose of intervention, prevention, and the encouragement to discontinue those behaviors that are not acceptable to a safe learning environment. As we continue to find ways to make all of our schools safer, we realize that consequences for inappropriate behavior must be fair, consistent, and comply with policies as conflicts are resolved and undesirable behavior is modified.

Please read and thoroughly discuss this document with your child. Help us maintain the safe school status which we all desire throughout our district. We want to ensure that each student will have positive experiences in a safe, nurturing learning environment.

Respectfully yours,

*Roger P. Milton*

Superintendent of Schools

RPM:jb

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## **JURISDICTION OF THE SCHOOL BOARD**

The Code of Student Conduct and the Positive Student Management Discipline Plan were adopted by the Gadsden County School Board and are compatible with the Florida State legislative codes. Subject to law and rules and regulations of the State Board of Education of the State of Florida, each student enrolled in a school shall, during the time he/she is being transported to or from school at public expense, during the time he/she is attending school, including the time during which he/she is proceeding from one school center to another during the school day, and during the time he/she is on the premises of any publicly supported school in this district, be under the control and direction of the principal or teacher in charge of the school, and under the immediate control and direction of the teacher or other member of the instructional staff or the bus driver to whom such responsibility may be assigned by the principal; and each such student shall, during the time he/she is otherwise en route to or from school at public expense, or is presumed by law to be attending school, be under the control and direction of the principal or teacher in charge of the school where he/she is enrolled.

## **DISCRIMINATION STATEMENT**

No person shall, on the basis of race, color, religion, sex, national origin, handicap, age, or marital status, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under, any education program or activity.

This practice shall apply equally to students, employees and all persons having business with the School Board.

## **PLEDGE OF ALLEGIANCE**

The pledge of allegiance to the flag shall be recited at the beginning of the day in each public elementary, middle and high school in the Gadsden County School District. Upon written request by his or her parent, a student shall be excused from reciting the pledge, including standing and placing the right hand over his or her heart. When the pledge is given, unexcused students must show full respect to the flag by standing at attention, men removing headdress, except when such headdress is worn for religious purposes.

## STUDENTS' RIGHTS AND RESPONSIBILITIES

It is the intent of the Students' Rights and Responsibilities, as expressed in the Code of Student Conduct that students understand that their rights must be accompanied by corresponding responsibilities.

Florida's School Improvement and Accountability System states that all school communities will provide an environment that is alcohol and drug-free and protects students' health, safety, and civil rights.

### I. ATTENDANCE

All questions relating to the attendance policy are to be directed to the school's attendance office first, and then if needed, the school principal.

Florida law requires each parent/guardian of a child from age six (6) to sixteen (16) years to be responsible for the child's school attendance. Regular attendance is the actual attendance of a pupil during the school day as defined by law and regulations of the state board.

The school attendance law was amended by the 1997 Florida Legislature to require that any sixteen or seventeen year old student withdrawing from school must file a formal declaration of intent to terminate school enrollment with the district school board.

A student is considered "truant" when he/she is not in attendance without approval of the principal and/or consent of the parent/guardian. School-based interventions will occur for all truant students.

A student is considered a "habitual truant" when he/she has 15 unexcused absences within 90 calendar days.

#### DISTRICT ATTENDANCE GOAL 2019-2020 SCHOOL TERM

The educational program offered by this District is predicated upon the presence of the student and requires continuity of instruction and classroom participation. Attendance shall be required of all students enrolled in the schools during the days and hours that the school is in session. School attendance shall be the responsibility of parents and students. Absences shall be reported to the school attendance office by the parent or adult student as soon as practicable.

In accordance with statute, the Superintendent shall require, from the parent of each student of compulsory school age or from an adult student who has been absent from school or from class for any reason, a statement of the cause for such absence. The School Board reserves the right to verify such statements and to investigate the cause of each single absence.

In addition, educators shall have the responsibility of encouraging regular attendance of students, maintaining accurate attendance records, and following reporting procedures prescribed by the Superintendent.

Provision shall be made for promoting school attendance through adjustment of personal problems, education of parents, and enforcement of the compulsory attendance laws and related child-welfare legislation. Accordingly:

- A. teachers shall record absentees each period of the school day and report those absences;
- B. parents should be notified each time their child is absent insofar as possible;
- C. when a student has been absent three (3) consecutive days and the school has been unable to ascertain the reason for the absences, the absences shall be investigated or at any other time if deemed necessary by the school principal.
- D. absences must be reported to the school by the parent or adult student as soon as practicable. Failure to report and explain the absence(s) shall result in unexcused absence(s). The final authority for determining

acceptability of the reason for the absence(s) shall rest with the principal.

### **School-Based Intervention Procedures for Truant Students**

The Board requires that the following school-based intervention procedures be adhered to for truant students:

- A. After three (3) days of unexcused absences, within a ninety (90) day period, a parent/guardian/student contact/conference is conducted by teacher/school designee.
- B. After five (5) days of unexcused absences, within a ninety (90) day period, a referral is made to the principal to send a certified letter to parents/guardians and possibly to convene a student study team. NOTE: Student study team is to convene when a student misses five (5) unexcused absences within thirty (30) calendar days, or when a student misses ten (10) days within ninety (90) calendar days.
- C. After ten (10) days of unexcused absences within a ninety (90) day period, the student is referred to the visiting teacher.
- D. After fifteen (15) unexcused absences within a ninety (90) day period, the student is considered "habitually truant," pursuant to F.S. 1003.27(b).

The Florida Legislature enacted requirements that school districts report to the Department of Highway Safety and Motor Vehicles (DHSMV) the names, birthdates, sex, and social security numbers of minors who attain the age of fourteen (14) and accumulate fifteen (15) unexcused absences in a period of ninety (90) calendar days. The legislation further provides that those minors under age eighteen (18) who thus fail to satisfy attendance requirements or drop out of (voluntarily withdraw from) school will be ineligible for driving privilege. Additional information about procedures and waivers is available from the school administration or guidance office.

Chronic truancy or deliberate nonattendance in excess of fifteen (15) school days within a semester shall be sufficient grounds for withdrawal of students sixteen (16) years of age or older, who are subject to compulsory school attendance under F.S. 1003.21.

### **Excused Absence**

If the absences are excused, all educational requirements for the course shall be met before a passing grade and/or credit is assigned. The student shall have a reasonable amount of time, up to ten (10) school days, to complete make-up work for excused absences. Principals may grant extensions to the make-up time limit for extenuating circumstances. Regarding make-up of the work missed as a result of unexcused absences, each principal shall establish site-specific policies that encourage both regular attendance and high academic achievement, and shall review and modify these policies from time-to-time as required to maintain and improve their effectiveness.

The Board considers the following factors to be reasonable excuses for time missed at school:

- A. Personal illness of the student (medical evidence may be required by the principal or designee for absences exceeding five (5) consecutive days).
- B. Court appearance of the student.
- C. Medical appointment of the student.
- D. An approved school activity (absences recorded but not reported).
- E. Insurmountable problems. Prior permission by principal or designee is required except in the case of an emergency.
- F. Other absences with prior approval of the Principal.
- G. Attendance at a center under Children and Families Services supervision.
- H. Significant community events with prior permission of the principal. When more than one (1) school is

involved, the Area Superintendent will determine the status of the absence.

- I. Religious holiday (See Policy **5225**).
- J. Death in the immediate family.

Absences not included in excused absences listed above shall be unexcused.

Pursuant to State law, unexcused tardiness or absences shall not be grounds for suspension from school, but may result in other disciplinary consequences, such as detention or placement in existing alternative programs.

Any student who fails to attend any regularly scheduled class and has no excuse for absence should be referred to the appropriate administrator. Disciplinary action should include notification to parents or guardians.

The Superintendent shall develop administrative procedures that:

- A. provide the student and his/her parents with the opportunity to challenge the attendance record prior to notification and that such notification complies with applicable Board rules;
- B. govern the keeping of attendance records in accordance with the rules of the State Board;
- C. identify the habitual truant, investigate the cause(s) of his/her behavior, and consider modification of his/her educational program to meet particular needs and interests;
- D. require that students whose absence has been excused have an opportunity to make up work they missed and receive credit for the work, if completed;
- E. require that any student, who, due to a specifically identifiable physical or mental impairment, exceeds or may exceed the District's limit on excused absence, is referred for evaluation for eligibility either under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 or other appropriate accommodation.

Such regulations should provide that a student's grade in any course is based on his/her performance in the instructional setting and is not reduced for reasons of conduct. If a student violates the attendance or other rules of the school, s/he should be disciplined appropriately for the misconduct, but his/her grades should be based upon what the student can demonstrate s/he has learned.

Whenever any student has a total of fifteen (15) days of unexcused absence from school during any semester, s/he will be considered habitually absent. The Board authorizes the Superintendent to inform the student and his/her parents of the record of excessive absences as well as the District's intent to notify the Registrar of Motor Vehicles, if appropriate, and the Judge of the Juvenile Court of the student's excessive absences.

Students may not be given excused absences to remain out of school for the purpose of working, unless the job is an integral part of the student's instructional program.

F.S. 1002.20, 1003.21, 1003.24, 1003.26, 1003.27, 1006.09

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## **II. RESPECT FOR PERSONS AND PROPERTY**

### **Rights:**

Students are recognized as individuals. Their rights include a safe, healthy, and drug-free environment.

### **Responsibilities:**

Students should treat others, school property, and property of others with respect. Respectful behavior includes, but is not limited to, following school, classroom, and bus rules. Unacceptable behavior includes, but is not limited to, fighting, stealing, destroying property, and violating school rules.

**Rule:**

Students will treat others and their property with dignity and respect.

**Disciplinary Action:**

A student not respecting the right and property of others may be subject to disciplinary action allowed by School Board policy. Disciplinary action may range from counseling to expulsion.

**III. RIGHT TO LEARN**

**Rights:**

Students have a right to be in an environment conducive to learning and will have appropriate educational programs.

**Responsibilities:**

Students should come to school prepared to take advantage of all educational opportunities offered. Students should inform school personnel if they have a problem at home or at school that keeps them from doing their best.

**Rule:**

Students will participate in educational opportunities and complete classroom assignments and homework to the best of their abilities.

**Disciplinary Action:**

Students who fail to comply with the above stated rule may hinder their educational progress and be subject to other disciplinary procedures allowed by the local school-wide discipline plan.

**IV. RIGHT OF ASSEMBLY**

**Rights:**

Students may meet in an orderly manner on the school grounds or building(s) if proper authorization has been granted.

**Responsibilities:**

The meetings must be approved by the principal/designee and must not interfere with other planned activities.

**Rule:**

With proper school authorization, students may assemble in an orderly manner.

**Disciplinary Action:**

Unauthorized or disorderly meetings will be terminated immediately by the principal/designee, and violators may be subject to further administrative disciplinary action.

## **V. RIGHT OF PRIVACY**

### **Rights:**

1. Only authorized persons may have access to student records as governed by Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. §1232g. Regulations: 34 CFR Part 99.)
2. Students and their storage area, under the jurisdiction of the School Board, may be searched in cases of reasonable suspicion. Strip searching is prohibited. The use of metal detectors or specially trained animals is permissible.

### **Responsibilities:**

1. Students, parents/guardians should give the school any information needed to work with the student.
2. Students should not bring prohibited items to school.

### **Rule:**

Students will respect the privacy of others.

### **Disciplinary Action:**

Prohibited items will be confiscated by school personnel and the students will be subject to disciplinary actions allowed by School Board policy.

## **VI. PARTICIPATION IN SCHOOL PROGRAMS AND ACTIVITIES**

### **Rights:**

All students will be a part of classroom instruction and other school activities for which they are qualified, without regards to their race, sex, religion, national origin, age, marital status, disability, or perceived disability.

### **Responsibilities:**

Students should do their best in school or while participating in school activities. They should also be aware of the rights and responsibilities of others so as to make the school the best place of learning possible.

### **Rule:**

Students who participate in or attend school activities will do so in a manner which promotes the objectives of the school and/or the activity.

### **Disciplinary Action:**

Students who violate the above stated rule may be subject to disciplinary actions allowed by School Board policy.

## **VII. DRESS AND GROOMING**

### **Rights:**

Students have a right to dress comfortably.

**Responsibilities:**

Students have a responsibility to wear clothes that are not dangerous to their health or safety and to dress in a manner that is not disrupting to the educational process. Clothes worn should not advertise drugs, gangs, alcohol, tobacco, inappropriate language and/or sexual behavior.

**Rule:**

Student will dress and groom in such a way as to express personal preferences within the guidelines of the school dress code. Students are prohibited from wearing bandannas, dropped pants, low riding jeans, and shorts revealing the buttocks or underwear, short tops revealing the belly button, and inappropriate short dresses, shorts, or skirts. Middle and high school students are required to have shirts tucked in and pants are to be worn with a belt.

**Elementary and Middle School Requirements:**

Appropriate dress is the primary responsibility of the student and his/her parent or guardian. In order to promote safety, personal hygiene, academic well-being and moral and character development, students shall be expected to comply with reasonable requirements relating to dress, grooming and personal appearance as follows:

- 1) All students in elementary or middle school shall wear a school uniform while in attendance during the regular school day and on school sponsored field trips.
- 2) Colors shall be that of the official school colors and other colors as recommended by the School Advisory Committee and approved by the principal of the school.
- 3) Shirts/blouses must have a collar. T-shirts may be worn at the discretion of the individual school. Shirts must be tucked into pants.
- 4) Uniform style bottoms will be dark blue, black, tan (khaki). No sweat pants, overalls, or jeans will be allowed.
- 5) The legs of pants shall not extend below the heels of shoes.
- 6) Uniform knee-length shorts/skirts will be acceptable.
- 7) Sneakers and leather shoes are both acceptable, but must be black, or white with matching shoelaces.
- 8) Socks must be black, white, or other color as approved by the principal.
- 9) Boys and girls must wear belts if pants/shorts have belt loops. No sagging of pants will be allowed.
- 10) Outer garments for cold weather are permissible.

A student who transfers from one school to another in the county will be required to wear the “generic school uniform”, and will have 15 days to acquire the new school’s uniform.

**The “generic uniform” shall consist of the following:**

- A. Khaki or black pants, shorts, or skirt
- B. White collared shirt
- C. Dark or white leather shoes or sneakers with black, dark brown, or white socks

At the beginning of the school year, students will be required to conform to the uniform dress code within but no later than the first ten (10) school days. Likewise, students transferring into the district will have the first fifteen (15) days of school enrollment in order to conform to the uniform dress code.

**Elementary/Middle School Disciplinary Action:**

Any student enrolled in an elementary or middle school who reports to school improperly attired shall be disciplined as follows:

- A. First and second offense consequences are:

- a. Notification of parent or guardian and require student to change into appropriate attire
- B. Third offense consequences are:
  - a. Notification of parent or guardian and require student to change in to appropriate attire and
  - b. One day of in-school suspension (if available) or three (3) days of after school detention.
- C. The fourth and subsequent offenses are considered to be willful disobedience that will result in further disciplinary action that may include additional days of in-school suspension, after school detention, or work detail.
- D. Any absence resulting from a violation of the uniform dress code will be excused.

**High School Disciplinary Action:**

Any student enrolled in a high school who violates the dress code may receive counseling and/or parent/guardian(s) will be contacted.

Clothing and/or other personal adornment that is so unusual or non-traditional that it attracts undue attention and distracts from the academic climate of the classroom cannot be allowed.

**APPROPRIATE ATTIRE**

- When young ladies wear shorts, skirts, and dresses, the length must be near their knees. This knee length is determined by the indentation of the tip of the student’s middle finger when placed against the student’s attire.
- Bound sleeveless shirts and/or dresses that cover the armpits may be worn.
- Shirts/blouses must cover the midriff at all times.
- Young men must wear belts or suspenders with their pants. Elastic waist band/draw strings are acceptable.
- Hats and hoods may be worn outside of the building only.
- Shirts and blouses that are designed to be worn inside will be tucked into the pants/skirts.
- Undergarment shirts need to be white or grey.

**INAPPROPRIATE ATTIRE**

- Tight-fitting stretchy pants, leotards, bicycle pants, or body gloves
- Blouses or shirts that are unbuttoned, see-through, halter tops, tank tops, or muscle shirts and dresses that are strapless, spaghetti strap, or sun dresses,
- Section cutout garments with holes
- Clothes that advertise gangs, alcoholic beverages, tobacco, drugs, suggestive or sexually explicit logos, or offensive racial slogans
- Headbands, bandannas, scarves, stocking/wave caps, or any other head gear
- Bare feet, bedroom slippers, flip-flops or beach shoes
- Hair combs, hair picks, or hair rollers
- Drop pants / saggy pants (F.S. 1006.07 and F.S. 1006.15)
- No hoodies allowed on campus.

\* These dress code guidelines are subject to the interpretation of the administration, faculty, and staff. Any other type of clothing or garment that is distracting, immodest, or interferes with learning will not be allowed.

**ALL STUDENTS (ELEMENTARY, MIDDLE AND HIGH) FOUND IN VIOLATION OF THE DRESS CODE WILL BE SUBJECTED TO THE FOLLOWING OPTIONS:**

- For first offenders, the school is required to give the student a verbal warning, and the principal must call the student’s parent or guardian;
- For second offenders, the student is ineligible to participate in extracurricular activities for up to 5 days, and the principal must meet with the parent or guardian;
- For the third or subsequent offenders, the extracurricular activity exclusion is extended to up to 30 days; the school must place the student in in-school suspension for up to 3 days; and the principal must both call and send written notice to a parent or guardian.

## VIII. WIRELESS COMMUNICATION DEVICES

The School Board is aware that wireless communication devices (WCDs) are used by students and parents to communicate with each other. However, the use of wireless communication devices (WCDs) on school grounds must be appropriately regulated to protect students, staff, and the learning environment. This policy sets forth the District's policy with respect to WCDs.

Students may possess wireless communication devices (WCDs) in school, on school property, during after school activities (e.g. extra-curricular activities) and at school-related functions, provided that during school hours and on school vehicles the WCDs are powered completely off (i.e., not just placed into vibrate or silent mode) and concealed and secured in lockers or vehicles and stored out of sight.

A "wireless communication device" is a device that emits an audible signal, vibrates, displays a message, or otherwise summons or delivers a communication to the possessor. The following devices are examples of WCDs: cellular and wireless telephones, pagers/beepers, personal digital assistants (PDAs), BlackBerries/Smartphones, WiFi-enabled or broadband access devices, two-way radios or video broadcasting devices, laptops, and other devices that allow a person to record and/or transmit, on either a real time or delayed basis, sound, video or still images, text, or other information. Students may not use WCDs on school property or at a school-sponsored activity to access and/or view Internet web sites that are otherwise blocked to students at school.

Also, during after school activities when directed by the administrator or sponsor, WCDs shall be powered completely off (not just placed into vibrate or silent mode) and stored out of sight.

The requirement that WCDs must be powered completely off will not apply in the following circumstances when the student obtains prior approval from the building principal:

- A. The student is a member of a volunteer fire company/department, ambulance or rescue squad.
- B. The student has a special health circumstance (e.g. an ill family member, or his/her own special health condition).

The student is using the WCD for an educational or instructional purpose (e.g. taking notes, recording a class lecture, writing papers) with the teacher's permission and supervision. However, the use of any communication functionality of the WCD is expressly prohibited. This includes, but is not limited to, wireless Internet access, peer-to-peer (ad-hoc) networking, or any other method of communication with other devices or networks. In no circumstances shall the device be allowed to connect to the District's network. The preceding prohibitions do not apply to Board-owned and issued laptops, PDAs or authorized assistive technology devices.

Students are prohibited from using WCDs to capture, record or transmit the words (i.e. audio) and/or images (i.e., pictures/video) of any student, staff member or other person in the school or while attending a school-related activity, without express prior notice and explicit, written consent for the capture, recording or transmission of such words or images. Using a WCD to take or transmit audio and/or pictures/video of an individual without his/her consent is considered an invasion of privacy and is not permitted, unless authorized by the building principal. Students who violate this provision and/or use a WCD to violate the privacy rights of another person may have their WCD confiscated and held until the parent is contacted and picks up the device from the school.

"Sexting" is prohibited at any time on school property or at school functions. As set forth in State law, sexting is the knowing transmission or distribution to another minor by a computer or similar device any photograph or video of any person that depicts nudity and is harmful to minors. Sexting also includes possessing a photo of any person that was transmitted or distributed by another minor that depicts nudity. Such conduct not only is potentially dangerous for the involved students, but can lead to unwanted exposure of the messages and images to others, and could result in criminal violations related to the transmission or possession of child pornography. Such conduct will be subject to discipline and possible confiscation of the WCD.

The use of WCDs that contain built-in cameras (i.e. devices that take still or motion pictures, whether in a digital or other format) is prohibited in locker rooms and/or bathrooms and other areas where there is an expectation of privacy.

No expectation of confidentiality will exist in the use of WCDs on school premises/property.

Students are prohibited from using a WCD in any way that might reasonably create in the mind of another person an impression of being threatened, humiliated, harassed, embarrassed or intimidated. See Policy **5517.01** – Bullying and Harassment. In particular, students are prohibited from using their WCDs to: (1) transmit material that is threatening, obscene, disruptive, or sexually explicit or that can be construed as harassment or disparagement of others based upon their race, national origin, sex, sexual orientation, age, disability, religion, or political beliefs; and (2) send, share, view or possess pictures, text messages, e-mails or other materials of a sexual nature (i.e., sexting) in electronic or any other form. As set forth in State law, sexting is the knowing transmission or distribution to another minor by a computer or similar device any photograph or video of any person that depicts nudity and is harmful to minors. Sexting also includes possessing a photo of any person that was transmitted or distributed by another minor that depicts nudity and is harmful to minors. Violation of these prohibitions shall result in disciplinary action. Furthermore, such actions will be reported to local law enforcement and child services as required by law.

Students are also prohibited from using a WCD to capture and/or transmit test information or any other information in a manner constituting fraud, theft, cheating, or academic dishonesty. Likewise, students are prohibited from using their WCDs to receive such information.

Possession of a WCD by a student is a privilege that may be forfeited by any student who fails to abide by the terms of this policy, or otherwise engages in misuse of this privilege.

Violations of this policy may result in disciplinary action and/or confiscation of the WCD. The building principal may also refer the matter to law enforcement if the violation involves an illegal activity (e.g. child pornography). Discipline will be imposed on an escalating scale ranging from a warning to an expulsion based on the number of previous violations and/or the nature of or circumstances surrounding a particular violation. If the WCD is confiscated, it will be released/returned to the student's parent/guardian after the student complies with any other disciplinary consequences that are imposed. In particular, egregious offenses involving the invasion of another person's privacy, the Board reserves the right to confiscate the WCD and hold it. A confiscated device will be marked in a removable manner with the student's name and held in a secure location in the building's central office until it is retrieved by the parent/guardian. WCDs in District custody will not be searched or otherwise tampered with unless school officials reasonably suspect that the search is required to discover evidence of a violation of the law or other school rules. Any search will be conducted in accordance with Policy **5771** – Search and Seizure. If multiple offenses occur, a student may lose his/her privilege to bring a WCD to school for a designated length of time or on a permanent basis.

A person who discovers a student in possession of or using a WCD in violation of this policy is required to report the violation to the building principal.

Students are personally and solely responsible for the care and security of their WCDs. The Board assumes no responsibility for theft, loss, damage, or vandalism to WCDs brought onto its property, or the unauthorized use of such devices.

Parents/Guardians are advised that the best way to get in touch with their child during the school day is by calling the school office.

Students may use school phones to contact parents/guardians. Students may use their WCDs after the school day has ended.

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## **IX. DISCRIMINATION/SEXUAL HARASSMENT**

### **Rights:**

Students have the right to attend school and learn in an environment free from discrimination and sexual harassment.

### **Responsibilities:**

Students should report occurrences of discrimination or sexual harassment to the principal through the proper grievance procedures.

### **Rules:**

No student shall on the basis of race, sex, religion, national origin, age, marital status, disability, or perceived disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination/sexual harassment under any educational program or activity.

### **Disciplinary Actions:**

Students who violate the above-stated rule may be subject to disciplinary actions allowed by School Board policy.

## **X. COUNSELING**

### **Rights:**

Students have the right:

1. To be informed as to the nature of the guidance services available in their school.
2. To have access to individual and group counseling.
3. To request a change of counselor as applicable.
4. Students have the right of confidentiality except in the following circumstances:
  - a. Reports of abuse or neglect,
  - b. Indication of harm to self/others.

### **Responsibilities:**

Students have the responsibilities:

1. To use guidance services for their own educational and personal improvement.
2. To schedule appointments in advance unless the problem or concern is one of an emergency.
3. To work cooperatively with all school personnel.

### **Rule:**

Students should participate appropriately in the counseling process.

### **Disciplinary Action:**

Students who fail to participate appropriately in the counseling process may temporarily have their opportunities for counseling suspended, or other disciplinary measures may be taken.

## **XI. FREE SPEECH AND PUBLICATION**

### **Rights:**

1. Students will be given the opportunity to participate freely in class discussions.
2. Students may, with the approval of the principal/designee, write and distribute non-commercial printed materials. This shall include freedom of the press for all student publications.
3. Students may decide whether or not to participate in symbolic (e.g. flag salute) or religious activities.
4. After receiving permission from the principal, students may display posters, notices, magazines, or articles.
5. Students participation in classroom instruction or other school activities may not be denied based on race, sex, religion, national origin, age, marital status, exceptionality, or perceived disability.

### **Responsibilities:**

1. Students must use appropriate language when expressing their thoughts, concerns, and opinions.
2. Students must respect the principal's decision concerning the request to display printed material.
3. Students should respect others' rights, responsibilities, and opinions.

### **Rule:**

The principal/designee will ensure that all printed materials distributed in the school reflect appropriate journalistic ethics and are not obscene or offensive by school and community standards.

### **Disciplinary Action:**

The principal may discipline any student for infraction of the above stated rule.

## **XII. STUDENT GOVERNMENT**

### **Rights:**

Students have the following rights:

1. To form and operate a student government at their respective schools under the direction of a faculty advisor.
2. To have access to policies of the School Board and the individual school.
3. To seek office in student government, or any school organization, regardless of race, sex, religion, national origin, age, marital status, disability, or perceived disability.
4. To attend, as student government officers and representatives, official student government meetings upon approval of such meetings by the school principal.

### **Responsibilities:**

Students have the following responsibilities:

1. To elect student government officers and representatives who are responsive to the needs of the school and who will work constructively toward the resolution of such needs.
2. To become knowledgeable of School Board and individual school policies governing the actions of students.
3. To conduct election campaigns in a positive, mature manner, with all due respect provided their opponents.
4. To attend regularly scheduled meetings, if an elected student representative, and exhibit appropriate conduct at all times.

**Rule:**

Students will use the democratic process to conduct student government operations.

**Disciplinary Action:**

The principal/designee may apply disciplinary procedures as appropriate.

### **XIII. STUDENT RECORDS**

**Rights:**

Students/Parents/guardians have the following rights:

1. Information contained in records that relates directly to the student may be inspected, reviewed, and challenged.
2. Personal identifiable information will be protected by legal provisions which prohibit its release to any person who is not legally authorized by the consent of the parent, guardian, or eligible student. (An eligible student is one who is 18 years of age or over and/or one who attends a post-secondary institution.)
3. Parents/guardians will receive annual notification, written in their native language, stating that they may review their child's record.

Rules/Procedures Relating to Student Records:

Student Records: The principal of each school shall be responsible for all student records and will ensure that all state and federal rules are followed. The Superintendent will make all rules available to principals.

- I. Purposes. Rules cover all school records of all students.
- II. Definitions:
  - A. Education Records: Records required by law containing information about the student
    1. Category A - Permanent Information: student information that is required by law to be kept indefinitely.
    2. Category B - Temporary Information: student information that may be kept for a short time then discarded or changed
  - B. Child: a person who is under 18 years of age
  - C. Pupil/Student: a person who is enrolled in a school

- D. Eligible Student: a person who is 18 years old or older and who is enrolled in one or more offered educational programs by the Gadsden County district (see section IV.)
- III. The Cumulative Record: The principal is responsible for all cumulative records. These records must be kept at school and may be relocated to other schools upon appropriate written request.
- A. Content of Category A Records: Category A records contain the permanent report card and education records. These records are kept up to date and cannot be changed without the permission of the principal. The person making the change will initialize each change.
    - 1. Student's birth certificate name
    - 2. Birth date, place of birth, race, and sex
    - 3. Current address of the student
    - 4. Name of parent(s) or guardian(s)
    - 5. Name of last school attended
    - 6. Number of days present, absent
    - 7. Date enrolled, date withdrawn
    - 8. Classes/subjects taken, grades received
    - 9. Date of graduation or program completion
  - B. Content of Category B Records:
    - 1. Health information
    - 2. Information about the student's family
    - 3. Test scores
    - 4. School and vocational plans
    - 5. Honors and school activities
    - 6. Reports of special classes required by law
    - 7. List of schools attended
    - 8. Driver education certificate
    - 9. Letters from other groups
    - 10. Written requests for permission to review the record
    - 11. List of people who requested and received a copy of the record
    - 12. Written information indicating any changes made in the record
    - 13. Summary of state student assessment test results
    - 14. Copies of exceptional student education placement reports as required by law.
    - 15. Records of discipline, suspension, and expulsion
    - 16. Records of counselors' and teachers' conferences with students
    - 17. Free lunch applications, work experience interviews, and other records
- IV. The following strategies may be used for an eligible student or parent/guardian to change or remove a portion of the student record:
- A. A written request must be submitted to the principal, clearly identifying the part of the record to be changed, and specifying why it is inaccurate or misleading.
  - B. If the request is approved, the change or removal shall be made in writing and signed and dated by the eligible student or parent/guardian and a school official. The written agreement shall show only that the record has been corrected or a portion removed.
  - C. If the District denies the request for the change of record, the District will notify the eligible student or parent/guardian of the decision, advising them of their right to a hearing. Information regarding the hearing procedures will be provided to the eligible student or parent/guardian.

- D. If a hearing is held and a decision is made to keep the record intact without the proposed change, the eligible student or parent/guardian may include a written statement in the record. The statement may indicate disagreement with the decision and state reasons for disagreement.
- V. Procedures for Transfer of Education Records.
- A. Records shall be transferred immediately upon written request from an eligible student or parent/guardian or from a school to which a student has transferred. The principal or designee shall transfer all Category A and Category B information and shall keep a copy of Category A information.
  - B. Records shall not be prohibited from transfer for unpaid fees or fines assessed by the school.
  - C. For all Gadsden County schools, current records shall be passed to a middle or high school upon student promotion to that school. This transfer will occur automatically without request.
  - D. If a school is closed by order of the School Board, student records shall be transferred to the school at which students will attend the following year. If students will not attend school the following year, the Superintendent shall decide where records will be kept.

#### **Notification of Rights for Elementary and Secondary Schools**

FERPA affords parents/guardians and students over 18 years of age (“eligible students”) certain rights with respect to the student’s educational records. These rights are:

1. The right to inspect and review the student’s education records within 45 days of the day the School receives a request for access. Parents/guardians or eligible students should submit to the School principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent/guardian or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student’s education records that the parent/guardian or eligible student believes are inaccurate or misleading. Parents/guardians or eligible students may ask the School to amend a record that they believe is inaccurate or misleading. They should write the School principal (or appropriate official), clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the School decides not to amend the record as requested by the parent/guardian or eligible student, the School will notify the parent/guardian or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. (Optional)

Upon request, the School discloses educational records without consent to officials of another school district in which a student seeks or intends to enroll.

Parents/guardians have the following rights:

- a. They may review their child's school records.
  - b. They may give permission for others to review the records.
  - c. They may challenge information in the records.
  - d. Upon request they will receive a copy of this rule from the Superintendent's office.
4. Eligible students or parents/guardians of the student may review individual records. Copies of records may be obtained through written request to the principal or School Board contact person. All requests will be granted within 5 working days.
  5. An eligible student or parent/guardian may give permission for others to review letters or statements in the student's records. Permission must be in writing and signed by the eligible student or parent/guardian. Access by others to a student's record will be closed upon written request by the eligible student or parent/guardian.
  6. The fee for copying the school records shall be as provided by School Board Policy.
  7. Student records are located at the school/district office.
  8. Records that give personal information may not be released without an appropriate request, except to the following:
    - a. District and school administrators and supervisors
    - b. District and school personnel, their interns, and substitutes
    - c. Administrative secretaries (as required for record keeping duties)
    - d. Gadsden County Health Department (health records only)
    - e. Florida Diagnostic and Learning Resource System personnel
    - f. Officials from a school to which a student has moved
    - g. State and federal officers, if records are needed to meet legal requirements, including Judicial and law enforcement agencies as specified within signed interagency agreements.
    - h. Persons requiring information for the purpose of donating money for tuition and other related expenses
    - i. State and local people who collect data for factual reporting
    - j. Colleges/Universities needing information for the benefit of students
    - k. People who set standards for schools
    - l. Parents/guardians for tax reasons
    - m. To comply with a court order
    - n. Any person requiring information for health or safety emergencies
    - o. Persons needing information for student expulsion hearings
    - p. Educational researchers who will not publish personal identification, and who destroy the information at the end of the study
  9. Parents/guardians eligible students have the right to file complaints with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of the Family Educational Rights and Privacy Act (FERPA). Inquiries may be addressed to: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-4605

**Responsibilities:**

Students/Parents/guardians have the following responsibilities:

1. To inform the school of any information that may be useful in making appropriate educational decisions.

2. To authorize release of pertinent information to those individuals or agencies who are working actively and constructively for the benefit of the student.

**Rule:**

Students and parents/guardians must comply with board policies related to student records.

**Disciplinary Action:**

Failure of students/parents/guardians to provide accurate information may result in inaccurate maintenance of student records and a delay in delivery of services in a timely manner. For additional information regarding student records, and procedures, see Appendix.

#### **XIV. GRADES**

**Rights:**

Students have the following rights:

1. To receive a teacher's grading criteria at the beginning of each year or semester course.
2. To receive reasonable notification of failure or potential failure at any time during the grading period when it is apparent unsatisfactory work is being performed.
3. To receive periodic academic reports which may include, but not be limited to, academic and/or conduct grades. A conduct grade may not affect an academic grade.

**Responsibilities:**

Students have the following responsibilities:

1. To become informed of the grading criteria and behavior standards.
2. To maintain standards of academic performance commensurate with ability.

**Rules:**

Students enrolled in the Gadsden County School District will comply with the provisions of the Student Progression Plan.

### **GENERAL DISCIPLINARY PROCEDURES**

Students are under the authority of the principal/designee, teacher, or bus driver any time they are going to or from school, at school, or at any school activity. Law enforcement or other appropriate agencies may be notified by the principal/designee as deemed necessary. Law enforcement must be notified for battery, homicide, kidnapping and sexual battery.

#### **I. PRESENCE OF PUPILS, WHEN AND WHERE AUTHORIZED**

Students have permission to be on the school grounds during the regular school day and during special activities. The principal will use appropriate disciplinary procedures with any student who is found on campus without permission.

## II. AUTHORITY OF THE TEACHER

- A. The principal gives to the teacher authority to control students while on school campus or at any school event.
- B. Florida Statutes 1003.32 authorizes the teacher to remove from class, students with abusive, disruptive, or unruly behavior. According to the statute, a teacher may remove from class a student whose behavior the teacher determines interferes with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn. Each district school board, each district school superintendent, and each school principal shall support the authority of teachers to remove disobedient, violent, abusive, uncontrollable, or disruptive students from the classroom.

## III. OFFENSES

- A. Students shall not be subject to discipline which is verbally abusive, severe, or humiliating. Discipline shall not consist of the denial of breakfast, lunch, or toileting.
- B. The principal may discipline any student for, including but not limited to, the following misbehaviors:
  - 1. disobeying or threatening any school personnel
  - 2. profanity; offensive gestures
  - 3. destroying property
  - 4. disturbing school functions (FS 1006.145)
  - 5. leaving school without proper permission
  - 6. excessive tardies and/or unexcused absences from school
  - 7. breaking school rules
  - 8. serious misconduct
  - 9. sexual harassment
  - 10. multiple offenses
  - 11. fighting (to include instigating a fight)
  - 12. usage of wireless communication devices and all other electronic devices (such as pagers, cellular phones, iPods, MP3 players)
  - 13. possession of weapons and/or any firearm, to include imitation firearm
  - 14. possession or use of alcohol, tobacco, or other drugs
- C. Serious misconduct or multiple offenses may result in expulsion of the student by the School Board.
- D. When a non-English-proficient student and/or parent/guardian(s) are involved in any disciplinary procedure, an interpreter will participate in the process.
- E. When a student is guilty of any act or threat of violence to any school personnel on campus or at a school activity, the principal may discipline the student by suspension and/or request that the School Board expel the student.
- F. School personnel should use the disciplinary method commensurate with the offense. The discipline will be fair and will be given to each student on an individual basis. Before the student is disciplined, the student has the right to tell his/her side of the story and he/she should be told why he/she is receiving the punishment.

- G. If a student is to be suspended, he/she will be told why before being suspended and will also get an explanation of the evidence and a chance to tell his/her side. Every effort will be made to notify the parent/guardian(s) as soon as possible. A principal may suspend for five days. If the suspension is for more than five days, or if the student is recommended for expulsion, a hearing will be held. If the student is a danger to other students or constantly keeps others from learning, he/she may be immediately removed from class and/or school. Only the School Board can expel a student. (See VIII A-B.) When a student is suspended, privileges to participate in extra-curricular activities will be revoked.
- H. All disciplinary referrals will be maintained in the district's student database.

#### IV. DEFERRED PUNISHMENT FOR OFFENSES

Disciplinary action for offenses occurring near the end of the school year may be carried over to the next school term.

### BULLYING AND HARASSMENT – Gadsden School Board Policy #5517.01

The Gadsden County School Board prohibits acts of bullying and harassment. The School Board has determined that a safe and civil environment in school is necessary for students to learn and achieve high academic standards. Bullying or harassment, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment. Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate bullying or harassment is expected of administrators, faculty, staff, and volunteers to provide positive examples for student behavior.

Bullying includes cyberbullying and means systematically and chronically inflicting physical hurt or psychological distress on one or more students or school employees.

Bullying or harassment is any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts – i.e. internet, cell phone, or wireless handheld device) that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression; or a mental, physical, or sensory disability or impairment; or by any other distinguishing characteristic. Such behavior is considered harassment or bullying whether it takes place on or off school property, at any school-sponsored function, or in a school vehicle.

1. Statement Prohibiting Bullying and Harassment
  - A. It is the policy of the Gadsden County School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying. The District will not tolerate bullying and harassment of any kind. Conduct that constitutes bullying and harassment, as defined herein, is prohibited.
  - B. The District upholds that bullying or harassment of any student or school employee is prohibited:
    1. During any education program or activity conducted by a public K- 12 educational institution;
    2. During any school-related or school-sponsored program or activity;
    3. On a school bus of a public K-12 educational institution; or
    4. Through the use of data or computer software that is accessed through a computer, computer system, or computer network of a public K- 12 education institution.
2. Definitions
  - A. **Bullying** means systematically and chronically inflicting physical hurt or psychological distress on one or more students, or employees. It is further defined as unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by a student or adult, that is severe or pervasive enough to create an intimidating, hostile, or

offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation; and may involve but is not limited to:

1. Unwanted teasing;
2. Social Exclusion;
3. Threatening;
4. Intimidation;
5. Stalking;
6. Cyberstalking;
7. Cyberbullying;
8. Physical violence;
9. Theft;
10. Sexual, religious, or racial harassment;
11. Public humiliation;
12. Rumor or spreading falsehoods; or
13. Destruction of school or personal property.
14. Private humiliation

B. **Harassment** means any threatening, insulting or dehumanizing gesture, use of technology, computer software, or written, verbal or physical conduct directed against a student or school employee that:

1. Places a student or school employee in reasonable fear of harm to his/her person or damage to his/her property;
2. Has the effect of substantially interfering with a student's educational performance, or employee's work performance, or either's opportunities, or benefits;
3. Has the effect of substantially negatively impacting a student's or employee's emotional or mental well-being; or
4. Has the effect of substantially disrupting the orderly operation of a school.

C. **Cyberstalking** is defined in F. S. 784.084(d) means to engage in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at or about a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.

D. **Cyberbullying** means bullying through the use of technology or any electronic communication, which includes, but is not limited to, any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photoelectronic system, or photooptical system, including, but not limited to, electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person, or the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying. Cyberbullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

E. **Bullying, Harassment, and/or Cyberbullying** also encompass:

1. Retaliation against a student or school employee by another student or school employee for asserting or alleging an act of bullying or harassment. Reporting an act of bullying or harassment that is not made in good faith is considered retaliation.
2. Perpetuation of conduct listed in the definition of bullying or harassment by an individual or group with intent to demean, dehumanize, embarrass, or cause emotional or physical harm to a student or school employee by
  - a. Incitement or coercion;

- b. Accessing or knowingly and willingly causing or providing access to data or computer software through a computer, computer system, or computer network within the scope of the District school system;
    - c. Acting in a manner that has an effect substantially similar to the effect of bullying or harassment.
  - 3. Unwanted harm towards a student or employee in regard to their real or perceived: sex, race, color, religion, national origin, age, disability (physical, mental, or educational), marital status, socio-economic background, ancestry, ethnicity, gender, gender identity or expression, linguistic preference, political beliefs, sexual orientation, or social/family background or being viewed as different in its education programs or admissions to education programs and therefore prohibits bullying of any student or employee by any Board member, District employee, consultant, contractor, agent, visitor, volunteer, student, or other person in the school or outside the school at school-sponsored events, on school buses, and at training facilities or training programs sponsored by the District. For Federal requirements when these acts are against Federally identified protected categories, refer to Policy 4001.1.
- F. **Accused** is defined as any District employee, consultant, contractor, agent, visitor, volunteer, student, or other person in the school or outside the school at school-sponsored events, on school buses, and at training facilities or training programs sponsored by the District who is reported to have committed an act of bullying, whether formally or informally, verbally or in writing, of bullying.
- G. **Complainant** is defined as any District employee, consultant, contractor, agent, visitor, volunteer, student, or other

3. Behavior Standards

- A. The Gadsden County School District expects students and adults to conduct themselves as appropriate for their levels of development, maturity, and demonstrated capabilities with proper regard to the rights and welfare of other students and school staff, the educational purpose underlying all school activities, and the care of school facilities and equipment.
- B. The District believes that standards for student behavior must be set cooperatively through interaction among the students, parents/legal guardians, staff, and community members producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for District and community property on the part of students, staff, and community members. Because students learn by example, school administrators, faculty, staff, and volunteers will demonstrate appropriate behavior, treat others with civility and respect, and refuse to tolerate bullying or harassment.
- C. The School District prohibits the bullying of any student or school employee:
  - a. During any educational program or activity conducted by Gadsden County Schools District;
  - b. during any school-related or school-sponsored program or activity or on a Gadsden County school bus;
  - c. Through the use of any electronic device or data while on school grounds or on a Gadsden County school bus, computer software that is accessed through a computer, computer system, or computer network of the Gadsden County School Board. The physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action initiated under this section.
  - d. Through threats using the above to be carried out on school grounds. This includes threats made outside of school hours, which are intended to be carried out during any school-related or school-sponsored program or activity, or on a Gadsden County school bus.
  - e. While the District does not assume any liability for incidences that occur at a bus stop or en route to and from school, a student or witness may file a complaint following the same procedures for bullying against a student and the school will investigate and/or provide assistance and intervention as the principal/designee deems appropriate, which may include the use of the School Resource Officer. The principal/designee shall use all District Reporting Systems to log all reports and interventions.
- D. All administrators, faculty, and staff, in collaboration with parents, students, and community members, will incorporate systemic methods for student and staff recognition through positive

reinforcement for good conduct, self discipline, good citizenship, and academic success, as seen in the required school plan to address positive school culture and behavior (the school's Discipline Plan).

- E. Student rights shall be explained as outlined in this policy and in the Student Code of Conduct: Respect for Persons and Property.
- F. Proper prevention and intervention steps shall be taken based on the level of severity of infraction as outlined in the Student Code of Conduct and this Policy.

4. Stakeholder Responsibilities

- A. By August 2009, each school principal shall create a School Safety team and designate one of its members as a School Safety Liaison and contact who shall serve on a district School Safety team that address acts of violence and school safety. The district's Safety Investigation's Officer will be head the School Safety Team. At minimum, school teams should include staff members from administration, guidance, and instruction. These persons will serve as the key school based personnel who will receive prevention/safety training and assist in the dissemination of prevention/safety procedures, intervention, and curriculum, for bullying and other issues that impact the school culture and welfare of students and staff.
- B. The Academic Services' Office, in collaboration with other District departments, will collaborate with school based staff members, families, and community stakeholders to utilize this Policy and associated procedures to promote academic success, enhance resiliency, build developmental assets, and promote protective factors within each school by ensuring that each and every staff member and student is trained on violence prevention. These trainings will work to create a climate within each school and within the District that fosters the safety and respect of children and the belief that adults are there to protect and help them. Additionally, students and staff (including but not limited to school based employees, administrators, district personnel, counseling staff, bus drivers) will be given the skills, training, and tools needed to create the foundation for preventing, identifying, investigating, and intervening when issues of bullying arise.
- C. The Parent Services' Office, in collaboration with other District departments, will train a wide range of community stakeholders, profit, non-profit, School Resource Officers, and faith based agencies to provide the dissemination and support of violence prevention curriculums to students, their families and school staff. This collaboration will make effective use of available school district and community resources while ensuring seamless service delivery in which each and every school and student receives an equitable foundation of violence prevention.
- D. The District School Safety Team will serve as the coordinators and trainers of prevention/safety for all school staff and outside agencies/community partners. The District Safety Team will receive training in violence prevention programs. These team will ensure that these programs are evidence-based and proven. The team will be responsible for implementing the evidence-based interventions and proven programs within each of their schools.
- E. The Parent Services' Office, in collaboration with other District departments, will provide opportunities and encourage parents to participate in prevention efforts with their children in meaningful and relevant ways that address the academic, social, and health needs of their children. The District will offer parents and parent associations' trainings on violence prevention as well as knowledge of and/or opportunity to participate in any violence prevention initiatives currently taking place in their school via the district and school websites, open houses, and school newsletters. Training will provide resources and support for parents by linking them with internal supports as well as referral to community-based resources as needed.
- F. Evaluations to determine the effectiveness and efficiency of the services being provided will be conducted at least every three years and shall include data-based outcomes.
- G. The Superintendent, other district administrators, as well as school principals, will be held accountable for implementation of these student support services consistent with the standards of this policy. These administrators will take steps to assure that student support services are fully integrated with their instructional components at each school as well as in policy and practice.

V. Training for all Stakeholders

- At the beginning of each school year, the school principal/designee and or appropriate area/district administrator shall provide awareness of this policy, as well as the process for reporting incidents, investigation and appeal, to students, school staff, parents, or other persons responsible for the welfare of a pupil through appropriate references in the Student Code of Conduct, Employee Handbooks, the school website, and/or through other reasonable means.

VI. Consequences

A. Committing an act of bullying or harassment

1. Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances. The physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action.
2. Consequences and appropriate remedial action for students who commit acts of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion, as outlined in the Code of Student Conduct.
3. Consequences and appropriate remedial action for a school employee, found to have committed an act of bullying or harassment, shall be determined in accordance with District policies, procedures, and agreements. Additionally, gross acts of harassment by certified educators may result in a sanction against an educator's state issued certificate.
4. Consequences and appropriate remedial action for a visitor or volunteer, found to have committed an act of bullying or harassment, shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.

B. Wrongful and intentional accusation of an act of bullying or harassment

1. Consequences and appropriate remedial action for a student, found to have wrongfully and intentionally accused another as a means of bullying or harassment, range from positive behavioral interventions up to and including suspension or expulsion, as outlined in the Code of Student Conduct.
2. Consequences and appropriate remedial action for a school employee, found to have wrongfully and intentionally accused another as a means of bullying or harassment, shall be determined in accordance with District policies, procedures, and agreements.
3. Consequences and appropriate remedial action for a visitor or volunteer, found to have wrongfully and intentionally accused another as a means of bullying or harassment shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.

C. Receiving Reports of Acts of Bullying or Harassment

1. At each school, the principal or the principal's designee shall be responsible for receiving complaints alleging violations of this policy.
2. All school employees are required to report alleged violations of this policy to the principal or the principal's designee.
3. All other members of the school community, including students, parents/legal guardians, volunteers, and visitors are encouraged to report any act that may be a violation of this policy anonymously or in person to the principal or principal's designee.
4. The principal of each school in the District shall establish and prominently publicize to students, staff, volunteers, and parents/legal guardians, how a report of bullying or harassment may be filed either in person or anonymously and how this report will be acted upon.
5. The victim of bullying or harassment, anyone who witnessed the bullying or harassment, and anyone who has credible information that an act of bullying or harassment has taken place may file a report of bullying or harassment.
6. A school employee, school volunteer, student, parent/legal guardian or other persons who promptly reports in good faith an act of bullying or harassment to the appropriate school official and who makes this report in compliance with the procedures set forth in the District policy is

immune from a cause of action for damages arising out of the reporting itself or any failure to remedy the reported incident.

7. Submission of a good faith complaint or report of bullying or harassment will not affect the complainant or reporter's future employment, grades, learning or working environment, or work assignments.
8. Any written or oral reporting of an act of bullying or harassment shall be considered an official means of reporting such act(s).
9. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

D. Investigation of a Report of Bullying or Harassment

1. The investigation of a reported act of bullying or harassment is deemed to be a school-related activity and begins with a report of such an act. Incidents that require a reasonable investigation when reported to appropriate school authorities shall include alleged incidents of bullying or harassment allegedly committed against a child while the child is en route to school aboard a school bus or at a school bus stop.
2. The principal or designee shall select an individual(s), employed by the school and trained in investigative procedures, to initiate the investigation. The person may not be the accused perpetrator (harasser or bully) or victim.
3. Documented interviews of the victim, alleged perpetrator, and witnesses shall be conducted privately, separately, and shall be confidential. Each individual (victim, alleged perpetrator, and witnesses) will be interviewed separately and at no time will the alleged perpetrator and victim be interviewed together.
4. The investigator shall collect and evaluate the facts including but not limited to:
  - i. Description of incident(s) including nature of the behavior;
  - ii. Context in which the alleged incident(s) occurred;
  - iii. How often the conduct occurred;
  - iv. Whether there were past incidents or past continuing patterns of behavior;
  - v. The relationship between the parties involved;
  - vi. The characteristics of parties involved, *i.e.*, grade, age;
  - vii. The identity and number of individuals who participated in bullying or harassing behavior;
  - viii. Where the alleged incident(s) occurred;
  - ix. Whether the conduct adversely affected the student's education, educational environment or mental well-being;
  - x. Whether the alleged victim felt or perceived an imbalance of power as a result of the reported incident; and
  - xi. The date, time, and method in which the parents/legal guardians of all parties involved were contacted.
5. Whether a particular action or incident constitutes a violation of this policy shall require a determination based on all the facts and surrounding circumstances and shall include but not limited to:
  - i. Recommended remedial steps necessary to stop the bullying and/or harassing behavior; and
  - ii. A written final report to the principal.
6. The maximum of ten (10) school days shall be the limit for the initial filing of incidents and completion of the investigative procedural steps.
7. The highest level of confidentiality possible will be upheld regarding the submission of a complaint or a report of bullying and/or harassment and the investigative procedures that follow.

E. Investigation to Determine Whether a Reported Act of Bullying or Harassment is Within the Scope of the District

1. The principal or designee will assign an individual(s) who is trained in investigative procedures to initiate an investigation of whether an act of bullying or harassment is within the scope of the School District.

2. The trained investigator(s) will provide a report on results of investigation with recommendations for the principal to make a determination if an act of bullying or harassment falls within the scope of the District.
    - i. If it is within the scope of the District, a thorough investigation shall be conducted.
    - ii. If it is outside the scope of the District and determined a criminal act, the principal shall refer the incident(s) to appropriate law enforcement.
    - iii. If it is outside the scope of the District and determined not a criminal act, the principal or designee shall inform the parents/legal guardians of all students involved.
- F. Notification to Parents/Guardians of Incidents of Bullying or Harassment
1. Immediate notification to the parents/legal guardians of a victim of bullying or harassment.
    - i.\_ The principal, or designee, shall promptly report via telephone, personal conference, and/or in writing, the occurrence of any incident of bullying or harassment as defined by this policy to the parent or legal guardian of all students involved on the same day an investigation of the incident(s) has been initiated. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).
    - ii.\_ If the bullying incident results in the perpetrator being charged with a crime, the principal, or designee, shall by telephone or in writing by first class mail, inform the parents/legal guardian of the victim(s) involved in the bullying incident about the Unsafe School Choice Option (No Child Left Behind, Title IX, Part E, Subpart 2, Section 9532) that states “. . . a student who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary school or secondary school within the local educational agency, including a public charter school.”
  2. Immediate notification to the parents/legal guardians of the perpetrator of an act of bullying or harassment.
 

The principal, or designee, shall promptly report via telephone, personal conference, and/or in writing, the occurrence of any incident of bullying or harassment as defined by this policy to the parent or legal guardian of all students involved on the same day an investigation of the incident(s) has been initiated. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).
  3. Notification to local agencies where criminal charges may be pursued.
 

Once the investigation has been completed and it has been determined that criminal charges may be pursued against the perpetrator, all appropriate local law enforcement agencies will be notified by telephone and/or in writing.
- G. Referral of Victims and Perpetrators of Bullying or Harassment for Counseling
- When bullying or harassment is suspected or when a bullying incident is reported, counseling services shall be made available to the victim(s), perpetrator(s), and parents/guardians.
1. The teacher or parent/legal guardian may request informal consultation with school staff, *e.g.*, school counselor, school psychologist, to determine the severity of concern and appropriate steps to address the concern. The teacher may request that the involved student’s parents or legal guardian are included.
  2. School personnel or the parent/legal guardian may refer a student to the school intervention team for consideration of appropriate services. Parent or legal guardian involvement shall be required when the student is referred to the intervention team.
  3. If a formal discipline report or formal complaint is made, the principal or designee must refer the student(s) to the school intervention team for determination of counseling support and interventions. Parent or legal guardian involvement shall be required.
  4. The intervention team may recommend
    - i. Counseling and support to address the needs of the victims of bullying or harassment;
    - ii. Research-based counseling or interventions to address the behavior of the students who bully and harass others, *e.g.*, empathy training, anger management; and/or

- iii. Research-based counseling or interventions which include assistance and support provided to parents/legal guardians, if deemed necessary or appropriate.

#### H. Reporting Incidents of Bullying and Harassment

1. Incidents of bullying or harassment shall be reported in the school's report of data concerning school safety and discipline data required under s. 1006.09(6), F.S. The report shall include each incident of bullying or harassment and the resulting consequences, including discipline and referrals. The report shall also include each reported incident of bullying or harassment that did not meet the criteria of a prohibited act under this section with recommendations regarding such incidents.
2. The District will utilize Florida's School Environmental Safety Incident Reporting (SESIR) Statewide Report on School Safety and Discipline Data, which includes bullying/harassment as an incident code as well as bullying-related as a related element code.
  - i. Bullying and/or harassment incidents shall be reported and coded appropriately in SESIR using the relevant incident code and the bullying-related code as indicated in the *Code of Student Conduct*.
3. Discipline and referral data shall be recorded in Student Discipline/Referral Action Report and Automated Student Information System.
4. The District shall provide bullying incident, discipline, and referral data to the Florida Department of Education in the format requested, through Survey 5 from Education Information and Accountability Services, and at designated dates provided by the Department of Education.

#### I. Instruction on Identifying, Preventing, and Responding to Bullying or Harassment

1. The District shall ensure that schools sustain healthy, positive, and safe learning environments for all students. It is committed to maintain a social climate and social norms in all schools that prohibit bullying and harassment. This requires the efforts of everyone in the school environment – teachers; administrators; counselors; school nurses; other nonteaching staff such as bus drivers, custodians, cafeteria workers; school librarians; parents/legal guardians; and students.
2. Students, parents/legal guardians, teachers, school administrators, counseling staff, and school volunteers shall be given instruction at a minimum on an annual basis on the District's policy and regulations against bullying and harassment. The instruction shall include evidence-based methods of preventing bullying and harassment as well as how to effectively identify and respond to bullying in schools.
3. The policy includes, but not limited to, student behavioral assemblies, Parent Teacher Meetings, Pre-Planning, Staff Awareness Training, grade level meetings with students on identifying, preventing, and responding to bullying or harassment, including instruction on recognizing behaviors that lead to bullying and harassment and taking appropriate preventative action based on those observations. These programs/trainings are available, but not limited to:
  - Students
  - Parents
  - Teachers
  - School administrators
  - Counseling staff
  - School volunteers

#### J. Reporting to a Victim's Parents/Legal Guardians the Actions Taken to Protect the Victim

The principal or designee shall by telephone and/or in writing report the occurrence of any incident of bullying as defined by this policy to the parent or legal guardian of all students involved on the same day an investigation of the incident has been initiated. According to the level of infraction, parents/legal guardians will be notified by telephone and/or writing of actions being taken to protect the child; the frequency of notification will depend on the seriousness of the bullying or harassment incident. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

K. Publicizing the Policy

1. At the beginning of each school year, the Superintendent or designee shall, in writing, inform school staff, parents/legal guardians, or other persons responsible for the welfare of a student of the District's student safety and violence prevention policy.
2. Each District school shall provide notice to students and staff of this policy through appropriate references in the *Code of Student Conduct* and employee handbooks and through other reasonable means.
3. The Superintendent shall also make all contractors contracting with the District aware of this policy.
4. Each school principal shall develop an annual process for discussing the school district policy on bullying and harassment with students.
5. Reminders of the policy and bullying prevention messages such as posters and signs will be displayed around each school and on the District school buses.

Disclaimer: The Gadsden County School District prohibits bullying & harassment of any kind; if you know, heard, and/or witness any infraction, Please fill out a form from the district's website or any school in Gadsden's County. You may remain anonymous, if you desire.

## **DUE PROCESS PROCEDURES FOR SUSPENSION/EXPULSION OF STUDENTS WITH DISABILITIES**

Any student eligible under *Gadsden County Programs and Procedures for Exceptional Students*, who commits an offense which may be grounds for suspension/expulsion, shall have his/her case considered and decided on an individual basis.

### **A. Suspension**

1. A student with a disability may be suspended from the Gadsden County schools for infractions described in the Code of Student Conduct and Student Rights and Responsibilities.
2. In order to protect the rights of students and parents, the principal, or his/her designee, shall follow the procedures for suspension as contained in School Board Policy.
3. Whenever a student with a disability is suspended, the principal, or his/her designee, shall immediately send written notification to the Director of Exceptional Student Education or Designee.
4. The principal, or his/her designee, shall be responsible for convening an IEP meeting when an exceptional student accumulates a total of ten (10) days of suspensions within a school year.
5. If the school did not conduct a functional behavioral assessment and implement a behavioral intervention plan for each child before the behavior that resulted in the suspension, the IEP team will develop an assessment plan to address that behavior; or if the child already has a behavioral intervention plan, the IEP team shall review the plan and modify it, as necessary, to address the behavior.

### **B. Expulsion**

1. Dismissal of a student with a disability shall follow the procedures contained in School Board Policy.
2. Prior to making a recommendation for expulsion to the Superintendent or (his/her designee), the principal (or his/her designee) shall notify the Director of Exceptional Student Education (or designee) in writing that this action is being considered.
3. The principal, or his/her designee, shall meet with the school staffing committee and the Director of Exceptional Student Education (or designee) to determine if the student's actions are a result of his/her disabling condition (Manifestation Determination). The staffing committee will be comprised of the following personnel: Director of Exceptional Student Education or designee, School Administrator, ESE teacher, general education teacher(s), parents, school counselor, and any other appropriate individuals.

4. If the staffing committee determines that the student's actions are not a result of his/her disabling condition, the principal, or his/her designee, may submit a recommendation for alternative placement or expulsion to the Superintendent, or his/her designee. This recommendation shall contain the school staffing committee report, the Functional Behavior Assessment (FBA), Behavior Intervention Plan (BIP), and the student's Individual Educational Plan (IEP). A copy of this recommendation shall be sent to the Director of Exceptional Student Education.
5. If the staffing committee determines the student's conduct is a manifestation of his/her disability, then an IEP meeting must be held to determine the adequacy of the current special program and related services.
6. Prior to any Change of Placement, the Individual Educational Plan Procedures, as outlined in *Gadsden County Special Programs and Procedures for Exceptional Students*, will be followed to ensure that parents/guardians are provided safe-guards consistent with State Board of Education Rule 6A-6.03311.
7. Any change in the educational placement of a student with a disability will not result in a cessation of education services.

## **PROCEDURES FOR THE DISCIPLINE OF STUDENTS WITH DISABILITIES**

(as defined under Section 504 Rehab Act 1973, ADA & IDEA)

### **6A-6.03312. Discipline Procedures for Students with Disabilities**

For students with disabilities whose behavior impedes their learning or the learning of others, strategies, including positive behavioral interventions and supports to address that behavior must be considered in the development of their **individual educational plans (IEPs)**. School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the requirements and procedures in this rule, is appropriate for a student with a disability who violates a code of student conduct.

## **PROCEDURES FOR THE DISCIPLINE OF K-12 STUDENTS INCLUDING PREKINDERGARTEN**

The use of corporal punishment, humiliation, total or extended isolation, and/or withholding of food is prohibited as a form of discipline for prekindergarten students. (ACYF/HS 4.02;45 CFR 1304). When necessary, additional assistance will be acquired to provide for the needs of individual children.

Definitions specific to this policy:

Corporal Punishment - Paddling, slapping, pulling of hair, pinching, or any other means of causing bodily harm.

Denial of Participation in Extracurricular Activities - Denying a child the opportunity to participate in out-of-class activities such as field trips or parties. When necessary, additional assistance will be acquired to provide for the needs of individual children.

Extended Isolation in the Classroom - Denying a child the opportunity to participate in classroom activities for an unreasonable period of time. (e.g. long periods in time out).

Humiliation - Using derogatory remarks when referring to a child, name calling, or any other action that could lower the pride, dignity, or self-respect of a student.

Withholding of Food - Denying a child food that is provided to his/her peers such as dessert, snack, party foods, etc.

Total Isolation - Placing a child out of view of a responsible adult.

Suspension- The temporary removal of a child from his regular school program or the school bus.

Expulsion - The removal of the right and obligation of a child to attend a public school under conditions set by the School Board for a period of time not to exceed the remainder of the school year and one (1) additional year of attendance.

Suspension and/or expulsion are NOT RECOMMENDED in disciplining prekindergarten children. These procedures should only be used for the safety, health, or welfare of any student, teacher, or staff member.

If a child's problem behavior is extensive or has escalated over a period of time, this may be an indicator of a physical or emotional problem and a referral to the prekindergarten office and the student study team may be needed.

## DISCIPLINARY PROCEDURES GRADES K-12

**Disclaimer: The principal has authority, within Florida Statutes, to increase consequences based upon the severity of the infraction.**

### Discipline Guidelines and Procedures

CLASS I	MINOR OFFENSES
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\*Document All Actions Taken in Class I on the Classroom Behavior Management Form

- Chewing gum, eating food, or drinking beverages during class
- Being unprepared for class/no materials
- Arriving late to class (up to 5 minutes)
- Refusing to do classroom work
- Sleeping in class
- Using offensive language in general conversation with peers
- Disrupting the classroom (talking out loud, getting out of seat, laughing or talking at inappropriate times)
- Displaying intimate affection in public
- Possessing inappropriate items, (toys, games, tape players,)
- Disrupting the class by any other minor offense

Actions To Be Taken By Teachers

#### *1st Offense*

- Contact the parent/guardian. **[required]**
- Hold a teacher/student conference with documentation [**complete applicable section of Classroom Behavior Management Form (CBM)**].
- Collect inappropriate items from the student and return them at end of the day or when a parent/guardian collects them.

#### *2nd Offense*

- Use creative teacher interventions (may include behavior improvement plan, disciplinary work, etc.).
- Refer the student to the homeroom teacher (If student is an athlete, refer to coaches)
- Hold formal teacher-student conference and contact the parent/guardian. (**complete applicable section of CBM**)
- Refer the student to the team leader or designee, if applicable.
- Refer the student to the Guidance Counselor/Resource person/Student Study Team.
- Arrange peer mediation for the student.

### **3rd Offense**

- Contact the parent/guardian. **[required]**
- Render a verbal reprimand.
- Provide notification of the consequences of the next offense.
- Arrange peer mediation for the student.
- Refer the student to the team leader or designee.
- Refer the student to a Guidance Counselor.

### **4<sup>th</sup> Offense**

#### **ACTIONS TO BE TAKEN BY ADMINISTRATORS**

- Contact the parent/guardian. **[required]**
- Refer the student to an Administrator for disciplinary action/parent/guardian contact
- Suspend the student from home-based school activities for 2 weeks.
- Assign the student to after-school detention - 2 Days
- Assign work detail to the student.
- Assign the student to in-school suspension (ISS) for 3 to 5 days/parent/guardian contact.

**Disclaimer: The principal has authority, within Florida Statutes, to increase consequences based upon the severity of the infraction.**

CLASS II	INTERMEDIATE OFFENSES
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- Repeating classroom disruptions
  - Failing to serve detention or other disciplinary interventions
  - Instigating conflicts by spreading rumors, false statements, accusations, threats and other statements that tend to escalate situations or incite chaos
  - Throwing food or drinks in cafeteria
  - Loitering in an unauthorized location
  - Using obscene or profane language or gestures
  - Possessing or using tobacco products
  - Cheating, plagiarism, abuse of technology, or forgery
  - Skipping class/Leaving class (Skipping class is also considered arriving to class after 5 minutes.)
  - Throwing or propelling objects or spitting
  - Intimidating or harassing another student
  - Dressing in opposition to the dress code
  - Repeating Class I offenses
  - Unauthorized usage of electronic devices
  - Drop Pants / Saggy Pants (reference page 12)
  - Student use of cell telephones/wireless communication devices
- Personal cell telephones may be brought to school with the following conditions:
- a. Phones must be turned off and kept out of sight during school hours and while riding on the school buses or using school transportation at any time.
  - b. If emergency calls to or from students are necessary, they should be placed through the school office and not to or from the student's telephone.
  - c. Phones should be kept secure to prevent theft (vehicles, purses, backpacks, lockers, etc.) The school is not responsible for lost or stolen phones or any other electronic device.

#### Actions To Be Taken By Administrators

- An administrator calls the parent/guardian. **[required]**
- An administrator will assign In-school suspension (ISS) for specified number of days.
- An administrator will assign 3 - 5 days out-of-school suspension (OSS) /parent/guardian contact.
- An administrator will assign 5 days OSS [school level hearing/ parent/guardian conference]
- An administrator will provide a hearing with the option to give OSS of 5 more days.

- The School Resource Officer will issue a citation.
- An administrator will provide peer mediation for the student.
- An administrator will involve the Guidance Counselors in fact-finding and counseling of students.
- Drop pants / saggy pants: verbal warning; ineligibility to participate in extracurricular activities; in-school suspension

**Disclaimer: The principal has authority, within Florida Statutes, to increase consequences based upon the severity of the infraction.**

CLASS III	GROUP A	MAJOR OFFENSES
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- Defying a school district employee (an attitude or action designed to provoke a confrontation)
- Defacing school property/malicious mischief
- Inciting or participating in riotous behavior
- Obstructing school employees from their duty (preventing fight breakups, etc.)
- Possessing merchandise stolen on school campus
- Trespassing
- Using school property without authorization (computers, A/V or PE equipment)
- Exhibiting lewd and lascivious behavior
- Possessing obscene literature or objects
- Stealing
- Repeating Class II offenses
- leaving school campus without permission
- under the influence of alcohol and/or drugs

Actions To Be Taken By Administrators

***1st Offense***

- An administrator calls the parents/guardians. **[required]**
- The teacher/administrator writes a referral and administrator confers with the student.
- An administrator assigns 3-5 days out of school suspension.
- An administrator warns the student and parents/guardians of the consequence of the second offense.
- Guidance Counselors assist with fact finding and counseling of students.
- The student/parent/guardian makes restitution
- The Resource Officer administers a civil citation.
- A law enforcement officer is called to give assistance.

***2nd Offense***

- An administrator calls the parents/guardians. **[required]**
- The teacher/administrator writes a referral.
- An administrator confers with the student.
- An administrator assigns 5 days out of school suspension and conducts a hearing.
- An administrator warns the student and parent/guardian of the consequences of the third offense.
- An administrator informs the student and parent/guardian that all subsequent referrals will result in recommendation for alternative placement and/or expulsion.
- The student/parent/guardian makes restitution.
- The Resource Officer administers a civil citation.
- A law enforcement officer is called to give assistance.

**Disclaimer: The principal has authority, within Florida Statutes, to increase consequences based upon the severity of the infraction.**

<b>CLASS III</b>	<b>GROUP B</b>	<b>MAJOR OFFENSES</b>
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- Fighting (involvement in physical confrontation in which the participant either initiated the fight or failed to take advantage of an opportunity to avoid escalation of the incident that led to the fight)
- Creating a hostile environment that includes harassing, physical, verbal, graphic or written conduct that is sufficiently severe, pervasive or persistent as to interfere with an individual’s ability to participate in or benefit from school activities. This includes all forms of sexual, racial, national origin, disability or other forms of discrimination or harassment prohibited by school board policies
- Threatening, harassing or intimidating a school district employee/adult
- Bullying & Harassment that is systematic in gesture or written, verbal, graphic, or physical acts. Also, a repeated behavior that has been already addressed.

**Actions To Be Taken By Administrators**

***1st Offense***

- An administrator calls the parents/guardians. **[required]**
- The teacher/administrator writes a referral.
- An administrator confers with the student.
- An administrator assigns 5 days out-of-school suspension.
- Guidance Counselors assist in fact finding and counseling of student.
- An administrator reads the second offense consequences to the students and parent/guardian.
- An administrator provides peer mediation.

***2nd Offense***

- An administrator calls the parents/guardians. **[required]**
- The teacher/administrator writes a referral.
- An administrator confers with the student.
- An administrator assigns 5 days out-of-school suspension with a hearing for possible alternative placement and/or expulsion considerations.

**Disclaimer: The principal has authority, within Florida Statutes, to increase consequences based upon the severity of the infraction.**

<b>CLASS III</b>	<b>GROUP C</b>	<b>MAJOR OFFENSES</b>
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**ZERO TOLERANCE OFFENSES**

**REFER TO THE GADSDEN COUNTY SCHOOL BOARD CODE OF STUDENT CONDUCT.  
Florida Statue: 1006.13 - Zero Tolerance Policy**

1. The Gadsden County School Board has a zero tolerance policy for:
  - (a) Crime and substance abuse, including the reporting of delinquent acts and crimes occurring whenever and wherever students are under the jurisdiction of the district school board.
  - (b) Victimization of students, including taking all steps necessary to protect the victim of any violent crime from any further victimization.
2. The zero tolerance policy requires students found to have committed one of the following offenses to be expelled, with or without continuing educational services, from the student's regular school for a period of not less than 1 full year, and to be referred to the criminal justice or juvenile justice system. . (See definition of expulsion.)

(a) Bringing a firearm, or weapon (as defined in House Bill 7029) to school, to any school function, or possessing a firearm, at school. (to include the possession, use, or sell of a firearm, or explosive on campus, at a school activity, or on school sponsored transportation, including designated bus stops, or

(b) Making a threat or false report (as defined by subsection 790.162 and 790.163) respectively, involving school or school personnel's property, school transportation, or a school-sponsored activity, bring, possess, use, or sell a firearm, imitation firearm, or explosive on campus

The Gadsden County School Board may assign the student to a disciplinary program for the purpose of continuing educational services during the period of expulsion. District school superintendents may consider the 1-year expulsion requirement on a case-by-case basis and request the district school board to modify the requirement by assigning the student to a disciplinary program or second chance school if the request for modification is in writing and it is determined to be in the best interest of the student and the school system. If a student committing any of the offenses in this subsection is a student with a disability, the district school board shall comply with applicable State Board of Education rules.

## Offenses Prohibited

1. The Gadsden County School Board's zero tolerance for students that have been found to have committed any of the offenses listed below on school property, school sponsored transportation, including designated bus stops, or during a school sponsored activity. These students will be referred to the School Board for expulsion.
  - a. homicide (murder, manslaughter) – law enforcement must be notified
  - b. sexual battery – law enforcement must be notified
  - c. armed robbery
  - d. aggravated battery – law enforcement must be notified
  - e. assault, battery or aggravated battery on a teacher or other school personnel
  - f. kidnapping or abduction – law enforcement must be notified
  - g. arson
  - h. possession, use, or sale of any firearm
  - i. display, use, threaten, or attempt to use any firearm
  - j. possession, use, or sale of any explosive device (including firecrackers or fireworks)
  - k. possession, use, or sale of drugs or alcohol
  - l. threat or false report involving a school or school personnel's property, school transportation, or a school sponsored activity.
  - m. bomb threat
  - n. possession, use of hazardous chemical or substances material

(The above terms are defined in the glossary.)

2. Any student charged with an assault or battery on any employee of the School Board shall be removed from the classroom immediately and placed in an alternative school setting pending disposition. After an investigation, if the student is found guilty of this offense and in violation of F.S. 784.081, he/she shall be expelled or placed in an alternative school setting (F.S. 1006.13(4)).
3. **All incidents involving firearms, explosives, unlawful possession, use or sale of controlled substances, including alcohol, and offenses listed in 1 above will be referred immediately to law enforcement.**
4. In the case of a physical altercation (fight) between two or more students on campus, school bus, or at any school sponsored activity, and where it is determined by the principal/designee that one or more of the students was/were the aggressor(s), and the remainder was/were the defender(s), the

aggressive behavior of the student(s) shall be considered a zero-tolerance offense for which the student(s) will be subject to expulsion procedures as outlined in the Code of Student Conduct and the Fight Intervention Program.

5. In implementing this policy, the district will comply with all local, state, federal laws and guidelines.

## **WEAPONS PROHIBITED**

1. Students must not bring or possess weapons on campus, at any school activity, or on school-sponsored transportation, including designated bus stops. For use in this policy, weapons shall include but not be limited to the following: air rifle, BB or pellet gun, rifle, shot gun, zip gun, stun gun, pistol, ammunition or explosive device (no matter how limited), incendiary device, ice pick, knife, box cutter, pocket knife, machete, hypodermic needle(s), laser pointer, brass knuckles, club, nunchakus, razor blade, self-defense sprays (such as mace or pepper gas), sling shot, spear, sword, or any item used with intent to cause bodily harm to another individual.
2. The principal or designee will immediately contain/remove the student from the class or school campus and investigate the alleged offense. After the investigation has been completed, the principal may complete procedures for suspension for up to five days.
3. The use and/or possession of a weapon other than a firearm, imitation firearm, or explosive device will result in suspension, expulsion, or other disciplinary action.
4. All incidents involving weapons will be referred to law enforcement. Willful and knowing possession of these weapons (listed in A above) may be a misdemeanor or third degree felony.
5. In implementing this policy, the district will comply with all local, state, federal laws and guidelines.
6. Pursuant to Florida House Bill 7029, simulating a firearm or weapon or wearing clothing or accessories that depict a firearm or weapon or expressing an opinion regarding a right guaranteed by the Second Amendment of the United States Constitution is not grounds for disciplinary action or referral to the criminal justice or juvenile justice system. Simulating a firearm or weapon while playing includes, but is not limited to:
  - Brandishing a partially consumed pastry or other food item to simulate a firearm or weapon
  - Possessing a toy firearm or weapon that is 2 inches or less in overall length
  - Possessing a toy firearm or weapon made of plastic snap-together building blocks
  - Using a finger or hand to simulate a firearm or weapon
  - Vocalizing an imaginary firearm or weapon
  - Drawing a picture, or possessing an image of a firearm or weapon
  - Using a pencil, pen, or other writing or drawing utensil to simulate a firearm or weapon

However, a student may be subject to disciplinary action if simulating a firearm or weapon while playing substantially disrupts student learning, causes bodily harm to another person, or places another person in reasonable fear of bodily harm. The severity of the consequences imposed on the student must be proportionate to the severity of the infraction and consistent with school board policies for similar infractions. Disciplinary action resulting from a student's clothing or accessories must be determined pursuant to the school district's dress code unless the wearing of such clothing or accessories causes a substantial disruption of student learning, in which case the infraction may be addressed in a manner consistent with district school board policies for similar infractions.

## CERTAIN DRUGS PROHIBITED

1. The use, distribution, sale and/or unlawful possession of mood modifiers, MDMA/"Molly", FLAKKA, synthetic drugs, controlled substances or alcohol on campus, at school activities, or on school-sponsored transportation, including designated bus stops, is strictly prohibited. If, after an investigation, a student has been determined to be in violation of this section, he or she will be referred to the School Board for expulsion.
2. **All incidents involving unlawful possession, use or sale of controlled substances, including alcohol, will be reported to law enforcement.**
3. With written parent/guardian permission, using Form GCSB 893, a prescribed or nonprescribed medication may be given to a student by authorized school personnel. (See School Board rule 5.62.)
4. In implementing this policy, the district will comply with all local, state, federal laws and guidelines.

## PROCEDURES FOR STUDENT TRANSFER-FELONY CHARGES

1. Section 1006.09, Florida Statutes provides for the transfer to an alternative program of a student enrolled at school who:
  - a. has been formally charged with a felony, or with a delinquent act which would be a felony if committed by an adult, by a prosecuting attorney; and
  - b. the incident for which he/she has been charged occurred on other than school property, and
  - c. under circumstances in which the student would not already be subject to the rules and regulations of the Gadsden County Schools; and
  - d. the incident would have an adverse impact on the educational program, discipline or welfare of the school in which the student is enrolled.
2. If the principal proposes a felony transfer, he/she will, in accordance with Section 1006.09(2), Florida Statutes, conduct an administrative hearing for the purpose of determining whether or not the student should be assigned to an alternative program pending determination of his/her guilt or innocence, or the dismissal of the charge, by a court of competent jurisdiction. The following procedures shall be followed if the principal proposes a felony transfer.
  - a. Upon receiving proper notice that a student has been formally charged with a felony or with a delinquent act which would be a felony if committed by an adult, the principal shall notify the parent/guardian of the student, in writing of the specific charges against the student and of the right to a hearing.
  - b. Such notice shall set a date for the hearing which shall not be less than two (2) school days nor more than five (5) school days from date of postmark or delivery. It shall also advise the parent/guardian of the conditions under which a waiver of discipline may be granted.\* A hearing can be held without the attendance of the parent/guardian after proper notification.

**\*Waiver of Discipline:**

Any pupil who is subject to discipline or expulsion for unlawful possession or use of any substance controlled under chapter F.S. 893, may request a waiver of the discipline code:

- i. If the pupil divulges information leading to the arrest and conviction of the person who supplied such controlled substance to him/her, or if the pupil voluntarily discloses his/her unlawful possession of such controlled substance prior to his/her arrest. Any information divulged which leads to such arrest and conviction is not admissible in evidence in a subsequent criminal trial against the pupil divulging such information, or

- ii. If the pupil commits himself/herself, or is referred by the court in lieu of sentence, to a state licensed drug abuse program and successfully completes the program. Florida Statues 1006.09.
3. The hearing shall be conducted by the principal, or designee, and may be attended by the student, the parent/guardian, the student's representative or counsel, and any witnesses requested by the student or the principal.
  4. The student may speak in his/her own defense, may present any evidence indicating his/her eligibility for waiver of disciplinary action, and may be questioned on his/her testimony. However, the student shall not be threatened with punishment or later punished for refusal to testify.
  5. In conducting the hearing, the principal/designee shall not be bound by rules of evidence or any other courtroom procedure and no transcript of testimony shall be required.
  6. Following the hearing, the principal shall provide the student and parent/guardian with a decision, in writing, as to whether or not student transfer for felony charges will be made, and if so, the effective date of such transfer. In arriving at this decision, the principal shall consider the conditions under which a waiver of discipline may be granted, and may grant such a waiver when she/he determines such action to be in the best interests of the school and the student.
  7. If the court determines that the pupil did commit the felony or delinquent act which would have been a felony if committed by an adult, the principal may recommend that the student be expelled. This expulsion, however, shall not affect the delivery of educational services to the pupil in any residential, nonresidential, alternative, daytime, or evening program outside of the regular school setting. (F.S. 1006.09)
  7. If a student is convicted or is found to have committed, a felony or a delinquent act, which would be a felony if committed by an adult, regardless of whether adjudication is withheld, participation in interscholastic, athletic, and extra-curricular activities will be withheld.
  8. Pursuant to Florida law pertaining to a lawful arrest, if a student commits a delinquent act or violation of law which would be a felony if committed by an adult or involves a crime of violence, after the arresting authority notifies the district school superintendent, or the superintendent's designee, the information must be released within 48 hours after receipt to appropriate school personnel, including the principal of the child's school, or as otherwise provided by law. The principal must immediately notify all the child's assigned classroom teachers.

## **SUSPENSION/EXPULSION**

Suspension, also referred to as out-of-school suspension, is the temporary removal of a student from all classes of instruction on public school grounds and all other school sponsored activities, except as authorized by the principal or principal's designee for a period not to exceed ten (10) school days. F.S. 1003.01 During the suspension, the student is remanded to the custody of the parent/guardian with specific homework assignments for the student to complete.

Expulsion is the removal of the right and obligation of a student to attend a public school under conditions set by the School Board, and for a period of time not to exceed the remainder of the term or school year and one (1) additional year of attendance. Expulsions may be imposed with or without continuing educational services and shall be reported accordingly.

1. The principal must follow all procedures for suspensions/expulsions. Only the School Board can expel students.
2. If a student is suspended or expelled from school, the student will not be allowed to attend any other school or school activity in the district until the time of suspension or expulsion has ended, or the

- School Board or the Superintendent has assigned an alternative setting. Failure to adhere to this rule could result in the extension of the suspension/expulsion and/or arrest.
3. Computerized records must be kept on all disciplinary actions that involve suspension/expulsion, and alternative placement.
  4. The following are procedures for suspension:
    - a. Before suspending a student, the principal/designee will investigate the alleged offense, giving the student a chance to tell his/her side of the story and obtain written statements from witnesses, if appropriate.
    - b. When a student is suspended from school, an immediate attempt will be made to contact the parent/guardian(s). The student, the parents/guardians, and the Superintendent will be sent written notice (suspension form) within twenty-four hours.
    - c. The suspension by the principal may not be for more than ten days. No student will be suspended for more than five days without a school hearing which will adhere to the following procedures:
      - i. A suspension form will be completed giving the date for the hearing (usually on the third or fourth day of the suspension), and it will also include the time, place, and the purpose for the hearing.
      - ii. The hearing will be video and/or audio taped.
      - iii. The student may bring witnesses to speak for him/her, ask other witnesses questions, and tell his/her side of the story.
      - iv. This hearing should include the student and his/her parent/guardian(s) and may also include teachers, administrators, guidance counselors, school psychologists, and/or others as appropriate.
      - v. Decisions will be based on the information presented.
      - vi. At the end of the hearing, the principal will tell the student and the parent/guardian(s) verbally and later in writing what he/she has decided to do about the misbehavior. The Principal may extend the suspension up to 10 days.
  5. The following are procedures for an expellable offense:
    - a. When a student commits an expellable offense (see Zero Tolerance Policy), the Principal/Designee investigates. If after the investigation it is deemed necessary to continue the expulsion process, the Principal/Designee notifies:
      - i. parent/guardian of suspension and sets a hearing date (hand delivered)
      - ii. the District Office
      - iii. ESE, ESOL and School Psychologist (if appropriate)
    - b. At the school hearing the following will be present:
      - i. student
      - ii. parent/guardian
      - iii. school personnel
      - iv. district personnel
      - v. witnesses
      - vi. other appropriate personnel
    - c. The following guidelines will be adhered to at the school hearing:
      - i. The Principal/Designee will chair the hearing.
      - ii. All information discussed will be recorded.
      - iii. Everyone involved in the incident may give his/her side of the story.
      - iv. All pertinent information will be discussed including the student's discipline, attendance, and academic records and other significant information such as police and witness reports.

- v. The recommendations of the Principal/Designee may also include, but not be limited to, alternative programs, counseling, community service, drug and rehabilitative treatment centers, extended suspension, and expulsion.
  - vi. If expulsion is recommended to the Superintendent, the suspension is extended for a total of 10 days. The parent/guardian is notified of the date of the School Board Meeting.
  - vii. The parent/guardian has the right to request a School Board Hearing prior to the School Board Meeting.
- d. If the Superintendent concurs with the Principal's decision, he will make a recommendation to the School Board. If the Superintendent does not agree with the expulsion recommendation, the student will be allowed to return to school.
  - e. All recommendations for expulsion are placed on the School Board agenda for final action. The Superintendent will give to the Board, prior to the School Board meeting, background information on the student. The Board will act upon the recommendation of the Superintendent. The principal making the recommendation for expulsion must be present when the case goes before the School Board .

## **CORPORAL PUNISHMENT**

Corporal punishment is prohibited.

## **REASONABLE FORCE**

Florida Statute 1003.32(1) authorizes teachers and other instructional personnel to use reasonable force to protect himself/herself or others from injury. The Department of Education has defined reasonable force as, "appropriate professional conduct including physical force as necessary to maintain a safe and orderly environment." The Department of Education has clarified that school personnel do have the right and the authority to protect against: conditions harmful to learning, self, and others. Note: Florida Statute 1006.11(2) further provides that a principal, teacher, other staff members, or bus driver shall not be civilly or criminally liable for any action carried out in conformity with School Board rules regarding the control, discipline, and expulsion of students, except in the case of excessive force or cruel & unusual punishment.

## **COLLECTION OF EVIDENCE / SEARCH AND SEIZURE**

The right of students as citizens to be free from unreasonable search shall be preserved in the schools. However, the principal or designee has the right to collect evidence as necessary to provide for the safe and orderly operation of the school and all of its functions. These may include, but not be limited to, the following measures:

1. **General Search:** In all cases of search the responsible school officials shall maintain an accurate written summary of the events surrounding the search incident.
2. **Lockers:** Lockers remain the property of the school and are provided to students without charge. The rights of personal property, however, as well as the rights of the school, must be afforded consideration. The school principal or his designee is authorized to open lockers in the presence of another witness and to examine their contents to include personal belongings of students when such person has reasonable suspicion to believe that the contents threaten the safety, health, or welfare of any student or include property stolen from the school personnel or other students. This policy does not preclude administrators from being able to randomly search lockers. Appropriate notices will be posted to this effect.

3. Personal Search: With reasonable suspicion, the administrator/designee may conduct a personal search of a student. Personal search may include: emptying of pockets, removal of shoes and socks, and removal of jacket. FRISKING AND STRIP SEARCHES ARE PROHIBITED.
4. Use of Metal Detectors: As part of an overall plan to protect the health, welfare, safety, and lives of students, faculty, staff, and visitors to the public schools, and to enforce provisions of the Code of Student Conduct, metal detectors may be used to scan and screen for firearms, imitation firearms, and other weapons which have no place in public schools due to the fact that they are life threatening, cause bodily harm, and have adverse and disruptive effects on the educational process.
5. Search of Vehicles: Any motor vehicle parked on school property may be searched by the site administrator or designee with reasonable suspicion. Appropriate notices will be posted to this effect.
6. Use of Video Cameras: For the health, welfare, and safety of students, faculty, and staff, video cameras may be used on school buses and in school facilities as appropriate.
7. Drug-Sniffing Dog: In searching for illegal objects or substances in students' lockers or other school areas, a trained drug-sniffing dog may be used. The search procedure shall consist of the following:
  - a. Contact the Superintendent or his designee for approval.
  - b. The search will be conducted to avoid contact between students and the dog.
  - c. Contact the local law enforcement office and obtain a certified officer and a certified drug-sniffing dog, if drugs are suspected.

## **AUTHORITY OF THE SCHOOL BUS DRIVER**

1. The principal/designee gives to the bus driver authority to control students to and from school or on school trips. Any student who misbehaves may be reported to the principal.
2. The bus driver will not suspend a student from riding the bus, spank a student, or put a student off the bus at any place other than his regular stop. However, students' that have written permission from a parent/guardian and the request has been approved by the principal or designee may be transported to an alternate stop provided the bus has sufficient occupancy. If there is an emergency on the bus because of student behavior, the bus driver must take care of the emergency and protect the students on the bus. The bus driver will immediately report the incident to the proper authority.

## **MISCONDUCT ON SCHOOL BUSES**

If a student misbehaves on the school bus, the bus driver may report the misbehavior to the principal. The principal may suspend the student from riding the bus for no more than ten (10) school days per offense. Please note: If ESE students do not get a ride to school during the bus suspension, the suspension will count towards the maximum allowable ten (10) day school suspension for the year. If the suspension is for more than five (5) days, a hearing is required. The School Board may change the suspension to an expulsion from the school bus. The student may also be subject to other disciplinary actions which may include suspension or expulsion from school.

**Disclaimer: The principal has authority, within Florida Statutes, to increase consequences based upon the severity of the infraction.**

## BUS OFFENSES

### MINOR OFFENSES

- Shouting/loud talking
- Eating / drinking
- Littering
- Holding hand/head outside of the bus

#### Actions To Be Taken

- **BUS DRIVERS' INTERVENTIONS (use one or more)**
- Conduct a conference with the student.
- Assign a new seat assignment.
- Write a referral and give it to an administrator.
- **ADMINISTRATORS' INTERVENTIONS**
- 1st referral: Notify parents/guardians and have a conference with the student.
- 2nd referral: 1- 3 days off bus
- 3rd referral: 3 days off bus
- 4th referral: 5 days off bus (**Hearing Requested**)

### MAJOR OFFENSES

- Being out of seat when bus is in motion
- Using foul language/ racial slurs
- Defacing property
- Throwing objects
- Holding hand/head outside bus while in motion
- Fighting
- Distracting the bus driver with deviant behavior

#### Actions To Be Taken By Administrators

- Restitution is paid by the student/parent/guardian.
- 1st referral: 1-3 day off bus
- 2nd referral: 3-5 days off bus
- 3rd referral: 5 days off bus
- 4th referral: 5 days off bus (**Hearing Requested/expulsion considered**)

The student may also be subject to other disciplinary actions which may include suspension or expulsion from school.

### ZERO TOLERANCE ON THE BUS

- Threatening/assaulting the driver
- Possessing weapons / **Imitation of Weapons**
- Possessing/using drugs/alcohol

## ENROLLMENT OF STUDENTS EXPELLED/DISMISSED FROM OTHER SCHOOL DISTRICTS OR PRIVATE SCHOOLS

The records of students seeking to enroll in Gadsden County Public Schools, who have been assigned to an alternative school by another public school district, a private school, or a charter school, must be reviewed by the Superintendent or Designee, Coordinator of DropOut Prevention, and the Principal of Alternative Education. The student will be assigned to the district alternative school or a reentry program for the period of time as determined to be appropriate.

The records of students seeking to enroll in Gadsden County Public Schools who are currently being recommended for expulsion or dismissal, or who have been expelled or dismissed from another public school district, a private

school, or a charter school, must be reviewed by the Superintendent or Designee, Coordinator of DropOut Prevention, and the Principal of Alternative Education. The student will be assigned to the district alternative school or other alternative school program or a reentry program for a period of time as determined to be appropriate.

If a final order of expulsion has been imposed upon the student from a previous school/district, the Superintendent or Designee, Coordinator of DropOut Prevention, and the Principal of Alternative Education may choose to:

1. honor the expulsion or dismissal of the student from the previous school/district;
2. assign the student to a district alternative school; or
3. assign the student to a zoned school of attendance.

## GLOSSARY

**Abuse of property/minor vandalism** - to use wrongly or improperly, or to maltreat any school equipment or property, including school buses.

**Aggravated battery** - Intentionally or knowingly causing great bodily harm, permanent disability, or permanent disfigurement or using a deadly weapon while committing a battery.

**Alcohol possession, use, sale, storage, or distribution** - having on one's person or within one's personal property or under one's control by placement of and knowledge of the whereabouts or reasonable belief that one has assimilated, or reasonably appears, in the judgment of appropriate school officials, to be under the influence of any alcoholic substance

**Armed robbery** - the taking of money or other property which may be the subject of larceny from the person or custody of another, with intent to either permanently or temporarily deprive the person or the owner of the money or other property, when in the course of the taking there is the use of force, violence, assault, or putting in fear; with the use of a firearm, imitation firearm, or other deadly weapon

**Arson** - to willfully and unlawfully, or while in the commission of any felony, by fire or explosion, damage or cause to be damaged: any dwelling, whether occupied or not, or its contents; any structure, or contents thereof, where persons are normally present; and any other structure that the person knew or had reasonable grounds to believe was occupied by a human being

**Articles disruptive to school** - to possess, display or use anything that is disruptive to the general peace and welfare of a school center, school bus, or a school sponsored activity

**Assault** - an intentional, unlawful threat by word or act to do violence to the person of another, coupled with an apparent ability to do so which creates a well-founded fear in such other person that such violence is imminent. (F.S 784.011)

**Assault on school board employee** - any intentional, unlawful threat, by word or act, to do violence to a school board employee, coupled with an apparent ability to do so, and doing some act that creates a well-founded fear in another person that violence is imminent

**Attempted criminal act against a person** - any person who attempts to commit, or who solicits another to commit, or who agrees, conspires, combines, or confederates with another person or persons to commit the offense of a battery against another person or persons, and in such attempt does any act toward the commission of such offense, but fails in the perpetration or is intercepted or prevented in the execution of the offense

**Battery (BAT)-Level I** - (physical attack/harm) The physical use of force or violence by an individual against another. The attack must be serious enough to warrant consulting law enforcement and result in more serious bodily injury. (To distinguish from Fighting, report an incident as Battery only when the force or violence is carried out against a person who is not fighting back.) Law enforcement must be notified.

**Battery or aggravated battery on a school board employee** - a battery or aggravated battery on any elected official or school district employee whether it is committed on school property, on school sponsored transportation, during a school-sponsored activity or while the elected official or employee is on official school business

**Bomb threat** - intentionally making a false report to any person concerning the placement of any bomb, dynamite, explosive, or arson-causing device

**Breaking and entering/burglary** - the unlawful entry into a building or other structure with the intent to commit a crime

**Bullying** - Systematically and chronically inflicting physical hurt or psychological distress on one or more students, or employees. It is further defined as unwanted and repeated written, verbal, or physical behavior, including

any threatening, insulting, or dehumanizing gesture, by a student or adult, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation; and may involve but is not limited to:

- a. Unwanted teasing;
- b. Social Exclusion;
- c. Threatening;
- d. Intimidation;
- e. Stalking;
- f. Cyberstalking;
- g. Cyberbullying;
- h. Physical violence;
- i. Theft;
- j. Sexual, religious, or racial harassment;
- k. Public humiliation;
- l. Rumor or spreading falsehoods; or
- m. Destruction of school or personal property.

**Bus disruption** - behavior that disrupts and/or distracts the driver from safely operating the school bus

**Cheating (copying work of another, using materials not authorized to use** - copying of anyone else's work or cheating on any test or assignment

**Chemical/hazardous material** - Any chemical compounds or dangerous materials that may be used to cause harm or vulnerability to any person(s).

**Computer misuse/inappropriate use of e-mail/internet** - the inappropriate use of a computer, including, but not limited to, breaking into restricted accounts or networks, modifying, or destroying files without permission, illegally copying software, and entering or distributing or printing unauthorized files; accessing or entering unauthorized internet sites; distributing inappropriate electronic messages

**Confrontation/tussle** - a verbal confrontation, struggle, or scuffle involving more than one person; pushing, shoving, pulling, etc. that has the propensity to escalate into a fight

**Contraband, non-criminal** - possession and/or use of items or contraband designated by the school as inappropriate materials such as portable paging devices, beepers, portable cellular telephones, etc.; these will be confiscated

**Corporal punishment** - Paddling by the principal/designee on the student's buttocks.

**Criminal assault on a student/person** - any intentional, unlawful threat, by word or act, to do violence to another person, coupled with an apparent ability to do so, and doing some act that creates a well-founded fear in another person that violence is imminent

**Criminal battery on a student/person (non-School Board Employee)** - an actual and intentional touching or striking of another person against his or her will or intentionally causing bodily harm to an individual, including child abuse; the malicious and unprovoked physical attack by an aggressor upon another person

**Destructive device** - A destructive device is any bomb, grenade, mine, rocket, missile, pipe bomb, or similar device containing some type of explosive that is designed to explode and is capable of causing bodily harm or property damage (F.S. 790.001(4)).

**Disobedient/open defiance/insubordination** - refusal or failure to obey, marked by resistance to authority; the flagrant or hostile challenge of the authority of a school staff member, bus driver, or any other adult in authority

**Disobeying rules on the school bus** - violation of the posted or written rules of conduct for the bus that is not necessarily a disruptive behavior; e.g.: not in assigned seat, eating or drinking on the bus

**Disorderly conduct/disruption of school** - any act which substantially disrupts the orderly conduct of a school function, behavior which substantially disrupts the orderly learning environment or poses a threat to the health, safety, and/or welfare of students, staff, or others

**Disrespectful language** - written or verbal remarks or gestures that show a lack of respect, rudeness or are inappropriate; The use of words or acts which demean, degrade, antagonize, or humiliate a person or group of persons

**Disruptive behavior** - behavior by its nature disrupts the educational process, but is not criminal.

**Disruptive play** - non-confrontational activity that is not appropriate in a school setting and is disruptive to the educational process; engaging in rowdy, rough behavior that interferes with the safe and or purposeful order of a school; e.g.: horseplay, chasing another student in the hallway of classroom, etc.

**Dress code violation** - to dress in a manner that would constitute a disruption in the school, create a safety hazard or exhibit impropriety; violations of the school dress code

**Drug paraphernalia use, sale, storage, or distribution** - to possess, use, sale, store, or distribute any equipment, device, or equipment used for the purpose of preparing or taking drugs

**Drug Use/Possession Excluding Alcohol (DRU)-Level III** - (illegal drug possession or use) The use or possession of any drug, narcotic, controlled substance, or any substance when used for chemical intoxication. Use means the person is caught in the act of using, admits to use or is discovered to have used in the course of an investigation.

**Due process** - A student has the right to a fair, reasonable, and impartial hearing for a broken or disobeyed rule. [F.S 1006.07]

**Explosive (F.S. 790.001 (5))** - any chemical compound or mixture that has the property of yielding readily to combustion or oxidation upon application of heat, flame, or shock, including but not limited to dynamite, nitroglycerin, trinitrotoluene, or ammonium nitrate when combined with other ingredients to form an explosive mixture, blasting caps, and detonators; but not including:

(a) Shotgun shells, cartridges, or ammunition for firearms;

(b) Fireworks as defined in s. 791.01(4)(a); means and includes any combustible or explosive composition or substance or combination of substances or, except as hereinafter provided, any article prepared for the purpose of producing a visible or audible effect by combustion, explosion, deflagration, or detonation. The term includes blank cartridges and toy cannons in which explosives are used, the type of balloons which require fire underneath to propel them, firecrackers, torpedoes, skyrockets, roman candles, dago bombs, and any fireworks containing any explosives or flammable compound or any tablets or other device containing any explosive substance.

(c) Smokeless propellant powder or small arms ammunition primers, if possessed, purchased, sold, transported, or used in compliance with F.. 552.241;

**Explosive devices possession, use, sale, or distribution (not firecrackers, fireworks)** - an explosive is any chemical compound or mixture that has the property of yielding readily to combustion or oxidation upon application of heat, flame, or shock, including but not limited to dynamite, nitroglycerin, trinitrotoluene, or ammonium nitrate when combined with other ingredients to form an explosive mixture, blasting caps, and detonators

**Expulsion** - Removal of the right and obligation of a student to attend a public school under conditions set by the School Board for a period of time not to exceed the remainder of the school year and one (1) additional year of attendance. Expulsion can also mean alternative placement.

**Extortion/blackmail/coercion** - the use of threat or intimidation to obtain anything of value from another person, including, but not limited to, money

**Extracurricular** - any school-authorized or education-related activity occurring during or outside the regular instructional school day. [F.S. 1006.15]

**FLAKKA** – Synthetic drug that can be snorted, smoked, injected or swallowed. This designer drug is sweeping the State of Florida.

**Failure to comply with class/school rules** - violation of specified posted or written school or class rule that is not necessarily a disruptive behavior; e.g.: repeatedly chewing gum, repeatedly tardy for class, etc.

**False fire alarm/911 call** - whoever, without reasonable cause, by outcry or the ringing of bells, or otherwise makes or circulates, or causes to be made or circulated, a false alarm of fire or 911 call

**False report involving school, school personnel’s property, school transportation or school sponsored activity-** Making a false report with intent to deceive, mislead, or otherwise misinform any person, concerning the placing or planting of any bomb, dynamite, or other deadly explosive.

**Fighting** - mutual participation in a hostile, physical encounter; mutual participation in an altercation involving physical violence

**Firearm** - means any weapon (including a starter gun) which will, is designed to, or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; any destructive device; or any machine gun. The term "firearm" does not include an antique firearm unless the antique firearm is used in the commission of a crime. [F.S. 790.001(6)]

**\*Firearm, possession, use, or sale of** - Possession, use, or sale of any firearm, on school property, school-sponsored transportation or during a school-sponsored activity. A firearm, is any weapon (including a starter gun) which will, is designed to, or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; any destructive device; or any machine gun. [F.S. 790.001(6)]

**Fireworks/firecrackers** - possession, use, sale, storage, or distribution of fireworks or firecrackers or associated devices

**Forgery of a document or signature** - to fashion or reproduce for fraudulent purposes

**Gambling** - one who participates in games of chance or skill for money or profit

**Grievance procedure** - The process of filing appropriate forms resulting from a complaint filed by a student. Forms may be obtained from the principal.

**Harassment** - Any threatening, insulting or dehumanizing gesture, use of technology, computer software, or written, verbal or physical conduct directed against a student or school employee that:

1. Places a student or school employee in reasonable fear of harm to his/her person or damage to his/her property;
2. Has the effect of substantially interfering with a student’s educational performance, or employee’s work performance, or either’s opportunities, or benefits;
3. Has the effect of substantially negatively impacting a student’s or employee’s emotional or mental well-being; or
4. Has the effect of substantially disrupting the orderly operation of a school.

**Hazing** - to persecute or harass with meaningless, difficult, or humiliating tasks whether its mental and/or physical.

**Homicide/murder** - the unlawful killing of a human being; and manslaughter – the killing of a human being by the act, procurement, or culpable negligence of another, without lawful justification. Law enforcement must be notified.

**Illicit drug** - A drug not allowed by law, custom, rule, etc.

**Imitation firearm** – Any toy gun, replica of a firearm, air-soft gun that fires nonmetallic projectiles, or other device that is so substantially similar in coloration and overall appearance to a firearm.

**Inappropriate activity** - any activity that is disruptive and/or inappropriate in a school setting that does not fit into another category

**Intentionally striking a staff member intervening in a fight** - intentionally striking or violently struggling with a staff member intervening in a fight or confrontation

**Kidnapping or abduction** - forcibly, secretly, or by threat, confining, abducting, or imprisoning another person against their will and without lawful authority, with intent to hold for ransom or reward or as a shield or hostage; commit or facilitate commission of any felony; inflict bodily harm upon or to terrorize the victim or another person. Law enforcement will be notified.

**Leaving School Grounds without permission** - unauthorized leaving of the school grounds

**Lying/misrepresentation** - intentionally providing false or misleading information to, or withholding valid information from a school staff member

**MDMA/"Molly"** – Methylenedioxy-methamphetamine is a pure form of an ingredient found in Ecstasy.

**Motor vehicle theft** - theft or attempted theft of a motor vehicle; anything that is self-propelled

**Obscene, lewd, or inappropriate act** - the use of oral or written language, electronic messages, pictures, objects, gestures, or engaging in any physical act considered to be offensive, socially unacceptable, or not suitable for an educational setting

**Other potentially dangerous weapons/items** - any instrument or object, other than firearms or knives, deliberately used to inflict harm on another person, or used to intimidate any person

**Out of Assigned Area** - out of assigned area without permission and/or in a restricted access area without permission

**Permissible absence** - An absence which has the sanction of the parents/guardians and the school. This may include activities such as an individual educational trip or other extenuating circumstance. Any such individual educational trip must be planned by the parent/guardian and teacher, and a written report of the trip must be presented to the teacher. Work missed may be made up by the student.

**Petty theft/stealing 1 (\$0-\$10)** - the unlawful taking, carrying, or lending of property less than \$10.00 in value from the possession or constructive possession of another person

**Petty theft/stealing 2 (\$10 -\$25)** - the unlawful taking, carrying, lending, or riding away of property more than \$10, but less than \$25 in value from the possession, or constructive possession of another person

**Petty theft/stealing 3 (\$25-\$50)** - the unlawful taking, carrying, lending, or riding away of property more than \$25, but less than \$50 in value from the possession, or constructive possession of another person

**Physical aggression (not involving law enforcement)** - the intentional physical aggression of one party against another person such as pushing, punching, or striking

**Plagiarism** - The unauthorized use of someone else's material, which is then presented as being the result of the plagiarist's own primary research, creative impulse or insight. Plagiarism technically encompasses the borrowing of ideas of others, as well as their exact words or allowing one's own personal work or homework to be copied

**Possession/use of tobacco products** - possession, use, sale, storage, or distribution of tobacco products on school district property

**Profane/obscene language** - abusive, profane, obscene, or vulgar language (verbal, written, or gestures) or conduct in the presence of another person

**Prohibited items** - An item prevented by law or by an order.

**Public display of affection** - engaging in overtly amorous contact or language not appropriate in a school setting

**Robbery** - the taking or attempting to take anything of value that is owned by another person or organization, under confrontational circumstances by force or threat of force or violence and /or by putting the victim in fear

**Synthetic Drug** - substances that mimic marijuana, cocaine and other illegal **drugs** are making users across the nation seriously ill, causing seizures and death.

**Sexual battery (attempted or actual forcible penetration)** - forced- oral, anal, or vaginal penetration by, or union with, the sexual organ of another or the anal or vaginal penetration of another by any other object. Law enforcement must be notified.

**Sexual harassment** - any slur, innuendo, or other physical conduct reflecting on an individual's gender which has the purpose of creating an intimidating, hostile, or offensive educational work environment; has the purpose or effect of unreasonably interfering with an individual's work or school performance or participation; or otherwise affects an individual's educational opportunities; sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature

**Sexual misconduct** - engaging in a sex act or physical conduct of a sexual nature; the unlawful sexual intercourse, sexual contact or other unlawful behavior or conduct intended to result in sexual gratification without force or threat and where the victim is capable of giving consent

**Stealing more than \$50** - the unlawful taking, carrying, leading, or riding away of property more than \$50, in value from the possession or constructive possession of another person or entity (meaning school)

**Suspension** - Removal of students from their regular school program for a period not to exceed 10 school days. Pursuant to Florida Statute 1006.09, no student who is required by law to attend school shall be suspended for unexcused absence or truancy.

**Tardiness, Habitual** - consistently late to class or school

**Tear gas gun or chemical weapon or device** - any weapon of such nature, except a device known as a "self-defense chemical spray." "Self-defense chemical spray" means a device carried solely for purposes of lawful self-defense that is compact in size, designed to be carried on or about the person, and contains not more than two ounces of chemical. [F.S. 790.001(3)(b)]

**Threat against school, school personnel's property, school transportation or school sponsored activity** - Threatening to throw, project, place, or discharge any destructive device with intent to do bodily harm.

**Threat, non-criminal** - a threat (less serious than assault) by word or act to do violence to another person or his/her property; e.g.: "You better watch your back", "I'm going to get you after school."

**Trespassing** - to enter or remain on a public school campus or school board facility without authorization or invitation and with no lawful purpose for entry, including students under suspension or expulsion, employees not required by their employment to be at the particular location; and unauthorized persons who enter or remain on campus or school district facility or sponsored activity after being directed to leave

**Truancy/Unexplained Absence** - An absence from class or school that the reason or excuse is inadequate or does not meet the criteria for an excused absence

**Unauthorized possession or use of prescription medication** - to possess, use, sell, store, or distribute or be under the influence of any substance which requires a physician's prescription, or any over-the-counter medication without parent/guardian approval and school notification

**Unauthorized sale/distribution of materials (non-criminal)** - unauthorized selling or distributing of materials not generally considered illegal; e.g.: candy

**Unexcused absence** - An absence which does not have the approval of the school, or which is due to disciplinary action against the student. Ordinarily, in such case, the work missed may not be made up by the student for credit.

**Unintentionally striking a staff member intervening in a fight** - unintentional striking or violently struggling with a staff member intervening in a fight or confrontation

**Unknown weapon possession** - type of instrument or object unknown at the time of the report

**Unserviced detention (extended)** - unexcused absence from a scheduled extended detention

**Unserviced detention (regular)** - unexcused absence from a scheduled regular detention

**Unserviced detention (Saturday)** - unexcused absence from a scheduled Saturday detention

**Use of intoxicants** - the inappropriate use of intoxicants, including but not limited to, glue, solvents, butane, and whipped cream, for the purpose of obtaining a mood-modifying experience

**Vandalism more than \$100 (includes time and labor)** - the willful and/or malicious destruction, damage, or defacement of public or private property, real or personal, including bus seats and buses, without the consent of the owner or the person having custody or control of it. This includes graffiti.

**Weapon** - A weapon may be, but is not limited to, any firearm, any explosive or destructive device, any knife, razor blade or box cutter, any dirk (dagger), metallic knuckles, slung shot (a small mass of metal, stone, sand, or similar material fixed on a flexible handle, strap, or the like, used as a weapon.), billie [billie (also spelled billy) club, night stick, a stick of less than arm's length, usually made of wood, plastic, or metal], tear gas gun, chemical weapon or device, or other deadly weapon except a firearm or a common pocketknife, plastic knife, or blunt-bladed table knife [F.S. 790.001(13)] or any item used with intent to cause bodily harm to another individual.

**Weapon/knife possession** - the possession of any knife that may inflict harm on another person, or be used to intimidate another person, including, but not limited to, fixed blade knives, folding knives, switch blade knives, and common pocket knives or any item used with intent to cause bodily harm to another individual.

# APPENDICES

# Gadsden Public School District

## Declaration of Intent to Terminate School Enrollment



*"Putting Children First"*

### **Compulsory Attendance Requirements**

- All youths between the age of 6 and under 18 (under 16) per Florida statute 1003.21 must attend school.
- Students aged 16 and 17 are not required to attend school when and if a FORMAL DECLARATION OF INTENT TO TERMINATE SCHOOL ENROLLMENT FORM AND DOE EXIT SURVEY is on file with the district, and must be completed by Parent/Guardian and Student.

These forms are available with the Guidance Counselor at your child's school.

Roger P. Milton, Superintendent of Schools

35 Martin Luther King, Jr.

Boulevard

Quincy, Florida

32351

Phone: (850) 627-9651 Fax: (850) 627-2760

**Florida Department of Education  
Exit Interview Student Survey**

School Name \_\_\_\_\_ School District \_\_\_\_\_

Student Name \_\_\_\_\_ Student DOB \_\_\_\_\_

Grade Level \_\_\_\_\_ Date \_\_\_\_\_

**Directions: Please circle the response that best describes your experience or provide a description of your experience in the space provided.**

1. Which of the following best describes your **primary** reason for terminating school enrollment?

- |  |                                      |
|--|--------------------------------------|
| A. Classes were not interesting/bored                | K. Student-teacher conflict          |
| B. Missed too many days and could not catch up       | L. Employment/have to work full-time |
| C. Did not like school                               | M. Friends dropped out               |
| D. Failing classes/couldn't keep up with school work | N. Failed to pass FCAT               |
| E. Illness   | O. Intimidated/Threatened/Bullied    |
| F. Became a parent                                   | P. Migrant                           |
| G. Getting married                                   | Q. Homeless                          |
| H. Felt like I did not belong                        | R. Family Problems                   |
| I. Suspended from school often                       | S. Other                             |
| J. Expelled from school                              |                                      |

2. Which of the following best describes your **secondary** reason for terminating school enrollment?

- |  |                                      |
|--|--------------------------------------|
| A. Classes were not interesting/bored                | K. Student-teacher conflict          |
| B. Missed too many days and could not catch up       | L. Employment/have to work full-time |
| C. Did not like school                               | M. Friends dropped out               |
| D. Failing classes/couldn't keep up with school work | N. Failed to pass FCAT               |
| E. Illness   | O. Intimidated/Threatened/Bullied    |
| F. Became a parent                                   | P. Migrant                           |
| G. Getting married                                   | Q. Homeless                          |
| H. Felt like I did not belong                        | R. Family Problems                   |
| I. Suspended from school often                       | S. Other                             |
| J. Expelled from school                              |                                      |

3. What would have improved your chances of staying in school? (Circle all that apply.)

- A. Opportunities for real-world learning (internships, service learning)
- B. Better teachers
- C. Smaller classes
- D. More individualized instruction
- E. Better communication with your teachers
- F. Better communication with your parents
- G. Increased parental involvement
- H. Less freedom and more supervision from parents
- I. Less freedom and more supervision from school officials
- J. Other

4. What actions did your school personnel take to keep you enrolled in school? (Circle all that apply.)

- A. Provided student counseling
- B. Scheduled a conference with parent(s), guardian(s), student, and school staff
- C. Discussed and offered options for tutoring
- D. Discussed the consequences of dropping out
- E. Discussed and offered options for continuing education in a different environment (e.g., Adult Education, home school, virtual school, hospital homebound)
- F. Discussed and offered alternative options for graduation (e.g., diploma options, GED Exit Option or GED Testing)
- G. Conducted home visits
- H. Referred student to agencies/programs to address problems interfering with school success (e.g., substance abuse counseling, psychological counseling, family counselor)
- I. Discussed and offered participation in a credit recovery course/program
- J. Discussed and offered access to Dropout Prevention Program(s) (e.g., alternative education, disciplinary, teenage parent)
- K. Tracked student progress (by teacher, counselor, social worker, graduation coach, etc.)
- L. Changed or revised course schedule
- M. Implemented intervention contracts (e.g. attendance or behavior)
- N. Student reported that school staff took no action
- O. Other

**Please check and sign below to certify that each of the following statements was addressed by school personnel.**

I am at least 16 years of age and it is my intent to terminate my school enrollment. I received counseling from a guidance counselor or other school personnel which addressed the following:

- Terminating school enrollment prior to graduation will likely reduce my potential earnings and negatively affect my career options.
- Termination of school enrollment will result in the revocation/denial of my driving privileges until age 18.
- My reasons for leaving school prior to graduation.
- Possible actions that could keep me from leaving school prior to graduation.
- Options for continuing my education in a different environment, e.g., Adult Education or GED testing.
- For Bright Futures eligibility, GED students must complete credit requirements before taking GED exam.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if student is under 18 years of age)

School Personnel Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Optional:**

1. What is the highest level of education completed by your maternal parent/guardian? (circle one)

Elementary    Middle School    High School    College    Graduate School    Unknown

2. What is the highest level of education completed by your paternal parent/guardian? (circle one)

Elementary    Middle School    High School    College    Graduate School    Unknown

**Florida Department of Education  
Exit Interview  
(Designated School Personnel)**

**To be completed by school guidance counselor or other school personnel:**

School Name \_\_\_\_\_ School District \_\_\_\_\_

Student Name \_\_\_\_\_ Withdrawal date: \_\_/\_\_/\_\_

Grade Level \_\_\_\_\_ Student ID# \_\_\_\_\_

Student DOB \_\_\_\_\_ School Transcript (*Please Attach*)

What is the *primary* reason the student is terminating school enrollment? (check one)

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Classes not interesting  | <input type="checkbox"/> Marriage                       | <input type="checkbox"/> Employment          |
| <input type="checkbox"/> Student/teacher conflict | <input type="checkbox"/> Parenting                      | <input type="checkbox"/> Suspended too often |
| <input type="checkbox"/> Friends dropped out      | <input type="checkbox"/> Illness                        | <input type="checkbox"/> Homeless            |
| <input type="checkbox"/> Failing classes          | <input type="checkbox"/> Migrant                        | <input type="checkbox"/> Truancy/Absenteeism |
| <input type="checkbox"/> Did not like school      | <input type="checkbox"/> Expelled                       | <input type="checkbox"/> Failed to pass FCAT |
| <input type="checkbox"/> Family Problems          | <input type="checkbox"/> Intimidated/Threatened/Bullied |  |

Other: \_\_\_\_\_  
\_\_\_\_\_

Was the student in an alternative program prior to withdrawal from school?      Yes    No  
If no, was an alternative program available?      Yes    No  
If yes, describe the alternative program? \_\_\_\_\_

Had the student received individual counseling prior to this meeting?      Yes    No  
If no, was counseling made available to the student?      Yes    No

Has a child study team been convened on the student's behalf?      Yes    No  
If yes, please list the interventions taken by the child study team. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Was the student involved in school sponsored extracurricular activities?      Yes    No

Does the student have an IEP or Section 504 Accommodation Plan?      Yes    No

Has the student received any remediation services in the past two (2) years?      Yes    No  
If yes, please describe the remediation services? \_\_\_\_\_  
\_\_\_\_\_

What is the average number of days the student was absent over the past two (2) years?  
Year 1 \_\_\_\_\_ Year 2 \_\_\_\_\_

How many unexcused absences or tardies has the student accumulated over the past two years?

Unexcused Absences: Year 1 \_\_\_\_\_ Year 2 \_\_\_\_\_  
Unexcused Tardies: Year 1 \_\_\_\_\_ Year 2 \_\_\_\_\_

What interventions did the school attempt in response to unexcused absences or tardinesses of the student while enrolled?

- A. Communication between the school/teacher and the family/student
- B. Formal meeting with the parent
- C. Changes to the learning environment
- D. Student counseling
- E. Tutoring
- F. Attendance Contract
- G. Mentoring
- H. Referral to other agencies/services on behalf of family needs
- I. Truancy Petition
- J. Other (Please describe)

Has the student *ever* been suspended? Yes No If yes, how many times? \_\_\_\_\_

Has the student *ever* been expelled? Yes No If yes, how many times? \_\_\_\_\_

Is the student eligible for the free/reduced lunch program? Yes No

Does the student plan to earn a GED? Yes No

If yes, inform student, for Bright Futures eligibility, GED students must complete credit requirements before taking GED exam.

Has the student been informed of options for continuing his/her education? Yes No

Has the parent been notified of the student's intent to terminate school enrollment? Yes No  
If yes, provide the date of parent notification. \_\_\_\_\_

The student has identified the following as actions that could be taken to keep them in school.

- A. Opportunities for real-world learning (internships, service learning)
- B. Better teachers
- C. Smaller Classes
- D. More individualized instruction
- E. Better communication with your teachers
- F. Better communication with your parents
- G. Increased Parental Involvement
- H. Less Freedom and more supervision from parents
- I. Less Freedom and more supervision from school officials

Other: \_\_\_\_\_

Has the student completed the student survey? Yes No

If no, how many attempts did the school make to obtain a completed survey from the student? \_\_\_\_\_

**The following section is included to encourage dropout retrieval efforts.**

**Three (3) month follow-up:** (Please check all that apply.)

**Method of contact:**

Letter (Level I)       Phone call (Level II)       Home visit (Level III)

Contact Successful       Contact Unsuccessful

**Employment status:**

Employed full-time       Employed part-time       Unemployed       Unknown

**Education status:**

Working on GED       Earned GED       Enrolled in another school (private/vocational)       Unknown

Other (Please explain) \_\_\_\_\_

Did the student return to school following this contact?    Yes      No

\*\*\*\*\*

**Final contact (prior to start of next school year):**

Not applicable: Student returned to school \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

**Method of contact:**

Letter (Level I)       Phone call (Level II)       Home visit (Level III)

Contact Successful       Contact Unsuccessful

**Employment status:**

Employed full-time       Employed part-time       Unemployed       Unknown

**Education status:**

Working on GED       Earned GED       Enrolled in another school (private/vocational)       Unknown

Other (Please explain) \_\_\_\_\_

Did the student return to school following this contact?    Yes      No

## School Violence: Suggested Prevention By District Safety Committee

School violence can be prevented. Research shows that prevention efforts – by teachers, administrators, parents, community members, and even students – can reduce violence and improve the overall school environment. No one factor in isolation causes school violence, so stopping school violence involves using multiple prevention strategies that address the many individual, relationship, community, and societal factors that influence the likelihood of violence. Prevention efforts should ultimately reduce risk factors and promote protective factors at these multiple levels of influence.

### A. What Is a School Crime Watch?

Based on the Neighborhood Watch concept, a school crime watch helps youth watch out for each other to make the entire school area safer and more enjoyable. The school crime watch is a student-led effort that helps youth take a share of responsibility for their school community. Youth who participate in a school crime watch learn how to keep from becoming victims. They also learn the best ways to report suspicious activities or arguments between students before they turn into fights or other disturbances.

### B. Planning a Successful Project

For more information on how to plan a successful project, see the National Youth Network's Planning a Successful Crime Prevention Project. This 28-page workbook explains the five steps of the Success Cycle:

- Assessing Your Community's Needs.
- Planning a Successful Project.
- Lining Up Resources.
- Acting on Your Plans.
- Nurturing, Monitoring, and Evaluating.

The workbook includes six worksheets for you to take notes on. You can get a copy of this planning workbook from the Juvenile Justice Clearinghouse, listed in the Resources section.

### C. What Are Some Possible School Crime Watch Activities?

#### Student Patrol Program

A student patrol can be a powerful component of a school crime watch. These groups go beyond traffic safety patrol programs. They look for and report signs of crime and help keep crime off campuses. This moves the program from an informational and teaching posture to one of action. Patrol activities include monitoring halls and parking lots between classes and during lunch. This alone can reduce the number of crime related incidents. In schools with active patrols, crime has dropped 20 to 75 percent. Recognize, however, that if the patrol is not accepted by a majority of students, it can easily be seen as a group of "snitches."

#### Anonymous Reporting System

Another school crime watch activity is setting up an anonymous reporting system. A reporting system is critical to the success of a school crime watch program. Students should report crime or incidents because they are serious issues, not because they want to get someone they don't like into trouble. If an incident is not reported, it might escalate into a dangerous situation for the students involved. Reporting should be done on an anonymous basis, and all crime watch reports should be kept confidential. Such a reporting system can produce tips on areas to watch on the school grounds and reveal other issues of concern to students.

Crimestoppers International and Youth Crime Watch of America have worked with schools to implement these kinds of programs and can provide you with more specific information..

### D. Other Activities for School Crime Watch

Student crime watch programs can perform a number of other activities to promote the overall health of the school. These include: Hosting drug- and alcohol-free parties.

- Sponsoring crime prevention fairs.
- Working with local elementary schools on child safety issues.
- Writing a column about crime prevention for your local or school newspaper.
- Presenting daily or weekly crime prevention tips over the PA system during morning announcements.
- Teaching drug prevention, personal safety, and conflict resolution to peers and younger students.
- Organizing school cleanups.

**Resources**

For more information, contact one of the following organizations or visit the U.S. Department of Justice Kids Page Web site at [www.usdoj.gov/kidspage](http://www.usdoj.gov/kidspage). This site includes information for kids, youth, parents, and teachers.

**Juvenile Justice Clearinghouse**

P.O. Box 6000  
Rockville, MD 20849-6000  
800-638-8736  
301-519-5212 (Fax)  
Internet: [www.ncjrs.org/ojjhome.htm](http://www.ncjrs.org/ojjhome.htm)

**National Crime Prevention Council**

1700 K Street NW., Second Floor  
Washington, DC 20006-3817  
202-466-6272  
Internet: [www.ncpc.org](http://www.ncpc.org)

**Youth Crime Watch of America**

9300 South Dadeland Boulevard, Suite 100  
Miami, FL 33156  
305-670-2409  
305-670-3805 (Fax)  
Internet: [www.ycwa.org](http://www.ycwa.org)

**National School Safety Center**

4165 Thousand Oaks Boulevard  
Westlake Village, CA 91362  
805-373-9977  
Internet: [www.nsscl.org](http://www.nsscl.org)

**Scholastic Crimestoppers International**

Larry Wieda  
4441 Prairie Trail Drive  
Loveland, CO 80537  
303-441-3327  
303-441-4327 (Fax)  
Internet: [www.c-s-i.org](http://www.c-s-i.org)

## Gadsden County School District BULLYING AND HARASSMENT FINAL REPORT FORM

School Personnel Completing Form: \_\_\_\_\_ Position: \_\_\_\_\_

Today's date: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ School: \_\_\_\_\_  
Month Day Year

**Name of Person Who Reported the Incident** (From Reporting Form): \_\_\_\_\_

Date of Initial Report: \_\_\_\_\_ Telephone: \_\_\_\_\_ E-mail: \_\_\_\_\_

Student       Parent/guardian       Other (specify) \_\_\_\_\_

Written Report (form)       Verbal Report       Online Report       Anonymous Report

1. Name of alleged victim: \_\_\_\_\_ (Please print)      Male/ Female: \_\_\_\_ Grade: \_\_\_\_ Age: \_\_\_\_  
 Race: \_\_\_\_\_ Disabled  Yes  No  
 Days absent as a result of the incident: \_\_\_\_\_

2. Name(s) of alleged offender(s) (If known):	Age	School	Is he/she a student?	Days absent due to incident (Include OSS)
_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____

(Please print)

### INVESTIGATION

3. Parents/legal guardians of all involved were notified after the investigation was initiated. Date \_\_\_\_\_ Method \_\_\_\_\_

4. What actions were taken to investigate this incident? (choose all that apply)
- |  |   |
|--|---|
| <input type="checkbox"/> Interviewed alleged victim    Date _____                | <input type="checkbox"/> Interviewed alleged victim's parent/guardian    Date _____   |
| <input type="checkbox"/> Interviewed alleged offender(s)    Date _____           | <input type="checkbox"/> Interviewed alleged offender's parent/guardian    Date _____ |
| <input type="checkbox"/> Interviewed witnesses    Date _____                     | <input type="checkbox"/> Examined physical evidence                                   |
| <input type="checkbox"/> Witness statements collected in writing                 | <input type="checkbox"/> Conducted student record review (for past incidents, etc.)   |
| <input type="checkbox"/> Reviewed any medical information available              | <input type="checkbox"/> Obtained copy of police report                               |
| <input type="checkbox"/> Interviewed teacher/relevant school staff    Date _____ | <input type="checkbox"/> Other (specify) _____  |

5. Nature of Incident: Possible reasons/alleged motives for the bullying incident (choose all that apply – be specific)
- |  |   |
|--|---|
| <input type="checkbox"/> Because of race               | <input type="checkbox"/> Because of physical appearance             |
| <input type="checkbox"/> Because of national origin    | <input type="checkbox"/> To impress others                          |
| <input type="checkbox"/> Because of marital status     | <input type="checkbox"/> Just to be mean                            |
| <input type="checkbox"/> Because of gender             | <input type="checkbox"/> Past conflicts                             |
| <input type="checkbox"/> Because of gender identity    | <input type="checkbox"/> Retaliation                                |
| <input type="checkbox"/> Because of religion           | <input type="checkbox"/> Because of another reason (specify): _____ |
| <input type="checkbox"/> Because of disability         | <input type="checkbox"/> The reason is unknown                      |
| <input type="checkbox"/> Because of imbalance of power |   |

6. Brief summary of incident: \_\_\_\_\_  
 \_\_\_\_\_

7. Where has the alleged bullying/harassment occurred? \_\_\_\_\_

8. Was a clear threat involved?     Yes     No    What was said \_\_\_\_\_  
 \_\_\_\_\_

9. Frequency and History: Did the alleged bullying occur at regular times/occasions/places? How often? Have any incidents occurred in the past by the same person/people? Any past incidents from a different person/people?

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10. Effects of the bullying or harassment incident:

- Disrupted school environment and the educational process
- Physical Harm. Any possible permanent effects? Yes  No
- Emotional/psychological harm or discomfort
- Absenteeism
- Damage to reputation and/or relationships
- Other (specify) \_\_\_\_\_

11. What corrective actions were taken in this case?

Unsubstantiated	Substantiated – Level III
<input type="checkbox"/> Parent contact	<input type="checkbox"/> Parent contact
<input type="checkbox"/> Student conference	<input type="checkbox"/> Behavior/No Contact contract
<input type="checkbox"/> Student warning	<input type="checkbox"/> Suspension from bus – How many days_____
<input type="checkbox"/> Withdrawal of privileges	<input type="checkbox"/> In-school suspension – How many days_____
<input type="checkbox"/> Detention – How many days_____	<input type="checkbox"/> Out-of-school suspension - How many days_____
<input type="checkbox"/> In-school suspension – How many days_____	<input type="checkbox"/> Referral to law enforcement
<input type="checkbox"/> Counseling: Details _____	<input type="checkbox"/> Counseling: Details _____
<input type="checkbox"/> Other: _____	<input type="checkbox"/> Other (specify) _____

12. What actions were taken in this case to protect the victim (choose all that apply in both cases of substantiated and unsubstantiated incidents)?

- Safety plan in place
- Monitoring situation
- Schedule change
- Transportation supervision
- Recommended staff the victim can go to if they feel unsafe
- No contact directive
- Additional bullying prevention education delivered
- Following-up meeting in place
- Counseling: Details \_\_\_\_\_
- Other: \_\_\_\_\_

13. Parents/legal guardians of all involved were notified that the investigation is complete.

Date \_\_\_\_\_ Method \_\_\_\_\_

14. Parents informed of the investigation outcome and the actions taken to protect the victim. Date \_\_\_\_\_

Informed:  By Phone  In Parent Conference  By Letter

15. Additional pertinent information gained during investigation \_\_\_\_\_

(Attach a separate sheet if necessary)

16. Physical evidence collected \_\_\_\_\_

(Attach a separate sheet if necessary)

**This allegation is:**                      **Substantiated**                       **Unsubstantiated**

17. Entered into district discipline system:                      Yes                       No

Substantiated
Unsubstantiated

BUL – Bullying or HAR – Harassment
UBL – Unsubstantiated Bullying or UHR – Unsubstantiated Harassment

**If unsubstantiated as bullying and/or harassment, what was the infraction? (Examples: Disrespect, Misconduct, Altercation, Intimidation/Threats, Verbal Confrontation, Unauthorized Use of Technology, Other) \_\_\_\_\_**

**Investigator Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**\*\*Attach copies of supporting documentation (Bullying/Harassment Report Form, Witness Statement Form, all interview notes, and any physical evidence for your records. Send a copy of this form to Student Services)\*\***

## Bullying or Harassment Reporting Form (Rev. 5/13)

This form should be used to report a possible incident of bullying as defined in the Gadsden County School District's Policy Prohibiting Bullying and Harassment.

**Any student can report bullying or harassment by talking to an administrator or completing this form and returning it to an assistant principal or principal. This form can be placed in the school's designated drop off spot for anonymous reporting.**

### PLEASE PRINT

Your name (optional): \_\_\_\_\_

School: \_\_\_\_\_

Name(s) of student(s) accused of bullying and/or harassment: \_\_\_\_\_

Is this the first time you have been bullied or harassed? YES \_\_\_\_\_ NO \_\_\_\_\_

If NO, is the bullying by the same person(s) or a different person(s)? \_\_\_\_\_

Were any of these incidents previously reported? No \_\_\_\_\_ Yes \_\_\_\_\_ To whom \_\_\_\_\_

Where did the incidents happen (choose all that apply)

- On school property       At a school-sponsored activity or event off of school property       On the computer  
 On a school bus       On the way to/from school       At the bus stop       Other: \_\_\_\_\_

On what dates did the incidents happen? \_\_\_\_\_

Choose the statement(s) that best describes what happened (choose all that apply)

- Teasing       Threat       Stalking       Theft       Cyberbullying  
 Social exclusion       Intimidation       Physical violence       Public humiliation       Other \_\_\_\_\_

What did the alleged offender(s) say or do? \_\_\_\_\_

Were there any witnesses? Yes \_\_\_\_\_ No \_\_\_\_\_

Signature of student/employee completing this form (optional): \_\_\_\_\_ Date \_\_\_\_\_

Thank you. This report will be followed up in a prompt manner. By completing this form, you are verifying that your statements are true and exact to the best of your knowledge. If you fear a student is in IMMEDIATE danger, please contact a trusted adult right away!

#### For Office Use Only

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

#45158 SPC96 • 7/13

**Bullying Witness Statement Form (Rev. 5/13)**

This form must be completed when there is a witness to an incident of alleged bullying. One form must be completed for each witness. All witness statements that relate to one incident should be attached to the Bullying or Harassment Reporting Form.

DATE OF INTERVIEW: \_\_\_\_\_

WITNESS NAME	WITNESS TITLE (ex. Parent, Student, or Teacher)
VICTIM NAME	
ACCUSED NAME	
PRINCIPAL/SCHOOL	INCIDENT DATE

Describe the location where the incident took place:

Description of incident witnessed:

Did you take any action to intervene? \_\_\_\_\_ If so, what did you do? \_\_\_\_\_

Have you witnessed any other bullying/harassing behavior towards the victim before? \_\_\_\_\_  
If yes, was it by the accused or someone different? \_\_\_\_\_

List any other witness names and grades:

**I agree that all the information on this form is accurate and true to the best of my knowledge.**

Signature of witness

Date

Name of person interviewing witness

### Bullying Complaint Report Form

This report **MUST** be completed to file a complaint relating to an incident of alleged bullying (*for the purpose of this form, bullying encompasses bullying, harassment, and discrimination*) and turned in to the school Principal/ designee of the victim's home school or the appropriate area/district office.

PERSON FILING COMPLAINT (last, first, middle)	GENDER M    F	GRADE
VICTIM'S NAME (last, first, middle)	GENDER M    F	GRADE
ACCUSOR'S NAME (last, first, middle)	GENDER M    F	GRADE
SCHOOL SITE (or site where incident occurred)	HOME SCHOOL/DEPT. OF VICTIM	
PRINCIPAL/ADMINISTRATOR	INCIDENT DATE /    /	

Describe the location where the incident took place:

-----  
 -----  
 -----

Describe the incident:

-----  
 -----  
 -----

List all witness names and grades: List evidence of bullying (letters, photos, etc. – attach evidence if possible):

-----  
 -----  
 -----

I agree that all of the information on this form is accurate and true to the best of my knowledge.

\_\_\_\_\_  
Signature of complainant

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name of person receiving Bullying Complaint Form

\_\_\_\_\_  
Date

**Be sure to attach any supporting documentation/evidence/investigation.**

<b>Action</b>	Agreed to Informal Resolution (Student-Student only)	Formal Resolution	Appeals: Referral to Area Superintendent and/or Appropriate Area/District Administrator
<b>Date</b>			
<b>Outcome</b>			
<b>Signatures</b>			

**Thank you. This report will be followed up within 2 school/work days.**

**If you fear a student is in IMMEDIATE danger, please contact the police immediately!**

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## CLASSROOM BEHAVIOR MANAGEMENT FORM FOR MINOR OFFENSES IN K-12 SCHOOLS

STUDENT \_\_\_\_\_ I.D. \_\_\_\_\_ DATE \_\_\_\_\_  
 TEACHER \_\_\_\_\_ SUBJECT \_\_\_\_\_ PERIOD \_\_\_\_\_  
 CIRCLE IF APPLICABLE TO STUDENT: ESE \_\_\_\_\_ ESOL \_\_\_\_\_

The above student's behavior has been disruptive to the class and inhibits my ability to teach. Specifically, the problem is:

\_\_\_\_\_  
 \_\_\_\_\_

As the classroom teacher, I have taken the following steps to correct the problem:

**1st Offense:** An **AFTER-CLASS DISCUSSION** was held on \_\_\_\_\_ with the student regarding the above problem. The student's reaction to the problem and my suggestions for improvement were:

\_\_\_\_\_ Favorable      \_\_\_\_\_ Unfavorable      \_\_\_\_\_ No reaction

\_\_\_\_\_  
 Teacher Signature

\_\_\_\_\_  
 Student Signature

**2nd Offense:** A **FORMAL TEACHER/STUDENT CONFERENCE** was held on \_\_\_\_\_ at \_\_\_\_\_.  
 (DATE) (TIME)

The problem was again discussed, and the student was warned that further misbehavior would result in a referral to the office. The student's reaction to my suggestions for improvement were:

\_\_\_\_\_ Favorable      \_\_\_\_\_ Unfavorable      \_\_\_\_\_ No reaction

**PARENT/GUARDIAN PHONE CONTACT**

**(Name and No.)** \_\_\_\_\_ was called on \_\_\_\_\_. The parent/guardian was advised of the problems and the steps taken thus far by me to remedy the problem. The parent/guardian's support was requested. Parent/Guardian reaction was:

\_\_\_\_\_ Positive      \_\_\_\_\_ Neutral      \_\_\_\_\_ No reaction

**3rd Offense:** The following **RESOURCE PEOPLE** were consulted:

A. Department/Team Chairman/Leader: The following recommendation/s was made:

\_\_\_\_\_

B. Guidance Counselor: The following recommendation/s was made:

\_\_\_\_\_

C. Other: The following assistance was provided:

\_\_\_\_\_

**4th Offense: THE PROBLEM PERSISTS:** I request administrative assistance with this student. [**Send this form and the student to the office.**]

\_\_\_\_\_  
 Date/Time Student Sent

\_\_\_\_\_  
 Teacher signature

White – Office    Yellow – Parent/Guardian    Pink – Guidance    Gold – Referring Teacher

# Discipline Incident Form

## Gadsden County Public Schools

\_\_\_\_\_  
School

Student #	Student name	Date	Time	Officer #	Reported by	Location
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**Incident Codes:**

- AR Arson
- AS Assault, Personnel/Student
- AU Alcohol, Using/ Possession
- BA Battery, Personnel/Student
- BE Breaking & Entering/Burglary
- BU Bullying, Cyber/Physical/Verbal
- DE Defiance/Disrespectful
- ID Disruptive, Classroom/Bus
- DC Disruption on Campus/Major
- DI Driving Infraction
- DU Drugs, Use/Sale/Possession
- ED Electronic Device, School/Bus
- EX Extortion
- FI Instigating a Fight
- FO Fighting

Please check the appropriate infraction and circle the action/category if needed

- FR Failure to Report as Assigned
- HA Harassment, Physical/Sexual/Verbal
- HP Horse-playing, Campus/Bus
- I1 Inappropriate, Behavior/Clothing/Gesture/Language
- I2 Indecent Exposure
- LS Leaving School Grounds/Activity/Class
- OD Defacing/Destroying Property, School/Student
- SX Sexual, Act/Activity/Battery
- SG Stolen Goods, Possession
- T1 Threat, Property/Student/Personnel
- TL Theft, Personnel/School/Student
- TO Tobacco, Using/Possession
- TP Trespassing on School Campus/Activity
- VA Vandalism
- WF Weapon, Possession/Use

**Detailed Information:**

A. More Serious  B. Less Serious   
 Drugs: M- Marijuana  N- Non Controlled Substance

Incident needs to be reported to Law Enforcement:  yes or  no

Weapon: Description \_\_\_\_\_  
 # of weapons \_\_\_\_\_  
 Student in possession of weapon(s) Yes  No   
 Student arrested: Yes  No

**Comments:**

\_\_\_\_\_  
 \_\_\_\_\_

**Parental Contact**

**Parent Notification:**  Personal Contact  Phone Message  Written Communication

**Name of Parent/Guardian:** \_\_\_\_\_ **Phone:** \_\_\_\_\_

**Notes:**

\_\_\_\_\_  
 \_\_\_\_\_

Administrative Use Only

**Administrative Disposition:**

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> BR Bus Suspension             | <input type="checkbox"/> DJ Placed in Time-Out  | <input type="checkbox"/> DS Saturday Detention     |
| <input type="checkbox"/> BS Ban from School Activities | <input type="checkbox"/> DK Require Restitution | <input type="checkbox"/> EX Recommending Expulsion |
| <input type="checkbox"/> DA Changed Assignment         | <input type="checkbox"/> DN Assigned Detention  | <input type="checkbox"/> IS In-School Suspension   |
| <input type="checkbox"/> DG Referred to Guidance       | <input type="checkbox"/> DO Work Detail         | <input type="checkbox"/> LP Alternative Placement  |
| <input type="checkbox"/> DH Conference w/ Student      | <input type="checkbox"/> DP Parent Conference   | <input type="checkbox"/> OS Suspension from School |

**Number of Days:** \_\_\_\_\_ **Beginning Date:** \_\_\_\_\_ **Return Date:** \_\_\_\_\_

**SWD Student:** If the student has received more than ten days of suspension during the current school year a manifestation meeting is required within 10 days.

Please check, if you sent notification to the Director of Exceptional Student Education. (All suspensions requires notification.)

**Comment:** \_\_\_\_\_

Action by: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_ Witness: \_\_\_\_\_

Principal / Asst principal / Dean: \_\_\_\_\_

Copies: White-Parents    Canary-Teacher    Pink-Office    Gold-Bus Driver    69

**GADSDEN COUNTY SCHOOL DISTRICT  
LETTER OF ACKNOWLEDGMENT  
and  
NOTICE REGARDING CODE OF STUDENT CONDUCT  
FOR SCHOOL YEAR 2019-2020**

In order to conserve resources, schools will not distribute paper copies of the *Code of Student Conduct* (Code) to every student. You can locate an electronic copy of the Code online at the District website at: [www.gcps.k12.fl.us](http://www.gcps.k12.fl.us). **If you require a paper copy of the Code, please check the box where indicated below, sign and return this sheet, and one will be provided to your child.**

This Code has been adopted to help your son/daughter gain the greatest possible benefit from his/her education; therefore, please read and discuss the Code with your son/daughter. **To request a printed copy of the Code, please sign this sheet and return it to your child's teacher or guidance counselor.** I, as well as my child, acknowledge and will comply with the duties, responsibilities and requirements outlined in the Student Code of Conduct.

This form will be kept at the school. Training on the Code of Student Conduct will be provided to all students, teachers and administration during the first month of school.

**FAILURE TO RETURN THIS REQUEST FORM WILL NOT RELIEVE A STUDENT OR THE PARENT/ GUARDIAN OF THE RESPONSIBILITY FOR COMPLIANCE WITH THE CODE OF STUDENT CONDUCT OR ACCOUNTABILITY FOR LOSS OR DAMAGE TO GADSDEN COUNTY PUBLIC SCHOOL PROPERTY.**

Please check only if you require a paper copy of the 2019-2020 *Code of Student Conduct*. **One (1) copy per household will be provided.**

Please provide a paper copy of the Code

Check here

\_\_\_\_\_

Name of your child's school

\_\_\_\_\_

Print Student Name

\_\_\_\_\_

Student Signature

\_\_\_\_\_

Date

\_\_\_\_\_

Print Parent/Guardian Name

\_\_\_\_\_

Parent/Guardian Signature

\_\_\_\_\_

Date

\_\_\_\_\_

School and Teacher Printed Name

\_\_\_\_\_

Teacher Signature

\_\_\_\_\_

Date

**FOR DISTRICT USE ONLY**

A copy of the Code of Conduct has been printed and returned to \_\_\_\_\_ on \_\_\_\_\_.

Please return this request and the paper copy of the Code to the parent/guardian of \_\_\_\_\_.

\_\_\_\_\_

Signature of District Office Employee