

AGENDA

REGULAR SCHOOL BOARD MEETING

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

June 23, 2009

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. May 12, 2009, 5:00 p.m. – School Board Workshop
 - b. May 18, 2009, 9:00 a.m. – Special Board Meeting
 - c. May 26, 2009, 4:00 p.m. – School Board Workshop
 - d. May 26, 2009, 6:00 p.m. - Regular School Board Meeting
 - e. June 2, 2009, 4:00 p.m. - Student Hearing
 - f. June 2, 2009, Immediately Following Student Hearing at 4:00 p.m., Student Hearing
 - g. June 2, 2009, 5:30 p.m. – Special Board Meeting

ACTION REQUESTED: The Superintendent recommends approval.

6. PERSONNEL MATTERS (resignations, retirements, recommendations, leaves of absence, terminations of services, volunteers, and job descriptions)
 - a. Personnel 2008 – 2009 – **SEE PAGE #6**
- b. Personnel 2009 – 2010 – **SEE PAGE#8**

ACTION REQUESTED: The Superintendent recommends approval.

- c. Reduction of 5 days and Approval of the 2009 – 2010 Twelve Month Employee Calendar – **SEE PAGE #11**

ACTION REQUESTED: The Superintendent recommends approval.

7. BUDGET AND FINANCIAL TRANSACTIONS

- a. Approval of bills and vouchers - See back-up material

ACTION REQUESTED: The Superintendent recommends approval.

- b. Budget Amendment Number Twenty-Four – **SEE PAGE #13**

Fund Source: 410 (School Food Service) Fund
Amount: \$.00

ACTION REQUESTED: The Superintendent recommends approval.

- c. Budget Amendment Number Twenty-Five – **SEE PAGE #16**

Fund Source: 110 (General) Fund
Amount: \$.00

ACTION REQUESTED: The Superintendent recommends approval.

- d. Budget Amendment Number Twenty-Six – **SEE PAGE #23**

Fund Source: 432 (Targeted ARRA Stimulus) Fund
Amount: \$873,752.00

ACTION REQUESTED: The Superintendent recommends approval.

- e. Budget Amendment Number Twenty-Seven – **SEE PAGE #33**

Fund Source: 420 (Federal) Fund
Amount: \$45,781.29

ACTION REQUESTED: The Superintendent recommends approval.

- f. Project Application – State Fiscal Stabilization Fund – **SEE PAGE #45**

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- g. School Board Truth in Millage (TRIM) Timetable – **SEE PAGE #51**

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

8. CONTRACT/PROJECT/GRANT APPLICATIONS

- a. Cooperative Agreement for Inter-County Transfer of Exceptional Students Between Leon County School Board and Gadsden County School Board
SEE PAGE #53

Fund Source: State FTE Funds
Amount: (determined by forumula)

ACTION REQUESTED: The Superintendent recommends approval.

- b. FSU/Multidisciplinary Services 2009 – 2010 School Year – **SEE PAGE #58**

Fund Source: IDEA Dollars
Amount: \$13,000.00 est.

ACTION REQUESTED: The Superintendent recommends approval.

- c. Contract with Kaylor Miles, M.Ed. – **SEE PAGE #63**

Fund Source: IDEA
Amount: \$20,000.00

ACTION REQUESTED: The Superintendent recommends approval.

- d. Agreement Between the Gadsden County Public Schools and INVO HealthCare Associates, Inc.–**SEE PAGE #67**

Fund Source: FEFP Dollars
Amount: \$58.00 (per hour for actual hours worked)

ACTION REQUESTED: The Superintendent recommends approval.

- e. AmeriCorps Gadsden Reads – **SEE PAGE #72**

Fund Source: Volunteer Florida and Title I, Part A Basic
Amount: \$304,258 from Volunteer Florida and \$53,998.00 from the School Board of Gadsden County

ACTION REQUESTED: The Superintendent recommends approval.

- f. Program Improvement Funds – **SEE PAGE #114**

Fund Source: Head Start (Federal)
Amount: \$208,940.00

ACTION REQUESTED: The Superintendent recommends approval.

- g. Head Start Expansion Application – **SEE PAGE #130**

Fund Source: Head Start (Federal)
Amount: \$450,633.00

ACTION REQUESTED: The Superintendent recommends approval.

- h. Contractor for IRS Section 125 Compliance –**SEE PAGE #166**
 Fund Source: N/A
 Amount: N/A
 ACTION REQUESTED: The Superintendent recommends approval.
- i. Agreement of Revised ESOL Endorsement InService Program
SEE PAGE #191
 Fund Source: N/A
 Amount: N/A
 ACTION REQUESTED: The Superintendent recommends approval.
- j. Student Data Management System – CrossPointe – **SEE PAGE #257**
 Fund Source: General Fund
 Amount: \$200,000.00 (First Year)
 \$50,000.00 (Second Year)
 ACTION REQUESTED: The Superintendent recommends approval.

9. BIDS

- a. Food and Non-Food - Bid #0910-02 – **SEE PAGE #296**
 Fund Source: 410
 Amount: N/A
 ACTION REQUESTED: The Superintendent recommends approval.
- b. Milk – Bid #0910-03 – **SEE PAGE #298**
 Fund Source: 410
 Amount: N/A
 ACTION REQUESTED: The Superintendent recommends approval.
- c. Bread – Bid #0910-04 – **SEE PAGE #301**
 Fund Source: 410
 Amount: N/A
 ACTION REQUESTED: The Superintendent recommends approval.
- d. Produce – Bid #0910-05 – **SEE PAGE #304**
 Fund Source: 410
 Amount: N/A
 ACTION REQUESTED: The Superintendent recommends approval.
- e. Beverage – Bid #0910-06 – **SEE PAGE #307**
 Fund Source: 410
 Amount: N/A
 ACTION REQUESTED: The Superintendent recommends approval.

10. STUDENT MATTERS – **SEE ATTACHMENT**

- a. Student Expulsion – See back-up material

Case #96-0809-0051

ACTION REQUESTED: The Superintendent recommends approval.

- b. Student Expulsion – See back-up material

Case #97-0809-0061

ACTION REQUESTED: The Superintendent recommends approval.

- c. Student Expulsion – See back-up material

Case #99-0809-0061

ACTION REQUESTED: The Superintendent recommends approval.

11. FACILITY/PROPERTY

- a. Continuing L.P. Gas Service with Empire Gas Original Bid Award May 22, 2007 – Bid #0708-07 - **SEE PAGE #310**

Fund Source: 110
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- b. Lawn Maintenance for East Gadsden High School – Bid #0910-08
SEE PAGE #313

Fund Source: 110
Amount: \$18,200.00 (26 weeks)

ACTION REQUESTED: The Superintendent recommends approval.

- c. HVAC – Full Service Agreement for West Gadsden High School
SEE PAGE #320

Fund Source: 110
Amount: \$34,915 year / \$2,910.00 month

ACTION REQUESTED: The Superintendent recommends approval.

ITEMS FOR DISCUSSION

12. CONSIDER, PROPOSAL, AND/OR ADOPTION OF ADMINISTRATIVE RULES AND RELATED MATTERS

- a. Discussion and Request to Advertise the Board’s Intent to Amend School Board Rule 2.25, Sub-Section Position Description – **SEE PAGE #329**

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- 13. EDUCATIONAL ITEMS BY THE SUPERINTENDENT
- 14. SCHOOL BOARD REQUESTS AND CONCERNS
- 15. ADJOURNMENT

The School Board of Gadsden County



"Building A Brighter Future"

Reginald C. James
SUPERINTENDENT
OF SCHOOLS

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

June 23, 2009

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

Dear School Board Members:

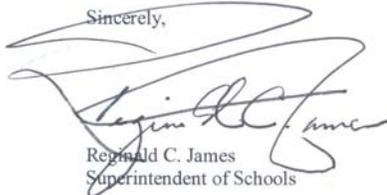
I am recommending that the attached list of personnel actions be approved, as indicated. I further recommend that all appointments to grant positions be contingent upon funding.

Item 6A Instructional and Non-Instructional Personnel 2008/2009
Item 6B Instructional and Non-Instructional Personnel 2009/2010

The following reflects the total number of full-time employees in this school district for the 2008/2009 school term, as of June 23, 2009.

<u>Description Per DOE Classification</u>	<u>DOE Object#</u>	<u>#Employees June, 2009</u>
Classroom teachers and Other Certified	120 & 130	488.50
Administrators	110	38.00
Non-Instructional	150, 160, & 170	424.00
		945.50

Sincerely,



Reginald C. James
Superintendent of Schools

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

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

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

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

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

BOARD MEETS FOURTH TUESDAY OF EACH MONTH
EQUAL OPPORTUNITY EMPLOYER

AGENDA 6A, INSTRUCTIONAL AND NON INSTRUCTIONAL 2008-2009

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

LEAVE

<u>Name</u>	<u>Beginning Date</u>	<u>Ending</u>
Lightfoot, Tomeka	05/18/2009	06/10/2009

RESIGNATIONS

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Brown, Beulah	Transportation	Bus Driver	06/03/2009
Bruyning, Alicia	SSES	Teacher	06/10/2009
Davis, Nylon	HES	Teacher	06/10/2009
Harris, Annette	CES	Principal	06/30/2009
Jarriel, Rachel	SJES	Teacher	06/10/2009
Lamb, Eugene	District	Coordinator, Health Serv	06/30/2009
McNeal, Kimberly*	JASMS	Office Manager	06/30/2009
Thomas, Mia	SJES	Asst. Principal	06/23/2009

*to accept another position in district

RETIREMENT

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Cunningham, Ethelyn	HES	AOSA	06/30/2009
Harris, Betty	HES	Teacher	06/10/2009
Jackson, Lessie	Food Service	Secretary	06/30/2009
Redding, Joyce	CES/GBES	Lib Media Spec	06/10/2009
Starks, Edwin	Transportation	Bus Driver	06/30/2009

OUT OF FIELD

<u>Name</u>	<u>Location</u>	<u>Out of Field Area</u>
Bradwell, Antonio	WGHS	PE
Hill, Jamillia	HMS	Reading
Sadiq, Babajide	WGHS	Biology

AGENDA ITEM 6B, ADMINISTRATIVE, INSTRUCTIONAL AND NON INSTRUCTIONAL 2009/2010

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

LEAVE

<u>Name</u>	<u>Beginning Date</u>	<u>Ending</u>
Jackson, Jenniene	07/01/2009	06/30/2010

<u>TRANSFERS</u>	<u>Location/Position</u>	<u>Location/Position</u>	<u>Effective Date</u>
<u>Name</u>	<u>Transferred From</u>	<u>Transferred To</u>	
Bailey, Freddie	Maint. Dept/Cust. Coordinator	GCA/Custodian	07/01/2009
Bailey, Deborah	EGHS/Counselor	WGHS/Counselor	08/17/2009
Baker, Sharita	CES/Teacher	SJES/Teacher	08/17/2009
Bell-Key, Twanda	GRET/Teacher	SSES/Teacher	08/17/2009
Bowers, Marsha	CES/Teacher	GEMS/Teacher	08/17/2009
Bridges-Bright, Gail	WGHS/Teacher	CPA/Teacher	08/17/2009
Bush, Randolph	EGHS/Teacher	JASMS/Teacher	08/17/2009
Denson, Lillie	JASMS/Cust Asst.	EGHS/Cust Asst	08/03/2009
Drayton, Cynthia	GRET/Teacher	CES/Teacher	08/17/2009
Grant, Myra	JASMS/Reading Coach	EGHS/Teacher	08/17/2009
Houston, Glenda	WGHS/Teacher	CPA/Teacher	08/17/2009
Madry, Cecelia	JASMS/Teacher	EGHS/Teacher	08/17/2009
Reed, Willie	EGHS/Cust. Asst.	JASMS/Cust. Asst	08/03/2009
Riggins, Sandra	CES/Teacher	GEMS/Teacher	08/17/2009
Vealey, Albert	WGHS/Teacher	CPA/Teacher	08/17/2009
Walker, Cherwondrez	GRET/Teacher	SSES/Teacher	08/17/2009

DROP EXTENSION INSTRUCTIONAL

<u>Name</u>	<u>Location/Position</u>	<u>DROP Ends</u>	<u>DROP Extension</u>
Taylor, Patricia	GRET/Teacher	06/30/2009	06/30/2010

ADMINISTRATIVE PERSONNEL

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Blitch, William	GCA	Principal	07/01/2009
Dixon, Abbye	CES	Principal	07/01/2009
Key, Elijah	GEMS	Principal	07/01/2009
McGriff, Tammy	District	Director of Federal Programs/Title I and Grants	07/01/2009

<u>TRANSFERS</u>	<u>Location/Position</u>	<u>Location/Position</u>	<u>Effective Date</u>
<u>Name</u>	<u>Transferred From</u>	<u>Transferred To</u>	
Ellis, Juanita	SSES/Principal	JASMS/Principal	07/01/2009
Fisher-Jackson, Juliette	JASMS/Principal	WGHS/Principal	07/01/2009
Fuller, Charles	EGHS/Asst. Principal	JASMS/Asst. Principal	08/03/2009
Gaines, Rebecca	SSES/Asst. Principal	GWM/Asst. Principal	08/03/2009
Gunn, Pauline	EGHS/AOA	CPA/Asst. Principal	08/03/2009
Jackson, Delshauna	GEMS/Principal	GRET/Principal	07/01/2009
Jackson, Sylvia	WGHS/Principal	HMS/Principal	07/01/2009
Lewis, Joe	GWM/Principal	CPA/Principal	07/01/2009
Norris, Verna	HMS/Principal	GWM/Principal	07/01/2009
Peterson, Ronald	HOPE/Asst. Principal	GWM/Asst. Principal	08/03/2009
Robinson, Lisa	GRET/Principal	SSES/Principal	07/01/2009
White, Don	CPA/Principal	SSES/Asst. Principal	08/03/2009
Wynn-Viegbesie, Diane	EGHS/Asst. Principal	HES/Asst. Principal	08/03/2009

ADMINISTRATIVE PERSONNEL

<u>Name</u>	<u>Location/Position</u>
Bulger, Evonski	GTI/Asst. Principal
Davis, Allysun	SJES/Principal
Denson, Valencia	SSES/Asst. Principal
Frazier-Lee, LaRhonda	GRET/Asst. Principal
Jackson, Hilda	HES/Principal
Pitts, Stephen	GBES/Asst. Principal
Ponder, Ella	GBES/Principal
Rackley, Debra	GTI/Director
West, Pauline	JASMS/Asst. Principal

INSTRUCTIONAL PERSONNEL

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Bolden, Sidney	WGHS	Teacher	08/17/2009
Burns, Patricia	CPA	Teacher	08/17/2009
Castenada, Gloria	GBES	Teacher	08/17/2009
Calhoun, Teresita	JASMS	Teacher	08/17/2009
Granger, Eugene	JASMS	Teacher	08/17/2009
Harris, Meghan	JASMS	Teacher	08/17/2009
Ivery, Cherkieza	HES	Teacher	08/17/2009
McNeal, Kimberly	JASMS	Teacher	08/17/2009
Monds, Contrell	SJES	Teacher	08/17/2009
Nims, Rosalind	WGHS	Teacher	08/17/2009
Peacock, Diane	JASM	Teacher	08/17/2009
Rogers, Melissa	SJES	Teacher	08/17/2009
Ryals, Virginia	CPA	Teacher	08/17/2009
Sanders, Chanell	SJES	Teacher	08/17/2009
Walker, Willie	HES	Teacher	08/17/2009
Weaver, Candace	HES	Teacher	08/17/2009
Wells, Carla	WGHS	Teacher	08/17/2009
Williams, Alondrea	HES	Teacher	08/17/2009
Williams, Christine	WGHS	Teacher	08/17/2009

NON INSTRUCTIONAL

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Kimble, Joann	District	Admin Asst/Title I	07/01/2009
Shaw, Stephanie	Transportation	Bus Driver	08/24/2009

Continuing Contract Status

Farmer, Julanda

Professional Services Status

Correa, Maria	McCaskill, Shelia
Holt, Brenda	Thomas, Rosalyn
Jones, William	

Annual Status

Brathwaite, Lydia	Kerrison, Jerome
Dudley, Jarron	Lawson, Mary
Farmer, Thomas	Liptrot, William
Gholson, Barbara	Nogowski, John

Henderson, Judy
Hines, Katherine
Holt, Bobby
Jackson, Willie
James, Alexander
Jennings, Janelle

Ray, Michael
Salters, Demetric
Simmons, Vanetta
Walker, Cherdwontrez
Williams, Michael
Wynn, Janay
Williams, Eddie

Recommendation for Professional Status

Anderson, Kimberly
Atkins, Sineaktra
Cherry, Avondrika
Davis, Torrey
Farmer, Erica
Glover, Vanessa
Hignight, Yolanda
Jackson, Katina

Kindell, Andrea
McKinney, Crystal
Newman, Jennifer
Rivera, Josie
Johnson, Kendall
Johnson, Rekeysha
Kenon-Franklin, Bridget
Kent-Toussaint, Cynthia

Rollins, Angela
Smith, Mis'Shaylanqua
Smith, Peggy
Truitt, Kimberly
Williams, Lasheri
Wilson-Montgomery, Latima

District Personnel

Beckwith, Shaia
Bridges, Sonja
Harden, Carolyn
Hopkins, Beatrice
Jackson, Wilma
King, Melanie
Nesmith, Kimblin
Pace, Joseph
Potter, Audrey
Pouncey, Kathryn
Shepard, Robert
Starling, Erica
Turner, Elizabeth
Wood, Bonnie
Youmans, Darlean

Position

Coord, Info. Services
Asst. Supt., Academic Services
Early Childhood Coord.
Americorp Director
Director/ESE
Asst. Comptroller
Coord, Project Succeed
Director, Transportation
Parent Ed. Specialist
ESOL Program Specialist
Director, Facilities
Director HR/ Staff Development
PreK-12 Education Director
Asst. Supt. Bus. & Finance
Coordinator, Technology

Bus Driver

Permanent Status

McNealy, Nathaniel

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. *6c*

DATE OF SCHOOL BOARD MEETING: June 23, 2009

TITLE OF AGENDA ITEM: Reduction of 5 days and Approval of the 2009-2010
Twelve Month Employee Calendar

DIVISION: Administration

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

PURPOSE AND SUMMARY OF ITEM:

Approval is requested to reduce the number of days worked from 245 to 240 in
administrative and non contractual employees' contracts for the 2009-2010 school year.

Approval of the 240 day calendar for Twelve Month Employees is also requested.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Sonja Bridges, Ed.D. *S. Bridges*

POSITION: Assistant Superintendent for Academic Services

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

Number of ORIGINAL SIGNATURES NEEDED by preparer:

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

This form is to be duplicated on light blue paper.

REVIEWED BY: *[Signature]*

**Gadsden County Public Schools
2009-2010 Twelve (12) Month Employees (240 days)**

July 2009

2 Fourth of July observed

September 2009

7 Labor Day

November 2009

11 Veterans Day observed

25-27 Thanksgiving holidays

December 2009

23-31 Winter Break

January 2010

1 New Years/Winter Break

4 Return to work

18 Martin L King Day

March 2010

29-31 Spring Break

April 2010

1-2 Spring Break continues

May 2010

31 Memorial Day

June 2010

14 Four day work week begins

July 2010

5 Fourth of July observed

August 2010

6 End of four day work week

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 76

DATE OF SCHOOL BOARD MEETING: June 23, 2009

TITLE OF AGENDA ITEMS: Budget Amendment Number Twenty-Four

DIVISION: Finance Department

PURPOSE AND SUMMARY OF ITEMS:

This budget amendment corrects the function and object based on actual expenditures.

FUND SOURCE: 410 (School Food Service) Fund

AMOUNT: .00

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

Be sure that the Comptroller has signed the budget page.

Gadsden County School Board
410 School Food Service Fund
Estimated Revenue
Budget Amendment Number Twenty-Four

FUND 410			
REVENUE OBJECT	ESTIMATED REVENUE 5/22/2009	BUDGET AMENDMENT NUMBER TWENTY-FOUR	ENDING ESTIMATED REVENUE 5/22/2009
261	\$ 1,800,000.00	\$ -	\$ 1,800,000.00
262	\$ 628,000.00	\$ -	\$ 628,000.00
263	\$ 115,000.00	\$ -	\$ 115,000.00
264	\$ -	\$ -	\$ -
265	\$ 241,247.00	\$ -	\$ 241,247.00
267	\$ -	\$ -	\$ -
337	\$ 35,750.00	\$ -	\$ 35,750.00
338	\$ 38,000.00	\$ -	\$ 38,000.00
390	\$ -	\$ -	\$ -
451	\$ -	\$ -	\$ -
456	\$ -	\$ -	\$ -
490	\$ 450,000.00	\$ -	\$ 450,000.00
610	\$ -	\$ -	\$ -
TOTALS	\$ 3,307,997.00	\$ -	\$ 3,307,997.00

**Gadsden County School Board
410 Fund Budget Appropriations
Budget Amendment Number Twenty-Four**

410 FUND				
FUNCTION/ OBJECT		BUDGET BALANCE 5/22/2009	BUDGET AMENDMENT NUMBER TWENTY-FOUR	BUDGET BALANCE 5/22/2009
7600	100	\$ 1,208,300.00	\$ -	\$ 1,208,300.00
	200	\$ 442,463.91	\$ -	\$ 442,463.91
	300	\$ 62,400.00	\$ -	\$ 62,400.00
	400	\$ 26,500.00	\$ -	\$ 26,500.00
	500	\$ 1,554,833.09	\$ 5,500.00	\$ 1,560,333.09
	600	\$ 10,000.00	\$ (5,500.00)	\$ 4,500.00
	700	\$ 3,500.00	\$ -	\$ 3,500.00
FUNCTOTAL		\$ 3,307,997.00	\$ -	\$ 3,307,997.00
GRANDTOTAL		\$ 3,307,997.00	\$ -	\$ 3,307,997.00

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7c

DATE OF SCHOOL BOARD MEETING: June 23, 2009

TITLE OF AGENDA ITEMS: Budget Amendment Number Twenty-Five

DIVISION: Finance Department

PURPOSE AND SUMMARY OF ITEMS:

Adjustments required for instructional material allocations.

FUND SOURCE: 110 (General) Fund

AMOUNT: .00

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

Be sure that the Comptroller has signed the budget page.

**Gadsden County School Board
110 (General) Fund Appropriations
Budget Amendment Number Twenty-Five**

110 FUND			BEGINNING BUDGET 6/3/2009	BUDGET AMENDMENT NUMBER TWENTY-FIVE	BUDGET BALANCE 6/3/2009
FUNCTION/ OBJECT					
5100	100	\$	12,138,678.65	\$ 2,322.00	\$ 12,141,000.65
K-12 Instructional	200	\$	2,901,642.18	\$ -	\$ 2,901,642.18
	300	\$	2,190,430.55	\$ -	\$ 2,190,430.55
	500	\$	1,441,427.00	\$ (2,322.00)	\$ 1,439,105.00
	600	\$	36,500.00	\$ -	\$ 36,500.00
	700	\$	2,350.80	\$ -	\$ 2,350.80
FUNCTOTAL		\$	18,711,029.18	\$ -	\$ 18,711,029.18
5200	100	\$	3,038,475.00	\$ -	\$ 3,038,475.00
Exceptional Instruction	200	\$	911,268.23	\$ -	\$ 911,268.23
	300	\$	328,500.00	\$ -	\$ 328,500.00
	500	\$	2,316.40	\$ -	\$ 2,316.40
	600	\$	-	\$ -	\$ -
	700	\$	-	\$ -	\$ -
FUNCTOTAL		\$	4,280,559.63	\$ -	\$ 4,280,559.63
5300	100	\$	807,959.00	\$ -	\$ 807,959.00
Vocational	200	\$	219,938.10	\$ -	\$ 219,938.10
	300	\$	15,000.00	\$ -	\$ 15,000.00
Technical	500	\$	-	\$ -	\$ -
	600	\$	-	\$ -	\$ -
	700	\$	-	\$ -	\$ -
	FUNCTOTAL		\$	1,042,897.10	\$ -
5400	100	\$	420,219.00	\$ -	\$ 420,219.00
	200	\$	116,435.00	\$ -	\$ 116,435.00
	300	\$	16,000.00	\$ -	\$ 16,000.00
5400 Adult	500	\$	2,207.84	\$ -	\$ 2,207.84
	600	\$	-	\$ -	\$ -
	700	\$	-	\$ -	\$ -
	FUNCTOTAL		\$	554,861.84	\$ -
5500	100	\$	408,274.00	\$ -	\$ 408,274.00
Pre-Kindergarten	200	\$	131,535.00	\$ -	\$ 131,535.00
	300	\$	11,000.00	\$ -	\$ 11,000.00
	500	\$	197.03	\$ -	\$ 197.03
	600	\$	-	\$ -	\$ -
	700	\$	-	\$ -	\$ -
FUNCTOTAL		\$	551,006.03	\$ -	\$ 551,006.03

**Gadsden County School Board
110 (General) Fund Appropriations
Budget Amendment Number Twenty-Five**

6100	100	\$	1,575,216.51	\$	-	\$	1,575,216.51
Pupil	200	\$	435,779.53	\$	-	\$	435,779.53
Personnel	300	\$	416,397.25	\$	-	\$	416,397.25
Services	500	\$	13,601.95	\$	-	\$	13,601.95
	600	\$	40,153.80	\$	-	\$	40,153.80
	700	\$	4,545.84	\$	-	\$	4,545.84
FUNCTOTAL		\$	2,485,694.88	\$	-	\$	2,485,694.88
6200	100	\$	1,090,112.00	\$	-	\$	1,090,112.00
Instructional	200	\$	148,105.00	\$	-	\$	148,105.00
Media	300	\$	29,000.00	\$	-	\$	29,000.00
Service	500	\$	8,698.46	\$	-	\$	8,698.46
	600	\$	46,000.00	\$	-	\$	46,000.00
	700	\$	-	\$	-	\$	-
6200 FUNCTOTAL		\$	1,321,915.46	\$	-	\$	1,321,915.46
6300	100	\$	662,106.95	\$	-	\$	662,106.95
Instructional	200	\$	311,882.75	\$	-	\$	311,882.75
Curriculum Dev.	300	\$	29,454.38	\$	-	\$	29,454.38
	500	\$	19,476.90	\$	-	\$	19,476.90
	600	\$	12,027.39	\$	-	\$	12,027.39
	700	\$	7,000.00	\$	-	\$	7,000.00
FUNCTOTAL		\$	1,041,948.37	\$	-	\$	1,041,948.37
6400	100	\$	265,460.13	\$	-	\$	265,460.13
Instructional	200	\$	55,813.03	\$	-	\$	55,813.03
Staff Training	300	\$	51,797.52	\$	-	\$	51,797.52
	500	\$	94,778.90	\$	-	\$	94,778.90
	600	\$	-	\$	-	\$	-
	700	\$	7,963.88	\$	-	\$	7,963.88
FUNCTOTAL		\$	475,813.46	\$	-	\$	475,813.46
6500	100	\$	53,026.00	\$	-	\$	53,026.00
Instruction	200	\$	13,484.00	\$	-	\$	13,484.00
Related Tech	300	\$	1,000.00	\$	-	\$	1,000.00
Instruction	500	\$	-	\$	-	\$	-
	600			\$	-		
FUNCTOTAL		\$	67,510.00	\$	-	\$	67,510.00

**Gadsden County School Board
110 (General) Fund Appropriations
Budget Amendment Number Twenty-Five**

7100	100	\$	132,800.00	\$	-	\$	132,800.00
Board of	200	\$	192,765.00	\$	-	\$	192,765.00
Education	300	\$	133,000.00	\$	-	\$	133,000.00
	500	\$	5,000.00	\$	-	\$	5,000.00
	600	\$	2,000.00	\$	-	\$	2,000.00
	700	\$	13,000.00	\$	-	\$	13,000.00
FUNCTOTAL		\$	478,565.00	\$	-	\$	478,565.00
7200	100	\$	412,299.00	\$	-	\$	412,299.00
Superintendent &	200	\$	191,851.00	\$	-	\$	191,851.00
Deputy Supt.	300	\$	93,000.00	\$	-	\$	93,000.00
	500	\$	23,000.00	\$	-	\$	23,000.00
	600	\$	3,000.00	\$	-	\$	3,000.00
	700	\$	40,000.00	\$	-	\$	40,000.00
FUNCTOTAL		\$	763,150.00	\$	-	\$	763,150.00
7300	100	\$	1,924,020.00	\$	-	\$	1,924,020.00
School	200	\$	538,190.00	\$	-	\$	538,190.00
Administration	300	\$	50,000.00	\$	-	\$	50,000.00
Principals	500	\$	92,520.49	\$	-	\$	92,520.49
	600	\$	2,500.00	\$	-	\$	2,500.00
	700	\$	-	\$	-	\$	-
FUNCTOTAL		\$	2,607,230.49	\$	-	\$	2,607,230.49
7400	100	\$	62,829.00	\$	-	\$	62,829.00
Facilities Acq	200	\$	15,027.00	\$	-	\$	15,027.00
& Construction	300	\$	1,500.00	\$	-	\$	1,500.00
FUNCTOTAL		\$	79,356.00	\$	-	\$	79,356.00
7500	100	\$	295,277.00	\$	-	\$	295,277.00
Fiscal	200	\$	79,265.00	\$	-	\$	79,265.00
Services	300	\$	95,000.00	\$	-	\$	95,000.00
	400	\$	-	\$	-	\$	-
	500	\$	8,500.00	\$	-	\$	8,500.00
	600	\$	2,000.00	\$	-	\$	2,000.00
	700	\$	500.00	\$	-	\$	500.00
FUNCTOTAL		\$	480,542.00	\$	-	\$	480,542.00
7600	100	\$	-	\$	-	\$	-
Food Service	200	\$	-	\$	-	\$	-
	300	\$	-	\$	-	\$	-
	500	\$	-	\$	-	\$	-
FUNCTOTAL		\$	-	\$	-	\$	-

**Gadsden County School Board
110 (General) Fund Appropriations
Budget Amendment Number Twenty-Five**

7700	100	\$	244,122.00	\$	-	\$	244,122.00
Central	200	\$	65,329.00	\$	-	\$	65,329.00
Services	300	\$	49,100.00	\$	-	\$	49,100.00
	500	\$	21,889.96	\$	-	\$	21,889.96
	600	\$	2,000.00	\$	-	\$	2,000.00
	700	\$	900.00	\$	-	\$	900.00
FUNCTOTAL		\$	383,340.96	\$	-	\$	383,340.96
7800	100	\$	1,849,186.38	\$	-	\$	1,849,186.38
Transportation	200	\$	645,073.00	\$	-	\$	645,073.00
	300	\$	191,981.00	\$	-	\$	191,981.00
	400	\$	764,100.00	\$	-	\$	764,100.00
	500	\$	158,000.00	\$	-	\$	158,000.00
	600	\$	4,000.00	\$	-	\$	4,000.00
	700	\$	1,000.00	\$	-	\$	1,000.00
FUNCTOTAL		\$	3,613,340.38	\$	-	\$	3,613,340.38
7900	100	\$	1,386,555.00	\$	-	\$	1,386,555.00
Operation of	200	\$	455,245.00	\$	-	\$	455,245.00
Plant	300	\$	1,585,611.32	\$	-	\$	1,585,611.32
	400	\$	2,111,000.00	\$	-	\$	2,111,000.00
	500	\$	146,000.00	\$	-	\$	146,000.00
	600	\$	12,000.00	\$	-	\$	12,000.00
	700	\$	3,000.00	\$	-	\$	3,000.00
FUNCTOTAL		\$	5,699,411.32	\$	-	\$	5,699,411.32
8100	100	\$	596,267.00	\$	-	\$	596,267.00
Maintenance	200	\$	167,054.00	\$	-	\$	167,054.00
of Plant	300	\$	679,506.77	\$	-	\$	679,506.77
	400	\$	20,000.00	\$	-	\$	20,000.00
	500	\$	197,500.00	\$	-	\$	197,500.00
	600	\$	13,000.00	\$	-	\$	13,000.00
	700	\$	3,500.00	\$	-	\$	3,500.00
FUNCTOTAL		\$	1,676,827.77	\$	-	\$	1,676,827.77
8200	100	\$	170,409.00	\$	-	\$	170,409.00
Admin.	200	\$	46,363.00	\$	-	\$	46,363.00
Technology	300	\$	178,000.00	\$	-	\$	178,000.00
Services	500	\$	25,000.00	\$	-	\$	25,000.00
	600	\$	21,000.00	\$	-	\$	21,000.00
	700	\$	500.00	\$	-	\$	500.00
FUNCTOTAL		\$	441,272.00	\$	-	\$	441,272.00

Gadsden County School Board
 110 (General) Fund Appropriations
 Budget Amendment Number Twenty-Five

9100	100	\$	244,643.81	\$	-	\$	244,643.81
Community	200	\$	23,502.92	\$	-	\$	23,502.92
Services	300	\$	534.58	\$	-	\$	534.58
	500	\$	-	\$	-	\$	-
	600	\$	-	\$	-	\$	-
	700	\$	-	\$	-	\$	-
FUNCTOTAL		\$	268,681.31	\$	-	\$	268,681.31
9700	900	\$	-	\$	-	\$	-
Transfer of				\$	-		
Funds				\$	-		
FUNCTOTAL		\$	-	\$	-	\$	-
GRANDTOTAL		\$	47,024,953.18	\$	-	\$	47,024,953.18

Gadsden County School Board
 110 (General) Fund Estimated Revenue
 Budget Amendment Number
 Twenty-Five

110 FUND REVENUE OBJECT	ESTIMATED REVENUE 6/3/09	BUDGET AMENDMENT NUMBER TWENTY-FIVE	ENDING ESTIMATED REVENUE 6/3/09
191	\$ 160,000.00	\$ -	\$ 160,000.00
202	\$ 150,000.00	\$ -	\$ 150,000.00
280	\$ 518,085.19	\$ -	\$ 518,085.19
290	\$ 84,845.84	\$ -	\$ 84,845.84
310	\$ 23,061,968.01	\$ -	\$ 23,061,968.01
315	\$ 639,105.00	\$ -	\$ 639,105.00
318	\$ 443,967.00	\$ -	\$ 443,967.00
323	\$ 4,371.00	\$ -	\$ 4,371.00
334	\$ 83,276.00	\$ -	\$ 83,276.00
336	\$ 573,885.00	\$ -	\$ 573,885.00
341	\$ 223,250.00	\$ -	\$ 223,250.00
343	\$ 25,000.00	\$ -	\$ 25,000.00
344	\$ 136,830.00	\$ -	\$ 136,830.00
354	\$ 2,150,599.00	\$ -	\$ 2,150,599.00
355	\$ 6,126,518.00	\$ -	\$ 6,126,518.00
361	\$ 344,777.00	\$ -	\$ 344,777.00
372	\$ 740,000.00	\$ -	\$ 740,000.00
390	\$ 6,000.00	\$ -	\$ 6,000.00
391	\$ 532,035.00	\$ -	\$ 532,035.00
411	\$ 8,403,783.00	\$ -	\$ 8,403,783.00
425	\$ 1,000.00	\$ -	\$ 1,000.00
430	\$ 30,000.00	\$ -	\$ 30,000.00
461	\$ 25,000.00	\$ -	\$ 25,000.00
473	\$ 30,000.00	\$ -	\$ 30,000.00
490	\$ 250,000.00	\$ -	\$ 250,000.00
491	\$ 50,000.00	\$ -	\$ 50,000.00
494	\$ 150,000.00	\$ -	\$ 150,000.00
GRAND TOTAL	\$ 44,944,295.04	\$ -	\$ 44,944,295.04

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7d

DATE OF SCHOOL BOARD MEETING: June 23, 2009

TITLE OF AGENDA ITEMS: Budget Amendment Number Twenty-Six

DIVISION: Finance Department

PURPOSE AND SUMMARY OF ITEMS:

Establish budget for IDEA, Part B, ARRA	\$847,080.00
Establish budget for IDEA, Part B, Preschool, ARRA	\$ 26,672.00

FUND SOURCE: 432 (Targeted ARRA Stimulus) Fund

AMOUNT: \$873,752.00

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

Be sure that the Comptroller has signed the budget page.

Gadsden County School Board
 432 (General) Fund Appropriations
 Budget Amendment Number Twenty-Six

432 FUND							
FUNCTION/ OBJECT		BEGINNING BUDGET 6/11/2009		BUDGET AMENDMENT NUMBER TWENTY-SIX		BUDGET BALANCE 6/11/2009	
5200	100	\$	-	\$	213,600.00	\$	213,600.00
Exceptional	200	\$	-	\$	20,700.00	\$	20,700.00
Instruction	300	\$	-	\$	175,379.50	\$	175,379.50
	500	\$	-	\$	111,342.50	\$	111,342.50
	600	\$	-	\$	-	\$	-
	700	\$	-	\$	-	\$	-
FUNCTOTAL				\$	521,022.00	\$	521,022.00
6100	100	\$	-	\$	-	\$	-
Pupil	200	\$	-	\$	-	\$	-
Personnel	300	\$	-	\$	-	\$	-
Services	500	\$	-	\$	26,365.00	\$	26,365.00
	600	\$	-	\$	-	\$	-
	700	\$	-	\$	-	\$	-
FUNCTOTAL				\$	26,365.00	\$	26,365.00
6400	100	\$	-	\$	75,000.00	\$	75,000.00
Instructional	200	\$	-	\$	-	\$	-
Staff Training	300	\$	-	\$	-	\$	-
	500	\$	-	\$	-	\$	-
	600	\$	-	\$	-	\$	-
	700	\$	-	\$	-	\$	-
FUNCTOTAL				\$	75,000.00	\$	75,000.00
7200	100	\$	-	\$	-	\$	-
Superintendent &	200	\$	-	\$	-	\$	-
Deputy Supt.	300	\$	-	\$	-	\$	-
	500	\$	-	\$	-	\$	-
	600	\$	-	\$	-	\$	-
	700	\$	-	\$	21,365.00	\$	21,365.00
FUNCTOTAL				\$	21,365.00	\$	21,365.00

Gadsden County School Board
 432 (General) Fund Appropriations
 Budget Amendment Number Twenty-Six

7800	100	\$	-	\$	-	\$	-
Transportation	200	\$	-	\$	-	\$	-
	300	\$	-	\$	-	\$	-
	400	\$	-	\$	-	\$	-
	500	\$	-	\$	-	\$	-
	600	\$	-	\$	200,000.00	\$	200,000.00
	700	\$	-	\$	30,000.00	\$	30,000.00
FUNCTOTAL				\$	230,000.00	\$	230,000.00
GRANDTOTAL				\$	873,752.00	\$	873,752.00

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

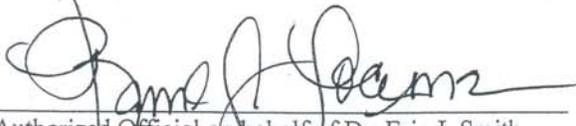
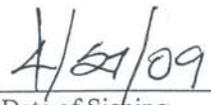
432 FUND REVENUE OBJECT	ESTIMATED REVENUE 6/11/09	BUDGET AMENDMENT NUMBER TWENTY-SIX	ENDING ESTIMATED REVENUE 6/11/09
230	\$ -	\$ 873,752.00	\$ 873,752.00

FLORIDA DEPARTMENT OF EDUCATION

Project Award Notification

Fund

Proj.

1 PROJECT RECIPIENT Gadsden County School District	2 PROJECT NUMBER 200-2630S-0CY01
3 PROJECT/PROGRAM TITLE IDEA, Part B, ARRA <p align="center">TAPS 10CR01</p>	4 AUTHORITY 84.391A IDEA, Part B, ARRA
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 04/20/2009 - 09/30/2010 Program Period: 04/20/2009 - 09/30/2010
7 AUTHORIZED FUNDING Current Approved Budget: \$ 847,080.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 847,080.00	8 REIMBURSEMENT OPTION Federal Cash Advance
9 TIMELINES <ul style="list-style-type: none"> • Last date for incurring expenditures and issuing purchase orders: <u>09/30/2010</u> • Date that all obligations are to be liquidated and final disbursement reports submitted: <u>11/20/2010</u> • Last date for receipt of proposed budget and program amendments: <u>09/30/2010</u> • Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: • Date(s) for program reports: 	
10 DOE CONTACTS Program: Virginia Sasser Phone: (850) 245 - 0475 Email: Virginia.Sasser@fldoe.org Grants Management: Unit C (850) 245-0496	11 DOE FISCAL DATA DBS: 40 90 40 EO: T2 Object: 720036
12 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> • This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs. In addition, the sub-recipient must comply with all expenditure, transparency, accountability, and reporting requirements specified in the American Recovery and Reinvestment Act of 2009 (ARRA), ARRA regulations, and the ARRA specific assurances agreed to in the application for ARRA funds. • For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20th of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System. 	
13 APPROVED: <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="text-align: center;">  <hr style="width: 100%;"/> Authorized Official on behalf of Dr. Eric J. Smith Commissioner of Education </div> <div style="text-align: center;">  <hr style="width: 100%;"/> Date of Signing </div> <div style="text-align: right;">  </div> </div>	

fund 432
Proj.

FLORIDA DEPARTMENT OF EDUCATION
BUDGET DESCRIPTION FORM

A. NAME OF ELIGIBLE APPLICANT: Gad\$den

C) TAPS Number
10CR01

B. Project Number (DOE USE ONLY):

200-26305-0CY01

D) Fund Number
432

(1) ARRA			(8) FTE Position(s)											(9) Amount
A s s u r a n c e	P r i n c i p l e	S t r a t e g y	(2) School or District- Based Expend- iture	(3) Program Set- Aside Code	(4) Activity	(5) F u n c t i o n	(6) O b j e c t	(7) Account Title and Description	Position Code	Saved	Created	Cont- inued	Total	
	B1	6	D	N/A	Hire a transition teacher for students with disabilities.	5200	120	<u>Classroom Teachers</u> Classroom Teacher. Staff members assigned the professional activity of instructing students in courses.	59001	0.000	1.000	0.000	1	50,000.00
	B1	6	D	N/A	Hire teachers for Extended School Year	5200	120	<u>Classroom Teachers</u> Classroom Teacher	51071	0.000	0.000	34.000	34	120,000.00
	A	6	D	N/A	Hire Paraprofessionals for Extended School Year.	5200	150	<u>Aides Aide.</u> Persons who are aides under the supervision of a classroom teacher	52050	0.000	0.000	18.000	18	25,000.00
	B1	6	D	N/A	Benefits for Transition Teacher	5200	200	<u>Employee Benefits</u> Employee Benefits	59001	0.000	1.000	0.000	1	15,000.00
	D	21	D	N/A	Purchase curriculum materials for community based instruction- elementary through high school	5200	510	<u>Supplies</u> Expenditures for supplies		0.000	0.000	0.000	0	15,000.00
	D	21	D	N/A	Purchase specialized reading programs for elementary schools.	5200	510	<u>Supplies</u> Expenditures for supplies		0.000	0.000	0.000	0	60,379.50
	B1	21	D	N/A	Purchase transition curricula for secondary students.	5200	510	<u>Supplies</u> Supplies- Specialized curriculum		0.000	0.000	0.000	0	100,000.00
	D	21	D	N/A	Purchase defibrillators for schools with medically fragile students. These defibrillators will be housed in the ESE area and training will be provided for ESE staff by the vendor.	5200	642	<u>Furniture, Fixtures and Equipment</u> <u>Non-Capitalized</u> Furniture, Fixtures, and Equipment, noncapitalized		0.000	0.000	0.000	0	10,042.50

✓1
✓2
✓2
✓1
-3
-3
-3
-4

Gradsden
200-2630S-00401

TAPS Number 10CR01
Fund Number 432

✓4
✓5
✓5
✓5
10
✓6
✓6
✓6
✓6
✓7
✓7
✓8
✓9

C2	D	21	D	N/A	Purchase equipment for InD (Profound) students, i.e., changing tables and specialized play equipment	5200	642	Furniture, Fixtures and Equipment Non-Capitalized Furniture, Fixtures, and Equipment, noncapitalized		0.000	0.000	0.000	0	15,000.00
C2	D	13	S	N/A	Purchase computers for ESE student use at the technical center	5200	643	Computer Hardware Capitalized Computer Hardware		0.000	0.000	0.000	0	11,300.00
C2	D	13	D	N/A	Purchase teleconferencing and computer equipment to be used for Hospital/Homebound students	5200	643	Computer Hardware Capitalized Computer Hardware		0.000	0.000	0.000	0	50,000.00
C2	D	14	D	N/A	Purchase presentation stations for schools to use for accurate IEPs and data sharing conferences.	5200	643	Computer Hardware Capitalized Computer Hardware Capitalized		0.000	0.000	0.000	0	25,000.00
C2	D	21	D	N/A	Purchase testing materials to update and refurbish assessment materials to evaluate students.	6140	510	Supplies Supplies. Expenditures for consumable supplies.		0.000	0.000	0.000	0	25,000.00
C2	B3	6	D	N/A	Provide training for Speech Language Pathologists to update and/or learn new skills.	6400	120	Classroom Teachers Classroom Teachers-Staff Development	52018	0.000	0.000	0.130	0.13	5,000.00
C2	B3	6	D	N/A	Provide training in effective skills for teaching reading to ESE teachers	6400	120	Classroom Teachers Classroom Teachers-staff development	59001	0.000	0.000	0.290	0.29	10,000.00
C2	D	12	D	N/A	Provide training for Positive Behavior Support	6400	120	Classroom Teachers Classroom Teachers-Staff Development	59001	0.000	0.000	0.290	0.29	10,000.00
C2	D	21	D	N/A	Provide staff development opportunities for ASD-endorsement or workshops.	6400	120	Classroom Teachers Classroom Teachers-Staff Development	59001	0.000	0.000	0.530	0.53	20,000.00
C2	D	4	D	N/A	Training for all schools for the Response to Intervention Process.	6400	130	Other Certified Instructional Personnel All personnel-Staff Development	51071	0.000	0.000	0.660	0.66	25,000.00
C2	D	21	D	N/A	Provide training for paraprofessionals to improve the quality of support for ESE students.	6400	150	Aides Training for Aides	52050	0.000	0.000	0.270	0.27	5,000.00
C2	D	N/A	D	N/A	Indirect Cost @3.95%	7200	790	Miscellaneous Expenses Miscellaneous Expense-Indirect Cost for District Use		0.000	0.000	0.000	0	20,358.00
C2	D	21	D	N/A	Purchase air conditioned wheelchair	7800	650	Motor Vehicles (including buses) Motor		0.000	0.000	0.000	0	200,000.00

Gadsden County
200-2630S-0C401

TAPS Number 10CK01
Fund Number 432

9

					accessible school busses.			Vehicles-Busses						
C2	D	21	D	N/A	Provide specialized transportation for Extended School Year.	7800	790	Miscellaneous Expenses Miscellaneous Expenses-ESE student transportation		0.000	0.000	0.000	0	30,000.00
													TOTAL:	847,080

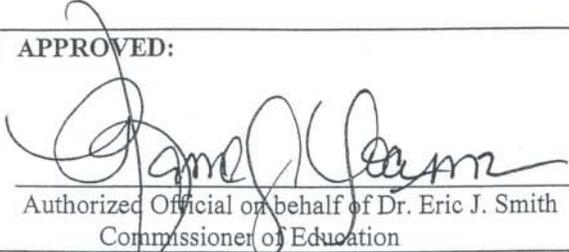
DOE 102
Created 4/09



Eric J. Smith, Commissioner

432-5200-120-9001-432630S1	50,000
210-	5,000.00
220-	4,000.00
230	4,500.00
232	1,500.00
432-5200-120-9001-432630S2	120,000.00
150	25,000.00
432-5200-510-9001-432630S3	175,379.50
432-5200-642-9001-432630S4	25,042.50
432-5200-643-9001-432630S5	86,300.00
432-6400-120-9001-432630S6	45,000.00
432-6400-130-9001-432630S7	25,000.00
- 150	5,000.00
432-7200-791-9001-432630S8	20,358.00
432-7800-650-9001-432630S9	200,000.00
- 790	30,000.00
432-6440-510-9001-432630S0	25,000.00

**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Gadsden County School District	2 PROJECT NUMBER 200-2670S-OCY01
3 PROJECT/PROGRAM TITLE IDEA, Part B, Preschool, ARRA <p align="right">TAPS 10CR02</p>	4 AUTHORITY 84.392A IDEA Part B Preschool, ARRA
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 04/20/2009 - 09/30/2010 Program Period: 04/20/2009 - 09/30/2010
7 AUTHORIZED FUNDING Current Approved Budget: \$ 26,672.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 26,672.00	8 REIMBURSEMENT OPTION Federal Cash Advance
9 TIMELINES <ul style="list-style-type: none"> Last date for incurring expenditures and issuing purchase orders: <u>09/30/2010</u> Date that all obligations are to be liquidated and final disbursement reports submitted: <u>11/20/2010</u> Last date for receipt of proposed budget and program amendments: <u>09/30/2010</u> Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: Date(s) for program reports: 	
10 DOE CONTACTS Program: Virginia Sasser Phone: (850) 245 - 0475 Email: Virginia.Sasser@fldoe.org Grants Management: Unit C (850) 245-0496	11 DOE FISCAL DATA DBS: 40 90 40 EO: T5 Object: 720036
12 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs. In addition, the sub-recipient must comply with all expenditure, transparency, accountability, and reporting requirements specified in the American Recovery and Reinvestment Act of 2009 (ARRA), ARRA regulations, and the ARRA specific assurances agreed to in the application for ARRA funds. For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20th of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System. 	
13 APPROVED: <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="text-align: center;">  Authorized Official on behalf of Dr. Eric J. Smith Commissioner of Education </div> <div style="text-align: center;"> <u>4/27/09</u> Date of Signing </div> <div style="text-align: right;">  </div> </div>	

fund 432

FLORIDA DEPARTMENT OF EDUCATION
BUDGET DESCRIPTION FORM

proj. 43267050

A. NAME OF ELIGIBLE APPLICANT: Gadsden

C) TAPS Number
10CR02

B. Project Number (DOE USE ONLY):

200-26705-0CY01

D) Fund Number
432

(1) ARRA					(8) FTE Position(s)									
A	P	S	(2)	(3)	(4)	(5)	(6)	(7)	Position	Saved	Created	Cont-	Total	(9)
ss	ri	tra	School	Program	Activity	Function	Object	Account Title	Code			inued		Amount
ur	nc	te	or	Set-				and						
an	ip	g	District-	Aside				Description						
ce	le		Based	Code										
			Expend-											
			iture											
C3	A	6	S	N/A	Hire a paraprofessional to support Prekindergaten students with disabilities.	5200	150	Aides Aides who support the classroom teachers	55051	0.000	1.000	0.000	1	18,600.00
C3	A	6	S	N/A	Pay benefits for a paraprofessional.	5200	200	Employee Benefits Fringe benefits for aides	55051	0.000	1.000	0.000	1	5,700.00
C1	B2	21	D	N/A	Purchase BID-2 for PK student assessments to meet state mandates	6100	510	Supplies Materials and supplies for the PreK assessment process		0.000	0.000	0.000	0	1,365.00
C1	A	6	D	N/A	Indirect cost @3.95%	7200	790	Miscellaneous Expenses Indirect cost	55051	0.000	1.000	0.000	1	1,007.00
													TOTAL:	26,672

DOE 102
Created 4/09



Eric J. Smith, Commissioner

→ 210 1833⁰⁰
 220 1423⁰⁰
 230 ~~2319⁰⁰~~ 2321⁰⁰
 232 123⁰⁰

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7e

DATE OF SCHOOL BOARD MEETING: June 23, 2009

TITLE OF AGENDA ITEMS: Budget Amendment Number Twenty-Seven

DIVISION: Finance Department

PURPOSE AND SUMMARY OF ITEMS:

Post budget amendment increase for Title III	\$10,949.29
Post budget amendment increase for 21 st Century	\$38,375.00
Post budget correction for Choice with Transportation	\$-3543.00

FUND SOURCE: 420 (Federal) Fund

AMOUNT: \$ 45,781.29

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

Be sure that the Comptroller has signed the budget page.

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

FUND 420			
REVENUE OBJECT	ESTIMATED REVENUE 6/11/2009	BUDGET AMENDMENT NUMBER TWENTY-SEVEN	ENDING ESTIMATED REVENUE 6/11/2009
190	\$ -	\$ -	\$ -
191	\$ -	\$ -	\$ -
199	\$ 2,912,425.64	\$ -	\$ 2,912,425.64
201	\$ 210,807.93	\$ -	\$ 210,807.93
226	\$ 677,114.00	\$ -	\$ 677,114.00
227	\$ 54,243.21	\$ -	\$ 54,243.21
230	\$ 2,020,949.04	\$ -	\$ 2,020,949.04
240	\$ 3,600,350.16	\$ (3,543.00)	\$ 3,596,807.16
251	\$ -	\$ -	\$ -
270	\$ 1,426.83	\$ -	\$ 1,426.83
290	\$ 1,259,783.38	\$ 49,324.29	\$ 1,309,107.67
TOTALS	\$ 10,737,100.19	\$ 45,781.29	\$ 10,782,881.48

**Gadsden County School Board
420 (Federal) Fund Appropriations
Budget Amendment Number Twenty-Seven**

420 FUND					
FUNCTION/ OBJECT	BUDGET				
	BUDGET BALANCE 6/11/2009	AMENDMENT NUMBER TWENTY-SEVEN	BUDGET BALANCE 6/11/2009		
5100	100	\$ 1,828,181.27	\$ (496.00)	\$ 1,827,685.27	
	200	\$ 180,132.12	\$ 1,663.00	\$ 181,795.12	
	300	\$ 904,577.24	\$ 51,610.48	\$ 956,187.72	
	500	\$ 523,659.83	\$ 21,464.60	\$ 545,124.43	
	600	\$ 423,854.32	\$ 500.00	\$ 424,354.32	
	700	\$ 50,521.54	\$ -	\$ 50,521.54	
	FUNCTOTAL	\$ 3,910,926.32	\$ 74,742.08	\$ 3,985,668.40	
5200	100	\$ 579,363.50	\$ -	\$ 579,363.50	
	200	\$ 174,620.59	\$ -	\$ 174,620.59	
	300	\$ 361,408.09	\$ -	\$ 361,408.09	
	500	\$ 56,300.00	\$ -	\$ 56,300.00	
	600	\$ 36,927.08	\$ -	\$ 36,927.08	
	700	\$ 3,000.00	\$ -	\$ 3,000.00	
	FUNCTOTAL	\$ 1,211,619.26	\$ -	\$ 1,211,619.26	
5300	100	\$ 47,534.50	\$ -	\$ 47,534.50	
	200	\$ 14,260.35	\$ -	\$ 14,260.35	
	300	\$ 14,500.00	\$ -	\$ 14,500.00	
	500	\$ 42,839.00	\$ -	\$ 42,839.00	
	600	\$ 44,222.00	\$ -	\$ 44,222.00	
	700	\$ 25,590.15	\$ -	\$ 25,590.15	
	FUNCTOTAL	\$ 188,946.00	\$ -	\$ 188,946.00	
5400	100	\$ -	\$ -	\$ -	
	200	\$ -	\$ -	\$ -	
	300	\$ 171.70	\$ -	\$ 171.70	
	500	\$ -	\$ -	\$ -	
	600	\$ -	\$ -	\$ -	
	700	\$ -	\$ -	\$ -	
	FUNCTOTAL	\$ 171.70	\$ -	\$ 171.70	
5500	100	\$ 961,666.42	\$ -	\$ 961,666.42	
	200	\$ 246,057.88	\$ -	\$ 246,057.88	
	300	\$ 431,762.55	\$ 1,000.00	\$ 432,762.55	
	500	\$ 52,330.80	\$ -	\$ 52,330.80	
	600	\$ 5,623.21	\$ -	\$ 5,623.21	
	700	\$ 1,086.00	\$ -	\$ 1,086.00	
	FUNCTOTAL	\$ 1,698,526.86	\$ 1,000.00	\$ 1,699,526.86	

**Gadsden County School Board
420 (Federal) Fund Appropriations
Budget Amendment Number Twenty-Seven**

6100	100	\$	416,438.23	\$	2,340.00	\$	418,778.23
	200	\$	120,227.40	\$	-	\$	120,227.40
	300	\$	73,165.22	\$	-	\$	73,165.22
	500	\$	35,050.00	\$	-	\$	35,050.00
	600	\$	14,198.27	\$	-	\$	14,198.27
	700	\$	1,824.31	\$	-	\$	1,824.31
	900	\$	-	\$	-	\$	-
FUNCTOTAL		\$	660,903.43	\$	2,340.00	\$	663,243.43
6200	100	\$	-	\$	-	\$	-
	200	\$	-	\$	-	\$	-
	300	\$	-	\$	-	\$	-
	500	\$	-	\$	-	\$	-
	600	\$	3,920.00	\$	-	\$	3,920.00
	700	\$	-	\$	-	\$	-
FUNCTOTAL		\$	3,920.00	\$	-	\$	3,920.00
6300	100	\$	759,052.92	\$	4,938.00	\$	763,990.92
	200	\$	180,422.98	\$	864.00	\$	181,286.98
	300	\$	180,611.44	\$	-	\$	180,611.44
	500	\$	26,022.14	\$	-	\$	26,022.14
	600	\$	30,213.10	\$	-	\$	30,213.10
	700	\$	4,000.00	\$	-	\$	4,000.00
FUNCTOTAL		\$	1,180,322.58	\$	5,802.00	\$	1,186,124.58
6400	100	\$	214,230.80	\$	-	\$	214,230.80
	200	\$	22,794.47	\$	0.08	\$	22,794.55
	300	\$	450,184.09	\$	-	\$	450,184.09
	400	\$	-	\$	-	\$	-
	500	\$	114,613.42	\$	-	\$	114,613.42
	600	\$	56,000.00	\$	-	\$	56,000.00
	700	\$	79,198.14	\$	-	\$	79,198.14
FUNCTOTAL		\$	937,020.92	\$	0.08	\$	937,021.00
6500	100	\$	-	\$	-	\$	-
	200	\$	-	\$	-	\$	-
	300	\$	-	\$	-	\$	-
	500	\$	-	\$	-	\$	-
	600	\$	-	\$	-	\$	-
FUNCTOTAL		\$	-	\$	-	\$	-

**Gadsden County School Board
420 (Federal) Fund Appropriations
Budget Amendment Number Twenty-Seven**

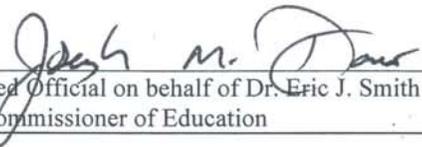
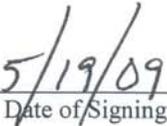
7200	100	\$	18,590.58	\$	-	\$	18,590.58
	200	\$	5,117.38	\$	-	\$	5,117.38
	300	\$	32,381.34	\$	-	\$	32,381.34
	500	\$	-	\$	-	\$	-
	600	\$	-	\$	-	\$	-
	700	\$	414,287.93	\$	214.61	\$	414,502.54
FUNCTOTAL		\$	470,377.23	\$	214.61	\$	470,591.84
7300	100	\$	-	\$	-	\$	-
	200	\$	-	\$	-	\$	-
	300	\$	-	\$	-	\$	-
	500	\$	4,207.05	\$	-	\$	4,207.05
	600	\$	-	\$	-	\$	-
	700	\$	-	\$	-	\$	-
FUNCTOTAL 7300		\$	4,207.05	\$	-	\$	4,207.05
7500	100	\$	-	\$	-	\$	-
	200	\$	-	\$	-	\$	-
FUNCTOTAL 7500		\$	-	\$	-	\$	-
7600	100	\$	-	\$	-	\$	-
	200	\$	-	\$	-	\$	-
	500	\$	-	\$	-	\$	-
FUNCTOTAL		\$	-	\$	-	\$	-
7700	100	\$	-	\$	-	\$	-
	200	\$	-	\$	-	\$	-
	300	\$	500.00	\$	-	\$	500.00
	400	\$	-	\$	-	\$	-
	500	\$	1,388.61	\$	275.00	\$	1,663.61
	600	\$	2,838.00	\$	-	\$	2,838.00
	700	\$	-	\$	-	\$	-
FUNCTOTAL		\$	4,726.61	\$	275.00	\$	5,001.61
7800	100	\$	159,510.94	\$	(17,924.71)	\$	141,586.23
	200	\$	38,902.92	\$	(13,487.77)	\$	25,415.15
	300	\$	127,802.50	\$	(7,991.00)	\$	119,811.50
	400	\$	5,879.68	\$	-	\$	5,879.68
	500	\$	-	\$	-	\$	-
	600	\$	40,892.45	\$	-	\$	40,892.45
FUNCTOTAL		\$	372,988.49	\$	(39,403.48)	\$	333,585.01

**Gadsden County School Board
420 (Federal) Fund Appropriations
Budget Amendment Number Twenty-Seven**

7900	100	\$	4,632.25	\$	690.00	\$	5,322.25
	200	\$	835.51	\$	121.00	\$	956.51
	300	\$	36,396.67	\$	-	\$	36,396.67
	400	\$	-	\$	-	\$	-
	500	\$	923.62	\$	-	\$	923.62
	700	\$	-	\$	-	\$	-
FUNCTOTAL		\$	42,788.05	\$	811.00	\$	43,599.05
8100	100	\$	-	\$	-	\$	-
	200	\$	-	\$	-	\$	-
	300	\$	2,800.00	\$	-	\$	2,800.00
	600	\$	-	\$	-	\$	-
FUNCTOTAL		\$	2,800.00	\$	-	\$	2,800.00
8200	100	\$	59,767.74	\$	-	\$	59,767.74
	200	\$	-	\$	-	\$	-
FUNCTOTAL		\$	59,767.74	\$	-	\$	59,767.74
9100	100	\$	26,322.32	\$	-	\$	26,322.32
	200	\$	6,788.37	\$	-	\$	6,788.37
	300	\$	-	\$	-	\$	-
	400	\$	-	\$	-	\$	-
	500	\$	-	\$	-	\$	-
	600	\$	-	\$	-	\$	-
	700	\$	-	\$	-	\$	-
FUNCTOTAL		\$	33,110.69	\$	-	\$	33,110.69
9200	300	\$	-	\$	-	\$	-
FUNCTOTAL		\$	-	\$	-	\$	-
9700	500	\$	-	\$	-	\$	-
FUNCTOTAL		\$	-	\$	-	\$	-
GRANDTOTAL		\$	10,783,122.93	\$	45,781.29	\$	10,828,904.22

**Florida Department of Education
Project Award Notification**

Proj. 4224490

1 PROJECT RECIPIENT Gadsden County School District	2 PROJECT NUMBER 200-2449A-9CCCC1
3 PROJECT/PROGRAM TITLE 2008-2009 21st Century Community Learning Centers (CCLC) Continuation <p align="center">TAPS 09B002</p>	4 AUTHORITY 84.287C 21st CCLC NCLB, ATD, Title IV, Part B
5 AMENDMENT INFORMATION Amendment Number: 2 Type of Amendment: Budget Increase/Extension Effective Date: 05/07/2009	6 PROJECT PERIODS Budget Period: 07/01/2008 - 07/31/2009 Program Period: 07/01/2008 - 07/31/2009
7 AUTHORIZED FUNDING Current Approved Budget: \$ 137,462.00 Amendment Amount: \$ 38,375.00 Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 175,837.00	8 REIMBURSEMENT OPTION Federal Cash Advance
9 TIMELINES <ul style="list-style-type: none"> • Last date for incurring expenditures and issuing purchase orders: <u>07/31/2009</u> • Date that all obligations are to be liquidated and final disbursement reports submitted: <u>09/20/2009</u> • Last date for receipt of proposed budget and program amendments: <u>07/31/2009</u> • Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: • Date(s) for program reports: 	
10 DOE CONTACTS Program: Lingo, Lani Phone: (850) 245 - 0852 Email: Lani.Lingo@fldoe.org Grants Management: Unit B (850) 245-0496	11 DOE FISCAL DATA DBS: 40 90 60 EO: 49 Object: 720036
12 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> • This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs. • For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20th of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System. • Other: 	
13 APPROVED: <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="text-align: center;">  _____ Authorized Official on behalf of Dr. Eric J. Smith Commissioner of Education </div> <div style="text-align: center;">  _____ Date of Signing </div> <div style="text-align: right;">  </div> </div>	

A) GADSDEN COUNTY SCHOOL DISTRICT B) 200-2449A-9CCLC1 / 09B00
 District/Agency Name Project Number TAPS Number

C) 2
 Amendment Number

FLORIDA DEPARTMENT OF EDUCATION BUDGET AMENDMENT NARRATIVE FORM

D) Total Project Amount Currently Approved \$ <u>137,462</u>	E) Total Project Amount resulting from this Budget Amendment \$ <u>175,837</u>
---	---

F) Line Item Description

FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE	AMOUNT INCREASE	AMOUNT DECREASE
6300	110	<p>Salaries: Program Director/Site Coordinator Overall 21st CCLC project manager, supervise 21st CCLC site coordinators, insure 21st CCLC program goals are met, assist in 21st CCLC data collection, and provide feedback to local partners and stakeholders regarding 21st CCLC program. (3hrs x \$25 x 144.6 days) <i>Summer---2hrs x \$25 x 30 days = \$1500</i></p>	0.4	1,500	
5100	120	<p>Salaries: Summer Teachers To provide summer academic instruction in reading, math, technology, recreation, and science to actively participating 21st CCLC students. <u>WGHS - 4 Position</u> <i>Summer: Summer: 4 teachers x 6 hrs/day @ \$16.50/hr x 25 days x = \$9,504</i></p>	8.44	9,504	
6100	130	<p>Salaries: Counselor To provide program participants with guidance on overcoming academic deficiencies, choosing post-secondary education or identifying job/career choices and opportunities. <u>WGHS - 1 Position</u> <i>Summer: 6.5 hr/day @ \$18.00/hr x 20 days x = \$2,340</i></p>	1	2,340	
6300	136	<p>Salaries: Site coordinator Coordinate all 21st CCLC site activities for actively participating 21st CCLC students, supervise 21st CCLC instructional staff, and coordinate with cooperating community agencies regarding 21st CCLC. <u>WGHS - 1 Position</u> <i>Summer: 6.25 hrs/day @ \$22.00/hr x 25 days</i></p>	1.16	3,438	
7900	161	<p>Salaries: Custodial Services Provide cleaning services for the 21st CCLC site to enhance the health and safety of the site during services for actively participating 21st CCLC students. <u>WGHS - 1 Position</u> <i>Summer: 2 hr/day @ \$15.00/hr x 23 days x = \$690</i></p>	0.50	690	



6300	210	Benefits: Retirement Retirement (9.85% of 21 st CCLC Salary) for project director and site coordinator. <u>WGHS</u> $\$4,938 \times 9.85\% = \486	486	
5100	210	Benefits: Retirement Retirement (9.85% of 21 st CCLC Salary) for regular after school and summer teachers <u>WGHS:</u> $\$9,504 \times 9.85\% = \936	936	
7900	210	Benefits: Retirement Retirement (9.85% of 21 st CCLC Salary) for custodial services. <u>WGHS:</u> $\$690 \times 9.85\% = \68	68	
6300	220	Benefits: FICA (7.65% of 21 st CCLC Salary) for project director and site coordinators. <u>WGHS:</u> $\$4,938 \times 7.65\% = \378	378	
5100	220	Benefits: FICA (7.65% of 21 st CCLC Salary) for teachers (regular and summer) , enrichment specialist <u>WGHS:</u> $\$9,504 \times 7.65\% = \727	727	
7900	220	Benefits: FICA (7.65% of 21 st CCLC Salary) for custodial services. <u>WGHS:</u> $\$690 \times 7.65\% = \53	53	
5100	310	Contracted Services: External Evaluator Collects 21 st CCLC student data, reports on student outcomes, provides guidance on student needs and suggest 21 st CCLC programming changes to improve services to actively participating 21 st CCLC students and their families. Prepares quarterly 21 st CCLC reports for the school district and state evaluators. <i>(Evaluation) WGHS: \$3,100</i>	3,100	
5500	310	Contracted Services: Independent Enrichment Contractors To provide 21 st CCLC participants and their families with instructional support and access to other programs and services. <u>WGHS</u> – <i>Parent and Community Involvement - \$1,000</i>	1,000	



7800	390	<p>Other Purchased Services: Student Transportation (Summer) Cost of operating school busses during the summer 21st CCLC program. Bus transportation will be provided solely for actively participating 21st CCLC students. Estimated at 1 bus x 60 miles/day x \$2.00/mile x 20 days.</p> <p><u>WGHS</u> <i>Summer: 23 days x 2 trips/day x \$275/trip = \$12,650</i></p>		12,650	
5100	510	<p>Materials and Supplies: Instructional Provide ink cartridges, paper, pens, pencils, markers, folders, and ID badges for actively participating 21st CCLC students and their families.</p> <p><u>WGHS:</u> <i>Provide classroom supplies, materials, computer software and other supplemental items for enhancing teacher instruction techniques.</i> <i>Sub-total - \$730</i></p>		730	
7700	510	<p>Materials and Supplies: Program Operation Support 21st CCLC data collection and reporting activities to include paper, pens, pencils, folders, and storage containers. (<i>Administrative</i>)</p> <p><u>WGHS:</u> <i>\$275</i></p>		275	
5100	691	<p>Capitalized Software For career, wellness and academic program areas for actively participating 21st CCLC students and their families. Includes collection system program software for actively participating 21st CCLC students and their parents.</p> <p><u>WGHS:</u> <i>\$500</i></p>		500	
				38,375	0

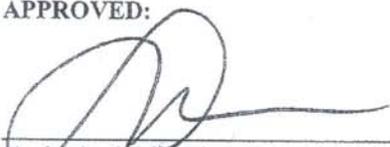
Total

Total



**Florida Department of Education
Project Award Notification**

FILE COPY

1 PROJECT RECIPIENT Gadsden County School District	2 PROJECT NUMBER 200-1029A-9CX01
3 PROJECT/PROGRAM TITLE Title III, Part A: Supplementary Instructional Support for English Language Learners <p align="center">TAPS 09A014</p>	4 AUTHORITY 84.365A Title III, ESOL
5 AMENDMENT INFORMATION Amendment Number: 4 Type of Amendment: Budget: Increase Effective Date: 05/20/2009	6 PROJECT PERIODS Budget Period: 07/10/2008 - 06/30/2009 Program Period: 07/10/2008 - 06/30/2009
7 AUTHORIZED FUNDING Current Approved Budget: \$ 52,501.11 Amendment Amount: \$ 10,949.29 Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 63,450.40	8 REIMBURSEMENT OPTION Federal Cash Advance
9 TIMELINES <ul style="list-style-type: none"> Last date for incurring expenditures and issuing purchase orders: <u>06/30/2009</u> Date that all obligations are to be liquidated and final disbursement reports submitted: <u>08/20/2009</u> Last date for receipt of proposed budget and program amendments: <u>06/30/2009</u> Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: Date(s) for program reports: 	
10 DOE CONTACTS Program: Ginger Alberto Phone: (850) 245 - 0894 Email: Ginger.Alberto@fldoe.org Grants Management: Unit A (850) 245-0496	11 DOE FISCAL DATA DBS: 40 90 50 EO: EN Object: 720000
12 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs. For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20th of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System. Agencies receiving funds under Title III, No Child Left Behind may use not more than two percent (2%) of such funds for the cost of administering the program. 	
13 APPROVED: <div style="display: flex; justify-content: space-between;"> <div data-bbox="227 1659 779 1858">  Authorized Official on behalf of Dr. Eric J. Smith Commissioner of Education </div> <div data-bbox="876 1743 1185 1837"> <p>5/20/2009 Date of Signing</p> </div> <div data-bbox="1234 1638 1429 1816">  </div> </div>	

DOE-200
Revised 02/05

A) Gasdsen County Title III
District/Agency Name

B) 200-1029A-9C001
Project Number

09A14
TAPS Number

C) 4
Amendment Number

FLORIDA DEPARTMENT OF EDUCATION BUDGET AMENDMENT NARRATIVE FORM

D) Total Project Amount Currently Approved \$ <u>52,501.11</u>	E) Total Project Amount resulting from this Budget Amendment \$ <u>63,450.40</u>
---	---

F) Line Item Description

FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE	AMOUNT INCREASE	AMOUNT DECREASE																																																																								
5100	121	Title III will provide 6 teachers for 20 day ESOL Summer Camp	6		10,000.00																																																																								
5100	510	Brainchild mechanics web licenses (50 each, a total of \$870.00) for math (elementary and middle/high), reading, writing, and vocabulary. Study buddies (50, a total of \$18,995.00) with 100 cartridges including reading, writing, math, and science. Shipping and handling will be \$189.95.		20,054.95																																																																									
5100	510	The Oxford Picture Dictionary for the Content Areas and workbooks to be used in the home to help ELLs with language acquisition during the summer months. 26 English/Spanish dictionaries (\$15.75 each) will be purchased along with 26 workbooks (\$8.95 each). Shipping and handling will be \$30.75 +/-.		675.35 679.65																																																																									
7200	791	Administration of the Title III Grant @ 2% maximum		218.99 214.69																																																																									
<table style="width: 100%; border-collapse: collapse; font-family: cursive;"> <tr> <td style="width: 15%;"><i>LINE ITEM</i></td> <td style="width: 15%;"><i>EXCESS</i></td> <td style="width: 15%;"><i>MAXIMUM</i></td> <td style="width: 15%;"><i>20% INDIRECT COSTS</i></td> <td style="width: 15%;"><i>NET INCREASE</i></td> <td style="width: 15%;"><i>AMOUNT INCREASE</i></td> </tr> <tr> <td>5100</td> <td></td> <td></td> <td>10,949.29</td> <td>20,949.29</td> <td>20,054.95</td> </tr> <tr> <td>510</td> <td></td> <td></td> <td>1.020</td> <td>10,000.00</td> <td>675.35</td> </tr> <tr> <td>510</td> <td></td> <td></td> <td>10,949.29</td> <td>10,949.29</td> <td>218.99</td> </tr> <tr> <td></td> <td></td> <td></td> <td>214.69</td> <td>10,949.29</td> <td>214.69</td> </tr> <tr> <td></td> <td></td> <td></td> <td>0.00</td> <td>TOTAL</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>10,949.29</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>52,501.11</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>63,450.40</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td>0.00</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>20,949.29</td> <td>10,000.00</td> </tr> </table>						<i>LINE ITEM</i>	<i>EXCESS</i>	<i>MAXIMUM</i>	<i>20% INDIRECT COSTS</i>	<i>NET INCREASE</i>	<i>AMOUNT INCREASE</i>	5100			10,949.29	20,949.29	20,054.95	510			1.020	10,000.00	675.35	510			10,949.29	10,949.29	218.99				214.69	10,949.29	214.69				0.00	TOTAL						10,949.29						52,501.11						63,450.40							0.00											20,949.29	10,000.00
<i>LINE ITEM</i>	<i>EXCESS</i>	<i>MAXIMUM</i>	<i>20% INDIRECT COSTS</i>	<i>NET INCREASE</i>	<i>AMOUNT INCREASE</i>																																																																								
5100			10,949.29	20,949.29	20,054.95																																																																								
510			1.020	10,000.00	675.35																																																																								
510			10,949.29	10,949.29	218.99																																																																								
			214.69	10,949.29	214.69																																																																								
			0.00	TOTAL																																																																									
				10,949.29																																																																									
				52,501.11																																																																									
				63,450.40																																																																									
					0.00																																																																								
				20,949.29	10,000.00																																																																								
				Total	Total																																																																								

DOE 151
Revised 12/07

Dr. Eric J. Smith, Commissioner



SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7f

DATE OF SCHOOL BOARD MEETING: June 23, 2009

TITLE OF AGENDA ITEMS: Project Application – State Fiscal Stabilization Fund

DIVISION: Finance Department

PURPOSE AND SUMMARY OF ITEMS:

Board approval is requested for the Project Application for the State Fiscal Stabilization Fund that consists of the following funding sources:

<u>Description</u>	<u>Amount</u>
Education Stabilization Fund K-12	\$1,834,500
Government Services Fund K-12	68,963
Government Services Fund Workforce Development	44,815

The application states that the funds will be used to save jobs and will be budgeted to support 40 positions in the 2009-2010 budget.

PREPARED BY: Bonnie B. Wood

POSITION: Assistant Superintendent for Business Services

**FLORIDA DEPARTMENT OF EDUCATION
PROJECT APPLICATION - STATE FISCAL STABILIZATION FUND**

TAPS NUMBERS: 1. 10AS07 2. 10AS08 3. 10AS09 4. 10AS10

Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Name and Address of Eligible Applicant: <p align="center">Gadsden 35 MARTIN LUTHER KING JR BLVD QUINCY, FL 32351</p>	DOE USE ONLY Date Received
---	---	-----------------------------------

B) Applicant Contact Information

Contact Name: First Name: Bonnie MI: B Last Name: Wood	Mailing Address: 35 MARTIN LUTHER KIN City: QUINCY State: FL Zip: 32351
Telephone Number: 850-627-9651	Ext: 1222
Fax Number: 850-627-5357	E-mail Address: woodb@mail.gcps.k12.fl.us

<p align="center">C) Program Name (1) State Fiscal Stabilization Fund - Education Stabilization Fund (K-12) TAPS: 10AS07</p>	<p align="center">C) Program Name (2) State Fiscal Stabilization Fund - Government Services Fund (K-12) TAPS: 10AS08</p>
--	--

Project Number: (DOE Assigned) 020-5910S-0CZ01	Project Number: (DOE Assigned) 020-5920S-0CZ01
---	---

D) Total Funds Requested: \$1,834,500.00	D) Total Funds Requested: \$68,963.00
--	---

Total Approved Funds: (DOE USE ONLY) \$	Total Approved Funds: (DOE USE ONLY) \$
--	--

<p align="center">C) Program Name (3) State Fiscal Stabilization Fund - Education Stabilization Fund (Workforce Development) TAPS: 10AS09</p>	<p align="center">C) Program Name (4) State Fiscal Stabilization Fund - Government Services Fund (Workforce Development) TAPS: 10AS10</p>
---	---

Project Number: (DOE Assigned) 020-5910S-0CZ02	Project Number: (DOE Assigned) 020-5920S-0CZ02
---	---

D) Total Funds Requested: 0	D) Total Funds Requested: \$44,815.00
---------------------------------------	---

Total Approved Funds: (DOE USE ONLY) \$	Total Approved Funds: (DOE USE ONLY) \$
--	--

CERTIFICATION

I (first name) Reginald (last name) James do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project,

and will not be used for matching funds on this or any special project, where prohibited.

Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

E) _____
Signature of Agency Head

Save

DOE 100A



Dr. Eric J. Smith, Commissioner



Florida Department of Education
American Recovery and Reinvestment Act of 2009 (ARRA)
State Fiscal Stabilization Fund Program

Attachment I
Program-Specific Assurances

By submitting this application bearing the signature of the authorized official, the applicant hereby certifies adherence to the following assurances.

- The applicant will work with the State to advance the education reform areas identified in the State's application for these funds:**
 - A. Achieving equity in teacher distribution
 - B. Improving the collection and use of data
 - C. Regarding standards and assessments
 - 1) Enhancing the quality of academic assessments
 - 2) Including children with disabilities and limited English proficient students
 - 3) Improving State academic content and student achievement standards
 - D. Supporting struggling schools

- The applicant will implement the program consistent with the principles which guide the distribution and use of these funds:**
 - A. Spend funds quickly to save and create jobs
 - B. Improve student achievement through school improvement and reform:
 - 1) Progress toward college- and career-ready standards and high-quality assessments that are valid and reliable for all students, including English language learners and students with disabilities.
 - 2) Establishing pre-K to college and career data systems that track progress and foster continuous improvement.
 - 3) Making improvements in teacher effectiveness and in the equitable distribution of qualified teachers for all students, particularly students who are most in need.
 - 4) Providing intensive support and effective interventions for the lowest performing schools.
 - C. Insure transparency, reporting, and accountability
 - D. Invest one-time ARRA funds thoughtfully to minimize the "funding cliff"

Additionally, the applicant assures that:

- None of the funds received through the State Fiscal Stabilization Fund will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.
- The Local Educational Agency will take steps to ensure equitable access to, and equitable participation in, the projects and activities to be conducted with assistance through the State Fiscal Stabilization Fund, by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability, and age.
- The Local Educational Agency shall only use State Fiscal Stabilization Fund program funds for activities authorized by the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) ("ESEA"), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 9201 et seq.), or the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act") or for modernization, renovation, or repair of public school facilities, including modernization, renovation, and repairs that are consistent with a recognized green building rating system.
- For any project funded through the State Fiscal Stabilization Fund, the Local Educational Agency will comply with Section 1605 of the American Recovery and Reinvestment Act of 2009 (requiring the use of American iron, steel, and manufactured goods) and Section 1606 of the American Recovery and Reinvestment Act of 2009 (requiring compliance with federal prevailing wage requirements).
- The Local Educational Agency will promptly refer to an appropriate inspector general any credible evidence that a principal, employee, agent, contractor, sub-grantee, subcontractor, or other person has submitted a false claim under the False Claims Act (31 U.S.C. § 3729 - 3733) or has committed a criminal or civil violation of laws pertaining to fraud, conflict of interest, bribery, gratuity, or similar misconduct involving State Fiscal Stabilization Fund funds.

Certification:

I hereby certify that _____ (Local Educational Agency)
will adhere to each of the assurances specified above.

Signature of Authorized Official (must be original)

Date

2009-10 FEFP - FINAL CONFERENCE REPORT, MAY 5, 2009
Federal Stabilization Allocations

District	District	State Fiscal Stabilization Fund	State Fiscal Stabilization Fund	State Fiscal Stabilization Fund	State Fiscal Stabilization Fund
Number		Education	Government Services	Education	Government Services
		Stabilization Fund	Fund	Stabilization Fund	Fund
		K-12	K-12	(Workforce Development)	(Workforce Development)
1	ALACHUA	8,798,194	330,746		85,102
2	BAKER	1,571,254	59,067		11,941
3	BAY	8,090,198	304,130	185,192	27,899
4	BRADFORD	1,016,308	38,206	51,453	7,751
5	BREVARD	23,390,869	879,320		194,963
6	BROWARD	87,502,447	3,289,431	3,698,614	557,189
7	CALHOUN	660,824	24,842		11,065
8	CHARLOTTE	5,430,448	204,144	156,184	23,529
9	CITRUS	4,955,722	186,298	151,362	22,803
10	CLAY	11,898,142	447,280		61,471
11	COLLIER	14,769,894	555,236	386,334	58,201
12	COLUMBIA	3,171,950	119,241		20,577
13	DADE	115,384,339	4,337,579	5,296,633	797,925
14	DE SOTO	1,585,464	59,601		55,279
15	DIXIE	640,905	24,093		4,366
16	DUVAL	42,084,859	1,582,073		
17	ESCAMBIA	12,413,325	466,647	279,377	42,088
18	FLAGLER	4,117,172	154,775		161,142
19	FRANKLIN	374,223	14,068		3,550
20	GADSDEN	1,834,500	68,963		44,815
21	GILCHRIST	844,009	31,728		
22	GLADES	443,716	16,680		452
23	GULF	612,375	23,021		10,309
24	HAMILTON	563,682	21,190		4,854
25	HARDEE	1,639,966	61,650		17,916
26	HENDRY	2,214,736	83,257		25,851
27	HERNANDO	7,282,552	273,769		32,591
28	HIGHLANDS	3,923,372	147,489		
29	HILLSBOROUGH	63,921,308	2,402,958	1,767,529	266,275
30	HOLMES	988,069	37,144		

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 79

DATE OF SCHOOL BOARD MEETING: June 23, 2009

TITLE OF AGENDA ITEMS: School Board Truth in Millage (TRIM) Timetable

DIVISION: Finance Department

PURPOSE AND SUMMARY OF ITEMS:

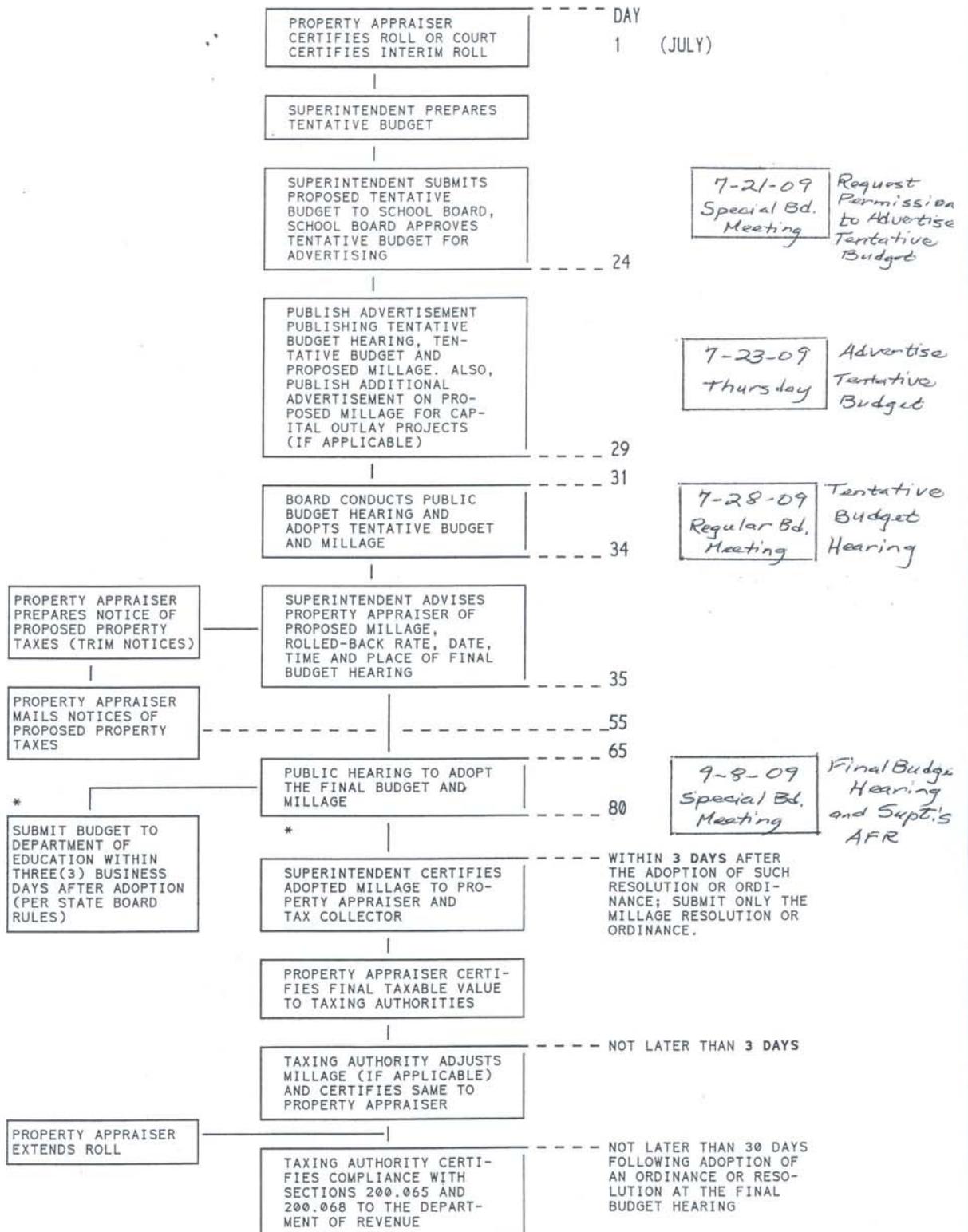
Board approval is requested for the Truth in Millage (TRIM) timetable with the following key dates:

Board Meeting	July 21, 2009	Request Permission to Advertise Tentative Budget
Newspaper Ads	July 23, 2009	Advertise Tentative Budget
Board Meeting	July 28, 2009	Tentative Budget Hearing
Board Meeting	September 8, 2009	Final Budget Hearing and Superintendent's Annual Financial Report

PREPARED BY: Bonnie B. Wood

POSITION: Assistant Superintendent for Business Services

SCHOOL BOARD TRIM TIMETABLE



*** IMPORTANT:** PLEASE NOTICE THE DIFFERENCE BETWEEN 3 WORKING DAYS FOR SUBMISSION TO THE DEPARTMENT OF EDUCATION AND 3 DAYS FOR SUBMISSION TO THE PROPERTY APPRAISER AND TAX COLLECTOR

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8a

Date of School Board Meeting: June 23, 2009

TITLE OF AGENDA ITEM:

COOPERATIVE AGREEMENT FOR INTER-COUNTY TRANSFER OF EXCEPTIONAL STUDENTS BETWEEN LEON COUNTY SCHOOL BOARD AND GADSDEN COUNTY SCHOOL BOARD

DIVISION: EXCEPTIONAL STUDENT EDUCATION

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

PURPOSE AND SUMMARY OF ITEM:

(Type and Double Space)

Annual review of Contractual Agreement for Inter-County Transfer of Exceptional Students by the School Board of Leon County and the School Board of Gadsden County. The School Board of Leon County provides and operates special programs for properly identified special education students from Gadsden County. The special program contract is for Hearing Impaired, and other students specifically identified by individual contract. Students are placed at the following school sites: W.T. Moore Elementary School, Swift Creek Middle School, Lincoln High School, and Gretchen Everhart Special Day School.

FUND SOURCE: STATE FTE FUNDS

AMOUNT: (determined by formula)
PREPARED BY: Wilma Jackson *WJ*
POSITION: Director, Exceptional Student Education

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

- 4 Number of ORIGINAL SIGNATURES NEEDED by preparer. (2 AGREEMENTS: 1 for an individual student
Requires 2 signatures of Superintendent
1 for Inner County transfer of Students
Requires 2 signatures of Board's Chairman

SUPERINTENDENT'S SIGNATURE: page(s) numbered 2

CHAIRMAN'S SIGNATURE: page(s) numbered 4

Be sure that the COMPTROLLER has signed the budget page.

This form is to be duplicated on light blue paper.

summary for
revised 0591

Proof read by: Margaret D Bronson
Spudge

2009 JUN 16 AM 9:48
GADSDEN SCHOOL BOARD
OFFICE OF ASSISTANT
SUPERINTENDENT

BOARD CHAIR
Georgia M. "Joy" Bowen

BOARD CHAIRMAN
Maggie B. Lewis-Butler



BOARD MEMBERS
Dee Crumpler
Dee Dee Rasmussen
Forrest Van Camp

SUPERINTENDENT
Jackie Pons

**CONTRACTUAL AGREEMENT
FOR INTER-COUNTY
TRANSFER OF EXCEPTIONAL STUDENTS**

This agreement entered into the twenty-fourth day of August, 2009, by the School Board of Leon County and the School Board of Gadsden County is for the purpose of defining the responsibilities of each as it relates to exceptional students who reside in one county and attend schools in the other, and delineating the conditions under which the contract shall be executed.

- I. The School Board of Leon County agrees to make available exceptional student education services in certain exceptional education programs and assignments within certain grade levels at specific sites in the district. Those programs, assignments, grade levels and sites are as follows:

<u>PROGRAM</u>	<u>ASSIGNMENT</u>	<u>GRADE LEVEL</u>	<u>SITE</u>
Hearing Impaired	Special Day School	PK-12	Everhart
	Resource/Special Class	PK-5	Moore
	Resource Class	6-8	Swift Creek
	Resource/Special Class	9-12	Lincoln

The School Board of Gadsden County and the parents will develop an individual educational plan (IEP) for exceptional students in conjunction with the School Board of Leon County. As determined by the IEP, those exceptional students in need of programs, assignments, grade levels and at sites included herein may be served by the School Board of Leon County. Only if programs, facilities and personnel are available will students be considered.

- II. In providing these Special Education Programs, the School Board of Leon County shall be responsible for:
- A. Provision and maintenance of adequate and appropriate facilities to house the program(s);
 - B. Provision of sufficient certified instructional and qualified non-instructional personnel, necessary for a quality program, including teacher, therapists, and a supervisor or coordinator;

Ward Spisso, Director
Exceptional Student Education
2757 West Pensacola Street * Tallahassee, Florida 32304-2998
Phone (850) 487-7158 * Fax (850) 487-7823 * spissow@mail.leon.k12.fl.us

Building the Future Together~ All Children Learning

"Leon County Schools does not discriminate against any person on the basis of gender, marital status, sexual orientation, race, religion, national origin, age, or disability."

- C. Notifying and obtaining the agreement of the participating district in any decision regarding the assignment of instructional staff in excess of the approved staffing ratio of the School Board of Leon County in order to provide appropriate instruction for a student from the participating district;
- D. Provision of necessary equipment, materials and supplies for each student;
- E. Provision of all other direct and indirect services necessary to conduct a quality program, except those responsibilities specifically designated in this agreement as the responsibility of the participating county;
- F. Provision of dismissal or reevaluation information for students from the School Board of **Gadsden County**.

III. As a participating school district, the School Board of **Gadsden County** shall be responsible for:

- A. Provision of transportation for those students from its county who are enrolled in the program. The transportation schedule shall enable students to participate in the total program for at least the minimum number of hours required for the age or grade group;
- B. Provision of the evaluation information and eligibility process conducted in accordance with Florida State Board of Education Administrative Rules 6A-6.03411(2)(e), FAC, and 6A-6.0301, FAC respectively;
- C. Provision of the assignment and dismissal process in accordance with 6A-6.0331, FAC and 6A-6.03411(2)(j), FAC;
- D. Initiating and conducting an Individual Education Plan meeting in accordance with 6A-6.0331(3) and in conjunction with the School Board of Leon County;
- E. Legal costs incurred through the due process procedure as a result of a student's assignment;
- F. The salary of personnel required to instruct students from the participating district in excess of the approved staffing ratio of the School Board of Leon County;
- G. Adhering to the school calendar and hours designated by the School Board of Leon County.

IV. Funding for exceptional student programs shall follow the procedure specified within this section:

A. The School Board of Leon County shall:

1. Provide the School Board of **Gadsden County** projected annual weighted FTE, the Leon County School Board discretionary operating millage and a calculation of these factors reflecting the regional funding fee for each contracted student within five (5) working days after receipt of first Department of Education (D.O.E.) Florida Education Funding Program (FEFP) calculations;
2. Provide the 2009-2010 formula calculation for the Regional Funding Fee;
3. Provide an invoice after the February FTE period to June 1 based on a formula using discretionary tax dollars in the general fund (FEFP calculation) projected total weighted FTE for contracted students multiplied by the Regional Funding Fee; and the salary of any teacher, classroom aide, interpreter or classroom support personnel required for individualized instruction as a result of the behavior and/or communication needs of a **Gadsden County** student;
4. Submit or receive funds as an adjustment to the "Regional Funding Fee" following the June FTE and end-of-year close out. That is, provided the actual end of year formula factors creates an under or over payment of \$100 or more for the current fiscal year.

B. The School Board of **Gadsden County** shall:

1. Receive all FTE funds generated from Transportation of their students to Leon County;
2. Provide on or before December 1 of each school year an estimate of student enrollment by exceptionality for the following school year;
3. Submit payment to the School Board of Leon County based on the statement of account described under IV A of this section. This payment shall arrive no later than June 30, 2010;
4. Submit or receive funds as an adjustment to the Regional Funding Fee payment projections and actual salary reimbursement for any teacher, classroom aide, interpreter or classroom support personnel required for instruction as a result of the behavior and/or communication needs of a **Gadsden County** student, if actual weighted FTE creates an under or over payment of \$100 or more. This adjustment will be made following the June FTE and prior to October 1, 2010.

This Agreement shall take effect August 24, 2009 and continue until May 28, 2010. Services for Extended School Year (ESY) will be contracted on an individual basis. This contract supersedes any previous agreements. The county shall abide by Section 1001.42(4)(d)(3.), Florida Statutes, for Settlement of Disagreements – “In the event an agreement cannot be reached relating to any phase of the project or activity, the matter may be referred jointly by the cooperating school boards, or by any individual school board of the cooperating districts, to the Department of Education for decision under regulations of the state board, and its decision shall be binding on all school boards of the cooperating districts”.

The agreement executed the day and year first written above.

Extended School Year Services (ESY)

- V. Services for Extended School Year (ESY) will be contracted on an individual basis.
 - A. The School Board of Leon County agrees to make available extended school year exceptional student education services in certain exceptional education programs and assignments within certain grade levels at specific sites in the district. Extended school year programs are provided four days per week, Monday through Thursday and follow the adopted Leon County School Board Calendar. All provisions agreed upon in the yearly contractual agreement are extended for extended school year services, i.e., among other things, **Gadsden County** will be required to pay for all costs associated with the employment of one-on-one aides during ESY.
 - B. Funding: extended school year services will be provided by Leon County for **Gadsden County** students for a cost of five hundred dollars per student for the five weeks of Extended School Year 2009. These fees are due upon receipt of invoice or no later than June 30, 2009.

THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA

BY: _____ DATE: _____
Board Chairperson

THE SCHOOL BOARD OF LEON COUNTY, FLORIDA

BY: _____ DATE: _____
Board Chairperson

Jackie Pons
Superintendent, Leon County Schools

DATE: _____

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA
AGENDA ITEM NO. 8D

Date of School Board Meeting: JUNE 23, 2009

AGENDA ITEM: FSU MULTIDISCIPLINARY SERVICES 2009-2010 SCHOOL YEAR

DIVISION: EXCEPTIONAL STUDENT EDUCATION

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

PURPOSE AND SUMMARY OF ITEM:

(Type and Double Space)

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

FUND SOURCE: IDEA DOLLARS

AMOUNT: \$13,000.00 est.

PREPARED BY: Wilma Jackson *WJ*
POSITION: Director, Exceptional Student Education

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

Be sure that the COMPTROLLER has signed the budget page.

This form is to be duplicated on light blue paper .

summary.for
revised 0591

Proof read by: Margaret D Bronson
Spudge

2009 JUN 16 AM 9:48

GADSDEN SCHOOL BOARD
OFFICE OF ASSISTANT
SCHOOL BOARD



FLORIDA STATE UNIVERSITY

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

COOPERATIVE SERVICE AGREEMENT BETWEEN THE FLORIDA STATE UNIVERSITY AND GADSDEN COUNTY SCHOOL BOARD

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

The District will be provided an allocation of 200 service hours to be devoted to evaluation, follow-up services and interventions, or a combination of the services. Each full evaluation will utilize 20 service hours, each partial evaluation will utilize 10 service hours, and other services/interventions will be calculated at actual clock hours.

The District will identify and prioritize children to be referred to the Center. Referrals should be children served by the District from pre-school through grade 12. These children may be special education students whom the District identifies as not adequately evaluated through District evaluation procedures or children in regular classrooms who are experiencing severe learning an/or behavioral problems. Allocated service hours not utilized in the District may be made available to other participating District after February 1, 2010.

The referral system existing in the District will be utilized by the Center, or the Center's referral forms may be used.

- 1. The Center agrees to provide professional/technical services in the following areas:**
 - A. The Center agrees to maintain a diagnostic clinic to provide evaluation services to identified children experiencing complex learning and/or**

behavioral problems and to recommend alternative teaching strategies and/or behavioral intervention techniques based on the diagnostic evaluations.

- B. The Center agrees to provide a written report of each multidisciplinary evaluation to the parent or legal guardian and to those staff members designated by the District for receipt of such reports, and to appropriate individuals or agencies requested, in writing, by the parent or legal guardian.**
 - C. The Center agrees to provide written and verbal recommendations for teachers and to parents routinely. When desired by the District, the Center will provide assistance with implementing recommended teaching strategies and/or behavioral interventions in the local school setting.**
 - D. The Center agrees to provide preservice education for University students working in the Center and enrolled in the Colleges of Arts & Sciences, Communication, Education, Schools of Fine Arts and Social Work.**
 - E. The Center agrees to provide inservice education for teachers in participating school districts, when specifically requested by the District.**
 - F. The Center will participate in case conferences with local school personnel at the children's school(s).**
- 2. The Center will not use or disclose any information concerning recipient of services under this Agreement for any purpose except on written consent of the recipient's responsible parent or guardian when authorized by law, and the Center agrees to comply with all applicable laws and regulations concerning confidentiality of student's records.**

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

Any Center personnel who (a) are permitted access on school grounds when students are present, (b) have direct contact with students, or (c) have access to or control of school funds shall, prior to beginning work, shall meet Level II screening requirements of Sections 1012.32 & 435.04 of

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

This agreement by and between the School Board of Gadsden County, hereinafter referred to as the District, and the FSU Multidisciplinary Center, hereinafter referred to as The Center, is for the purpose of securing counseling services.

1. The term of the agreement is July 1, 2009 through June 30, 2010.
2. The rate for service is \$400 per day not to exceed \$24,000 for the academic year. Rates include direct service to students, consultation with school personnel and parents as needed, participation in meetings and staffings, cost of materials and supplies, and costs involved in travel.
3. Payment is due within 30 days of invoice.
4. The Center shall be responsible for the following:
 - Individual and group counseling for students identified by the Gadsden County School District, in schools mutually agreed upon, for the academic year 2008-2009.
 - Frequent consultation with teachers and other school personnel in regard to students referred for counseling.
 - A treatment summary for each student served upon completion of service.
 - Licensed/certified supervision for the counselors.
5. The District shall be responsible for the following:
 - Obtain parental permission for each student referred for counseling.
 - Provide a regular meeting location that is relatively free of outside noise and distractions.
6. The Center agrees that it complies with applicable provisions of the Civil Rights Act and Section 504 Requirements governing agreements of this nature.
7. The District will have access to counseling records that are directly pertinent to this agreement.
8. The Center agrees to maintain all records for a period of at least three years following termination of this agreement.
9. If either party decides to terminate the agreement, 30 days notice is required.

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

Beverly M. Atkeson
Beverly M. Atkeson, Director
FSU Multidisciplinary Center

6-4-09
Date

ESE Director
Gadsden County Schools

Date

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8C

Date of School Board Meeting: JUNE 23, 2009

TITLE OF AGENDA ITEM: Contract with Kaylor Miles, M.Ed.

DIVISION: EXCEPTIONAL STUDENT EDUCATION

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

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

This contract provides counseling services to students with disabilities and students at risk for mental health problems. Services will be provided at Havana Middle School one day a week.

FUND SOURCE: **IDEA**

AMOUNT: **\$20,000.00**

PREPARED BY: **Wilma Jackson** *xf*
POSITION: **Director, Exceptional Student Education**

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.
SUPERINTENDENT'S SIGNATURE: page(s) numbered 4

CHAIRMAN'S SIGNATURE: page(s) numbered _____

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

summary for
revised 0591

Proof read by: Margaret D Bronson
ABridge

2009 JUN 16 AM 9:48
GADSDEN SCHOOL BOARD
OFFICE OF ASSISTANT
SUPERINTENDENT

**The School Board of Gadsden County
Exceptional Education Department
A Proposal from
Kaylor Miles, M.ED.
1114 Thomasville Road, Suite L
Tallahassee, FL 32309**

Submitted: June 8, 2009

Introduction

As a mental health counselor and educator with nearly ten years of experience, I specialize in providing therapeutic services. You will see from my resume that I have worked as a coordinator in various capacities, including: coordination of a University Victim Advocate Program; Resident Life Advisor; Communications Coordinator; Professional Consultant to the Department of Education; Program Specialist for the Department of Education; and Guidance Counselor/Coordinator of Special Programs. In each case I was able to add value, raise standards, increase visibility and awareness, deliver high quality products and services, and exceed the goals of the organizations.

I have also participated and received training and/or certification in the following areas:

- Play Therapy
- Group Facilitation
- PAC Success Academy (Parenting Training)
- Victim Services Practitioner Training
- Florida Educator Certification – School Counseling K-12
- Registered Mental Health Counselor Intern/License Number - IMH 3982

Proposal

I propose to meet the emotional and educational needs of the students of Gadsden County by providing the following therapeutic groups:

- Self-Esteem/Feelings (i.e. worry, fear and anxiety)
- Problem Solving/Decision Making (i.e. goal setting)
- Conflict Resolution (i.e. resolving relationship conflicts)
- Anger Management (i.e. alternatives to aggression)
- Grief/Loss (i.e. divorce, death and incarcerated family members)

Additionally, I will provide individual therapy and crisis intervention for Gadsden County students.

Research Data

Healthy self-esteem is a child's armor against the challenges of the world. Kids who feel good about themselves seem to have an easier time handling conflicts and resisting negative pressures. They tend to smile more readily and enjoy life. These kids are realistic and generally optimistic. In contrast, for children with low self-esteem challenges can become sources of major anxiety and frustration. Children who think poorly of themselves have a hard time finding solutions to problems. If they are plagued by self-critical thoughts, such as "I'm no good," or "I can't do anything right," they may become passive, withdrawn, or depressed. Faced with a new challenge, their immediate response is, "I can't." *An excerpt from Kids Health a project of The Nemours Foundation. ©1995-2004 The Nemours Foundation.*

Plan of Action

The following actions will be taken to ensure the success of this program:

- Administrators, teachers, guidance counselors and student services personnel will be provided a referral form for students who could benefit from these services (parents may also refer their children for services)
- Counselor will meet with students and provide a parent permission letter (which will be pre-approved by the principal) informing the family about the above services
- Therapeutic groups will run approximately nine weeks depending on the needs of the students
- Groups will continue throughout the school year as students complete the program and new students begin
- Individual and crisis counseling will be provided once a week or as needed

Measuring Future Outcomes

The following instruments will be utilized at the beginning and end of the school year to measure improvement in behavior, academics and self image:

1. Student Survey
2. Parent Reporting
3. Teacher Checklist (academic/behavioral progress)

Compensation

I am available to provide the following services beginning August 2009 through July 2010 @ \$50 an hour:

- Facilitate individual/group therapy and crisis intervention
- Provide monthly report submitted to The School Board of Gadsden County (This report will include progress/group notes and any necessary documentations, i.e. parent contact)
- Provide planned emotional curriculum activities
- Provide parents, teachers and administrators with consulting services
- Provide parent permission letters for therapeutic services
- Provide follow-up with parents/students for parent permission letters
- Coordinate services with schools and other agencies to best serve students
- Organize and file student activities and records

(This rate includes travel and mileage)

Compensation Breakdown

Daily Rate - \$500

Days of Services – Once per week for a total of 40 school days

Hours Per Week – 10.00

6.00 _ On-Site Services

1.00 – Round Trip Travel

3.00 – Consultation, progress notes, therapeutic lesson planning, organization of client files and report preparation

Total Compensation Rate

40 Days x \$500 = \$20,000

Thank you for your consideration.

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8d

Date of School Board Meeting: JUNE 23, 2009

TITLE OF AGENDA ITEM: **Agreement between the Gadsden County Public Schools and INVO HealthCare Associates, Inc.**

DIVISION: EXCEPTIONAL STUDENT EDUCATION

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

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

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

FUND SOURCE: FEFP Dollars

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

PREPARED BY: Wilma Jackson *WJ*

POSITION: Director, Exceptional Student Education

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 4

CHAIRMAN'S SIGNATURE: page(s) numbered _____

Be sure that the COMPTROLLER has signed the budget page.

This form is to be duplicated on light blue paper.

summary.for
revised 0591

Proof read by:

Margaret D Bronson
Spudge

2009 JUN 16 AM 9:48

GADSDEN SCHOOL BOARD
OFFICE OF ASSISTANT
CLERK

Agreement

THIS AGREEMENT is made between the **Gadsden County Public Schools, 35 Martin Luther King Jr. Boulevard, Quincy, FL 32351** (hereinafter referred to as "Agency"), and **Invo HealthCare Associates, Inc.**, 1780 Kendarbren Drive, Jamison, PA 18929 (hereinafter referred to as "**IHC**").

THIS AGREEMENT contains the following:

- (A) Agency is an agency serving individuals with special needs.
- (B) Both parties wish to enter into an AGREEMENT in which *IHC* will contract with therapist (s) (hereinafter referred to as "therapist"), who will provide therapy services to the individuals of the Agency.

THE PARTIES agree to the following:

1. Services:

Both parties agree that the scope of *IHC's* responsibility, as set forth in the AGREEMENT, is limited to contracting with therapist(s) who will provide up to seventy-five (75) hours per week of occupational therapy service, thirty-eight (38) hours per week of physical therapy service, and on an "as needed" basis hours per week of speech and language pathology service for the clients of the Agency located in the state of Florida.

2. Duties of Therapist:

(a) The services provided by the therapist under this AGREEMENT will be consistent with the available facilities, the therapist's professional judgment and the standards established in the Agency's community.

(b) The therapist shall maintain adequate and current records, in the manner required by the Agency, for individuals who are provided with service.

(c) The therapist will furnish a professional liability insurance policy to cover herself/himself. This policy must be effective on or before the therapist's first day of work.

(d) The Agency understands and agrees that *IHC* and the therapist are acting and performing as independent contractors at all times. The professional duties of the therapist will be directed by the Agency. The Agency and the therapist must fully comply with all applicable provisions of law and other rules and regulations of any and all governmental authorities relating to licensure and the regulation of the therapist and the Agency.

(e) The therapist, under their contract, must comply with policies, rules, and regulations of the Agency.

3. Term:

This AGREEMENT shall be for one (1) year term beginning on or about June 1, 2009 and extending until June 30, 2010. The AGREEMENT will continue for an additional one (1) year term unless either party gives written notice of cancellation sixty (60) days prior to the next one year term. However, if *IHC* does not present a qualified candidate for interview within thirty (30) days from the date on which this AGREEMENT is signed, then the Agency will have the option to terminate the AGREEMENT. Notice of termination will be delivered to *IHC* by Certified Mail with a return receipt.

4. Fees:

(a) *IHC* shall be compensated for services rendered.

(b) Since *IHC* incurs daily expenses, *IHC* will receive from the Agency a guaranteed income of fifty-eight (\$58.00) dollars per hour for every hour of contracted occupational therapy service approved by the Agency, fifty-eight (\$58.00) dollars per hour for every hour of contracted physical therapy service approved by the Agency, and fifty-eight (\$58.00) dollars per hour for every hour of contracted speech and language pathology service approved by the Agency. In the event that therapist must travel between locations after arriving for work on a given date, billable hours will include transportation time from one location to another and a mileage rate in accordance with IRS rates. This guaranteed income will be paid by Agency to *IHC* no later than the fifteenth of each month for the previous month. For each subsequent contract renewal, the compensation for therapist's services will be negotiated approximately one month prior to the initiation of the next contract period.

5. Duties of Agency:

(a) The Agency will provide the therapist with adequate work areas and equipment, as deemed necessary by the Agency, for the therapist to perform her/his job.

(b) Agency will provide support services as needed.

6. Service of Notices:

Notices served on the Agency will be served by Certified Mail with a return receipt, to the **Gadsden County Public Schools, 35 Martin Luther King, Jr. Boulevard, Quincy, FL 32351**. Notices served on *IHC* will be served by Certified Mail with a return receipt, to *Invo HealthCare Associates, Inc.*, 1780 Kendarbren Drive, Jamison, PA 18929

7. Law of State to Govern:

The validity, enforceability and interpretation of any of the clauses of this AGREEMENT will be determined and governed by the substantive and procedural laws of the commonwealth of Pennsylvania.

8. Scope of AGREEMENT:

This AGREEMENT constitutes the final, complete and entire contract between the parties and supersedes all prior and contemporaneous agreements, understandings, negotiations and discussions of the parties, whether written or oral. There are no representations or other agreements included. No supplemental modification or waiver of this AGREEMENT will be binding unless executed in writing by the parties to be bound thereby.

9. Amendments:

This AGREEMENT may be amended at any time by mutual agreement of the parties. However, before any amendment will be operative or valid, it must be reduced to writing and signed by both the Agency and **IHC**.

10. Non-Interference, Non-Solicitation, and Restrictive Covenant:

Agency agrees that it may not during the term of this Agreement and for two (2) years after the expiration or termination of this agreement, directly or indirectly, either as agent, partner, owner, investor, adviser or consultant or in any other capacity, employ or otherwise contract for services with the following:

- a). any therapist that any IHC's staff introduces to Agency, arranges for interview with Agency, or who has provided Services to Agency by or through IHC;
- b). any business entity (*i.e.* corporation, company partnership, association) that wishes to use any of IHC staff that has been introduced to Agency, had an arranged interview with Agency, or who has provided Services to Agency by or through IHC; and/or
- c). any current or former therapist of IHC who has provided Services to Agency under the terms of this Agreement and who is associated with an independent business entity as an employee, officer, agent, partner, owner, investor, lender, director, adviser or consultant or in any other capacity.

11. Default:

The Agency will be in default if any of the following happens:

- (a) The Agency fails to make any payment when due.
- (b) The Agency breaks a promise it has made to **IHC**, or the Agency fails to perform promptly at the time and in the specified manner provided in this contract.

(c) The Agency makes any representation or statement to *IHC* that is false or misleading in any material respect.

12. Confidential Information:

Both parties agree they will not at any time during or after termination of this AGREEMENT use or disclose any confidential information or methods to any person or entity for any purpose whatsoever without the prior written consent of the Agency and *IHC*.

13. Termination:

This AGREEMENT may be terminated (i) immediately upon written notice of breach of any party by the other party, or (ii) by either party upon sixty (60) days prior written notice. Notice will be delivered to the other party by Certified Mail with a return receipt.

The validity or unenforceability of any particular provision or part of this AGREEMENT will not affect any other provisions. If any provision of this contract is held to any extent invalid by any competent tribunal, that provision will be modified to make it enforceable.

THE PARTIES execute this AGREEMENT on the _____ day of _____, 2009.

Gadsden County Public Schools

By: _____

Title: _____

Invo HealthCare Associates, Inc.

By: _____

Mary A.J. McClain, President

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8e

DATE OF SCHOOL BOARD MEETING: June 23, 2009

TITLE OF AGENDA ITEM: AmeriCorps Gadsden Reads

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM: This request asks that the Gadsden County School Board approve the 2009-2010 AmeriCorps Gadsden Reads Program to begin August 1, 2009 and end July 31, 2010. Total cash amount of this project is \$358,256 of which \$304,258 is provided by Volunteer Florida. The school board's portion is \$53,998, which will be funded through Title I, Part A Basic. This amount will cover the cost of the program director. The program's focus is improving the reading scores of elementary students through support in the implementation of the SRA Imagine Program.

FUND SOURCE: Volunteer Florida and Title I, Part A Basic.

AMOUNT: \$304,258 from Volunteer Florida and \$53,998.00 from the School Board of Gadsden County.

PREPARED BY: Bea Hopkins

POSITION: Program Director

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

0 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

REVIEWED BY: Sammy McLaughlin ABudge

2009 JUN 16 PM 2:55
GADSDEN SCHOOL BOARD
OFFICE OF ASSISTANT
SUPERINTENDENT

DRAFT

PART I - FACE SHEET

APPLICATION FOR FEDERAL ASSISTANCE <small>Modified Standard Form 424 (Rev.02/07 to confirm to the Corporation's eGrants System)</small>		1. TYPE OF SUBMISSION: Application <input checked="" type="checkbox"/> Non-Construction
2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS):	3. DATE RECEIVED BY STATE: 08-JUN-09	STATE APPLICATION IDENTIFIER:
2b. APPLICATION ID: 09AC102342	4. DATE RECEIVED BY FEDERAL AGENCY:	FEDERAL IDENTIFIER:
5. APPLICATION INFORMATION		
LEGAL NAME: The School Board of Gadsden County DUNS NUMBER: 152811279	NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Bea B. Hopkins TELEPHONE NUMBER: (850) 627-9409 FAX NUMBER: (850) 627-6695 INTERNET E-MAIL ADDRESS: hopkins_b03@flm.edu	
ADDRESS (give street address, city, state, zip code and county): 35 Martin Luther King Jr. Blvd. Quincy FL 32351 - 4411 County: Gadsden		
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 596000615	7. TYPE OF APPLICANT: 7a. Local Government - Municipal 7b. Local Education Agency	
8. TYPE OF APPLICATION (Check appropriate box). <input checked="" type="checkbox"/> NEW <input type="checkbox"/> NEW/PREVIOUS GRANTEE <input type="checkbox"/> CONTINUATION <input type="checkbox"/> AMENDMENT If Amendment, enter appropriate letter(s) in box(es): <input type="text"/> <input type="text"/> A. AUGMENTATION B. BUDGET REVISION C. NO COST EXTENSION D. OTHER (specify below):	9. NAME OF FEDERAL AGENCY: Corporation for National and Community Service	
10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: 94.006 10b. TITLE: AmeriCorps State	11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: AmeriCorps Gadsden Reads 11.b. CNCS PROGRAM INITIATIVE (IF ANY):	
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): Chattahoochee, Greensboro, Gretna, Havana, and Midway Firodia.		
13. PROPOSED PROJECT: START DATE: 08/01/09 END DATE: 07/31/10	14. CONGRESSIONAL DISTRICT OF: a.Applicant <input type="text" value="FL 002"/> b.Program <input type="text" value="FL 002"/>	
15. ESTIMATED FUNDING: Year #: <input type="text" value="1"/>	16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS? <input type="checkbox"/> YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: DATE: <input checked="" type="checkbox"/> NO. PROGRAM IS NOT COVERED BY E.O. 12372	
a. FEDERAL \$ 304,258.00	17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO	
b. APPLICANT \$ 193,355.00		
c. STATE \$ 0.00		
d. LOCAL \$ 0.00		
e. OTHER \$ 0.00		
f. PROGRAM INCOME \$ 0.00		
g. TOTAL \$ 497,613.00		
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.		
a. TYPED NAME OF AUTHORIZED REPRESENTATIVE: Bea B. Hopkins	b. TITLE: Program Director	c. TELEPHONE NUMBER: (850) 627-9409
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE: 		e. DATE SIGNED: 06/08/09

DRAFT

For Official Use Only

Narratives

Rationale and Approach

The Gadsden County School Board is applying for funding to support 20 full-time (stipend), 6 half-time (stipend), 4 quarter-time(stipend), and 4 (non-stipend) quarter-time members that make up the AmeriCorps Gadsden Reads program. The AmeriCorps Gadsden Reads program mission is to help ensure that all Gadsden County students are reading on grade level and to promote a life long love of reading among the entire Gadsden community. Gadsden County Schools serve as the lead agency and is responsible for providing a quality k-12 education for over 6,700 children in 13 schools regardless of race, gender, ethnicity, religion, or economic status.

Compelling Community Need

Gadsden County is located approximately 25 miles from the state's capitol, Tallahassee in the northern part of Florida. Census calculations indicate that there are approximately 46,100 people who call Gadsden County home. The population of this rural county whose history is rooted in tobacco and tomato farms can be characterized as: 57% percent of the residents are African American, 70% (compared to a state average of 79%) of the residents have a high school diploma, 12% (compared to the state average of 22%) have a college degree, 19% (compared to the state average of 12.5%) live below the poverty rate.

Gadsden County students perform lower than most students in the state of Florida in classrooms, academics, and standardized tests. While we have improved slightly over the years, Gadsden continues to receive an overall grade of D from the Department of Education, a grade based upon student performance on the Florida Comprehensive Assessment Test (FCAT), the state's standardized tests. The schools in Gadsden County receiving D or F had a significant number of students who tested at level one in these areas. C Schools are considered borderline. Compounding Gadsden's educational woes is its grim economic outlook. Research show that "children of poverty generally achieve at lower levels than children of middle and upper classes. The causes are numerous and are related to both the social

DRAFT

For Official Use Only

Narratives

environment in which poor children live and the education they receive in school. Factors such as the quality of student learning behaviors, home environment, past experiences with education, and teacher attitudes are among the many influences on student achievement. Slavin (1998) proposes that schools can have a powerful impact on the academic achievement and success of all children by viewing them as at-risk and preparing them to reach their full potential <http://www.teach-nology.com/tutorials/teaching/poverty/print.htm>. To see the reality of this negative impact, one need only look no further than one of Gadsden's local schools. The U.S. Census Bureau records that 19.9 percent of Gadsden residents live in poverty, ranking Gadsden as 9th of the top 10 poorest counties in Florida. The U.S. Department of Labor reports that vegetables and melon farming is number one of the top five employment industries in Gadsden. Gadsden's population includes migrant workers among other low wage earners who depend upon agriculture jobs to make ends meet. The number of families falling below the poverty line has drastically increased this past year, as two of Gadsden's largest employers, Quincy Farms and Imperial Nursery laid off 290 individuals. State budget cuts have forced the Gadsden County School Board to cut 8 million dollars, leading to layoffs of school district employees. These budget cuts come at the worst time. This past year one of two high schools received an F grade based upon student FCAT performance and 2 of the 8 elementary school received grades of D. More significant, is the fact that 11 of Gadsden's 13 schools are marked as needing improvement because they have failed to make the Department of Education's Adequate Yearly Progress for four consecutive years.

To address this harsh reality that increased poverty and fewer resources will likely hit our students the hardest, Superintendent Reginald James, identified major goals for the school districts Strategic Plan. The goals directly related to reading and engaging the community are to (1) ensure that 70% or more of students will demonstrate proficient reading levels with a score at or above level 3 on FCAT and (2) 85% or more of parents and community members will be engaged in their child's academic success and school activities. (www.gcps.k12.fl.us). AmeriCorps Gadsden Reads will serve as one of the primary

DRAFT

For Official Use Only

Narratives

resources used by the school board to achieve these goals.

Under this grant, Gadsden will serve K-5 students at local elementary schools. The schools include Chattahoochee, George Monroe, Greensboro, Havana, Gretna, Stewart Street, and St. John. These schools are located in areas that make up Gadsden county and have high areas of poverty, illiteracy, and unemployment. Kids Count Data show that 79% of Gadsden county students are eligible to receive free or reduced lunch. Statewide, only 45% of students are eligible. Gadsden overall graduation rate is 53% far behind the state's 73% rate (<http://www.aecf.org>).

Our service to these schools comes at a critical time. Some of the schools have made progress but need AmeriCorps resources to continue the improvement. For instance, Chattahoochee received an F grade for two years in a row. Last year, the school improved to a C. However, with budget cuts and few resources, the schools may possibly regress. AmeriCorps Gadsden Reads wants to not only serve struggling schools but also assist to sustain the progress that has been made. AmeriCorps Gadsden Reads will continue to only serve students who are identified as Level one. Level one students have been tested and shown to be reading at least one level below their assigned grade. While most of our services are geared toward K-3, principals and other school staff involved in the program planning and implementation of Gadsden Reads program design continue to request that we serve all grades in elementary schools including 4th and 5th graders. Research from the National Dropout Prevention Center lists mentoring/tutoring as one of 15 effective strategies that help to reduce the drop-out rate (www.dropoutprevention.org). This factor is all important in a county where many students served at the middle and high schools are most likely to be lifelong Gadsden residents.

A review of the U.S. Census quick facts show that the only area in which Gadsden County comes close to or exceeds the state average is in the mean travel time of people to work. The average travel time for a

DRAFT

For Official Use Only

Narratives

Gadsden County resident is 29.3 (the state average is 26.2) and exists mainly because of the lack of industry and employment opportunities that force county residents to work in neighboring Tallahassee. Thus, a tremendous negative impact on who volunteers and when. Recruitment of volunteers is a great challenge because a large part of Gadsden's workforce (those who would serve as the most viable mentors/tutors for our youth) are either working 23 miles away or working extremely long hours in tobacco or mushroom plants. Gadsden residents who work for state government in Tallahassee can not take advantage of the Governors Initiative that allows state employees one hour a week to mentor. The travel time to and from Tallahassee to Gadsden would take a minimum of one hour and so there is no time for actual mentoring/tutoring during the school day. (Reference: U.S. Census Bureau myflorida.com website). While the state of Florida is celebrating increases in student performance on the Florida Competency Achievement Tests (FCAT), Gadsden County continues to struggle with increasing the reading levels and overall academic performance of students. The Florida Department of Education statistics show that Gadsden County students are not a significant part of the state's test score improvement. In 2005, only 52 percent of third graders scored level 2 on the FCAT. (Reference: Fl Dept. of Education website www.fldoe.org). Dr. Joe Torgenson, the Director of Florida Center for Reading Research and the state's expert on reading education, has several reports that show poverty as a major factor in students who do not read on their appropriate grade level. A high number of Gadsden county students are poor (79% of elementary school students receive free and reduced lunch) and thus, our district has many students who are below their appropriate reading level.

Description of Activities and Member Roles

The Gadsden County School Board is requesting 20 stipend full-time, 6 stipend half-time, 4 stipend quarter time, and 4 non-stipend education award only AmeriCorps members to serve 250 students of which 60% of students will likely perform at proficiency on the FCAT Reading. Full-Time AmeriCorps members are assigned a portfolio of 11-12 students and half-time members are assigned a portfolio of 5-

DRAFT

For Official Use Only

Narratives

7 students. Quarter-time (work study education award only members) serve in 21st Century After-School programs and/or assist with volunteer recruitment and management efforts. AmeriCorps members have three major service activities:

One to One Tutoring: At the beginning of the year, the AmeriCorps program director meets with principals and district personnel to decide which schools the program will serve. The schools selected have all been identified as Correct I, Correct II, Prevent I and Prevent II schools. These schools have failed to make Adequate Yearly Progress for four years. Each year principals of selected schools sign an agreement to meet the standards of the program, provide daily supervision and training to AmeriCorps members, and provide student testing data. AmeriCorps members are assigned to a classroom and serve students individually and in small groups using the SRA Imagine It! Reading Curriculum. Full-time AmeriCorps members serve at their assigned site for the full school day. Quarter-time members serve in their assigned schools during the afternoon. The members will provide supplemental reading instruction through the implementation of the SRA Reading Intervention Kits. The Kits provide structured activities that can be easily implemented by the members.

Beyond the school day: Members are assigned to 21st Century After-School Programs. The 21st Century After-School Programs are key components of President Bush's No Child Left Behind Act. It is an opportunity for students and their families to continue to learn new skills and discover new abilities after the school day has ended. Members serve students in small groups and offer homework help, educational games, computer based learning activities, or reading aloud. We are also proud that this year Gadsden Reads is coordinating an after-school program at a local housing project, Gadsden Arms Apartments. Gadsden Arms is a government subsidized housing community that has been largely avoided by the general community and needed programs because of the large amount of drug trafficking and violence that takes place inside its location. However, the children of Gadsden Arms need our help.

DRAFT

For Official Use Only

Narratives

We have implemented an after-school program in which we provide homework help and general tutoring assistance every Thursday.

During the summers, Members assist in a similar capacity in the school districts Summer Reading Camps. The majority of the members' service day is spent in the classroom. This is beneficial because teachers can also observe members interaction with students and provide constructive feedback on tutoring strategies and keep the program director aware of how well member's skills are progressing in working with students.

A typical school day for a member is as follows: AmeriCorps members report to their service site at 8:00 a.m., check in with their site supervisor/teacher and begin their schedule of serving students. Members serve in the school each day until 4:00 p.m. From 4:00-6:00 p.m., they are assigned to either an after-school program or community based literacy program. Fridays are reserved for team meetings to discuss upcoming events, program policy, member hours, and teambuilding. Trainings outside of the pre-service orientation are conducted on Fridays because members are already scheduled to meet together during this time. The entire AmeriCorps Gadsden staff and members are required to meet on Fridays.

Tutoring Methods

SRA Imagine It! is an elementary basal reading program for grades K-6 developed by SRA/McGraw-Hill. The program is designed to systematically teach decoding, comprehension, inquiry and investigation, and writing in a logical progression. Part 1 of each unit, Preparing to Read, focuses on phonemic awareness, sounds and letters, phonics, fluency, and word knowledge. Part 2, Reading and Responding, emphasizes reading for understanding with literature, comprehension, inquiry, and practical reading applications. Part 3, Language Arts, focuses on communication skills such as spelling and vocabulary; writing process strategies; English language conventions such as grammar, speaking,

DRAFT

For Official Use Only

Narratives

and penmanship; and basic computer skills. SRA/McGraw-Hill's SRA Imagine It! Reading has steadfastly structured its curriculum for nearly five decades on the strongest lessons research could offer. It has been approved for use to address No Child Left Behind requirements and has a successful track record in helping struggling readers.

Volunteer Recruitment: Each year in partnership with district the school district's volunteer recruitment efforts, AmeriCorps members recruit volunteers by attending parent reading nights, PTO meetings at all elementary schools, community outreach efforts with the local media (Gadsden County Times), and the school district new faith based initiative. We recruit volunteers to serve as reading tutors, classroom assistants, and to support community service activities and after school programs. Volunteers can opt to commit to mentor/tutor a student for the year, help a teacher inside the classroom, or support a community service event. These volunteers serve alongside AmeriCorps members in classrooms. For some volunteers who want to mentor but can not make the full time commitment, an AmeriCorps member will serve the student in partnership with the volunteer. If that community volunteer is available to serve a student, the AmeriCorps member is assigned to other students or assists a classroom teacher. The AmeriCorps member also serves as a backup if the community volunteer does not show. This allows an almost seamless system that provides the consistency so badly needed when serving the county's most needy students. Another source of volunteers is local faith-based organizations. The Superintendent has issued a call to action for all faith-based leaders in the Gadsden Community. AmeriCorps Gadsden has been involved in the first few meetings to urge faith-based organizations to help build our schools. Several faith-based organizations have adopted a particular school. AmeriCorps Gadsden will continue to support this effort and will visit local churches to make volunteer recruitment presentations and plan service projects. AmeriCorps Gadsden Reads will recruit 125 volunteers who will collectively serve 675 hours as volunteer tutors or serve at community service projects. Volunteer service hours are tracked by the District Volunteer Coordinator, who compiles a district wide report and shares

DRAFT

For Official Use Only

Narratives

with the Program Director. The Program Director utilizes the district wide lists to track and report on the volunteers and hours of those recruited by the AmeriCorps members and Gadsden VISTA members.

Adherence to AmeriCorps Provisions on Prohibited Activities

School staff and AmeriCorps members are trained each year on the role of a member, purpose of the program, and prohibited activities. Members are trained during their first week of orientation and school staff is trained each year as a part of completing the partnership agreement process. The program director and site coordinator also conduct regular visits to each site. AmeriCorps Gadsden Reads does not serve all of the schools in the county although, all schools have a need for assistance in improving student reading. The demand for AmeriCorps members is great and the need is everywhere, therefore, school staff is careful to follow all of the guidelines set forth by the program and are aggressive in ensuring that the program stays at their school. Members are required to wear AmeriCorps service gear everyday and carry their AmeriCorps Member Handbook that contains all program rules and guidelines with them.

Measurable Outputs and Outcomes

The impact of the AmeriCorps Gadsden Reads program has many facets. The main impact to be measured is the annual increase of student reading ability. For the past 6 years, we have helped to improve the reading ability of 80% (approximately 1,500 students) of the students we serve and thus have consistently met our reading performance measure. We will continue to work toward ensuring that all Gadsden county students read on grade appropriate levels and develop a general love and appreciation of reading. Our performance measures for this grant year are as follows:

SERVE students through individual and small group tutoring using the SRA Reading Intervention Kits. The program will serve 250 students of which 60% will increase reading ability by one level or remain at

DRAFT

For Official Use Only

Narratives

current risk level. For students who have extreme difficulty in reading, remaining on level is important because most often these students regress to the point where they either drop out or be placed in special education.

Students participating in AmeriCorps Gadsden Reads will be tested pre, mid, and post using the Florida Assessment of Instruction Reading (FAIR). FAIR is approved by the Florida Department of Education as a computer based diagnostic assessment of where students are in reading and indicate the probability of student success on the FCAT (www.fcrr.org). The raw scores will be analyzed by the school district testing office and provided to the program director. The comparison of student's raw scores will indicate whether the student remained at current level or increased reading level improvement. FAIR assessment is equivalent to DIBELS assessment used in previous years.

INCREASE student's attitude toward reading by providing them free books through the Basket of Books program. The Basket of Books is a school board effort to encourage parents to read at home with their children and also place free books in the homes of our students who generally dont have reading time or books at home. A mid reading attitude survey will be used to demonstrate that students that the students have developed positive attitudes when reading.

Plans for Self Assessment and Improvement

The AmeriCorps Gadsden Reads staff report quarterly to Volunteer Florida via the Florida AmeriCorps progress report. The program director, Title I & Grants Coordinator, and other school officials participate in a mid year planning meeting after the mid year scores are received. This allows us to make needed program changes and review program progress.

The program receives an annual site visit from a Volunteer Florida program consultant who provides an

DRAFT

For Official Use Only

Narratives

opportunity for members and partners feedback and recommendations on the program. We will continue to implement recommendations from those site visit reports. All reports and program updates are shared with staff, members, community partners, and the District Title I & Grants Coordinator through meetings and written reports. The program also conducts a stakeholder satisfaction survey each year which includes teachers, parents, students, principals, and others. This feedback is used to make program improvements.

Community Involvement: AmeriCorps Gadsden Reads staff has developed a community advisory group that will focus on sustainability and help the program to regularly assess and improve its services. The community advisory committee will be the program's major link to the community. The program director will facilitate this group of stakeholders who will meet at least 3 times a year, attend program functions, serve as program advocates, assist in volunteer recruitment efforts, evaluation, and help secure needed program resources. The advisory group is made up of active citizens, agency leaders, parents, faith-based organizations, reading coaches, teachers, and local non-profit organizations staff. More information on the members and function of this committee is outlined in the Community Outputs section of the grant.

Relationship to other National and Community Service Programs

AmeriCorps Gadsden Reads works closely with other National Service Programs in the county. At one school, AmeriCorps members serve alongside Senior Corps volunteers. The program has forged a close partnership with Gadsden VISTA members to recruit volunteers within the county and host community service projects. No duplication of services is possible with the great need for both mentors and volunteers in the county.

Potential for Replication: AmeriCorps Gadsden can be replicated in any area where there is a need for

DRAFT

For Official Use Only

Narratives

the community to engage in helping students to achieve. Our program philosophy and systems can be adopted to meet the needs of rural areas in particular. At this time, there are no formal efforts to replicate Gadsden in other areas, however we continually share best practices with other programs in the state.

Member Outputs and Outcomes

Member Outputs and Outcomes

Member Recruitment and Selection: The AmeriCorps Gadsden Reads staff work together to identify and recruit the most qualified individuals. To help ensure a diverse corps, we advertise AmeriCorps openings in a variety of places. We run ads in the newspaper, as well as tap into local partners such as Workforce, one radio station provides free recruitment announcements, and some local community stores allow the program to post recruitment announcements. The most powerful vehicle for recruitment in this small rural town is still word of mouth. We are registered on the National Recruiting System. AmeriCorps Gadsden Reads is requesting 20 fulltime (stipend), 6 part-time (stipend, 4quartertime (stipend) and 4 quarter-time (non stipend). Quarter-time Members recruitment is targeted to Tallahassee Community work-study students and high school students who are dual-enrolled. Tallahassee Community College work-study students are recruited to fill the non-stipend positions as they are receiving work-study payments. The program staff also hosts recruitment parties in which potential members attend and network with staff and former AmeriCorps members. During these events, AmeriCorps Alums share their service experiences and the program director provides an overview of AmeriCorps Gadsden Reads accomplishments and expectations. Attendance at a recruitment party is a great indicator of who would make a great AmeriCorps member. Candidates are then invited to complete an application. Member applications are scored based upon neatness, experience with children, educational levels, previous work history, and all candidates are required to have some history of service or volunteerism. Applicants must also submit a one page essay explaining why they want to serve in this program. The essays are reviewed on the basis of grammar, sentence structure, and whether the individual is able to demonstrate

DRAFT

For Official Use Only

Narratives

a willingness to serve. A follow up interview process involves the whole staff and include a face to face interview to determine if an individual has the characteristics to continue to great legacy of AmeriCorps Gadsden. The final step of this process is reference and background checks. Our main goal is commitment, we work to recruit members who can benefit from the AmeriCorps benefits but mostly those who are committed to helping improve the academic standards of Gadsden County children. Because Gadsden County is a small close knit community, all recommendations for members must be approved by a school Principal. AmeriCorps Gadsden is very much involved in recruiting persons with disabilities. We have a history of successfully recruiting and managing AmeriCorps members with disabilities to success and we will continue to make this a priority recruitment effort.

Program Accessibility: AmeriCorps Gadsden Reads staff appreciates the priority of national service to include persons with disabilities in AmeriCorps. Each year, we have recruited at least 2 persons with disabilities. The Gadsden County schools are accessible and our office (which is located at a school) is also wheelchair accessible. The program has a written partnership with the local Vocational Rehab to assist in providing inclusion training and recruiting AmeriCorps members. Currently, we have no staff that is in need of accommodations and we work closely with Volunteer Florida to provide reasonable accommodations to any member who has a disability. The AmeriCorps Gadsden Reads program works hard to ensure an inclusive environment. Last year, we recruited 2 members with disabilities who both completed their term of service. This current year, we are pleased to have 3 members with disabilities.

AmeriCorps Gadsden Reads members must have the priority of service to the community. To support and recognize members for their service, we have monthly team building events. The staff also supports members in organizing their own teambuilding (usually during holidays such as Valentine, Christmas, etc). Other teambuilding events involved highly trained and skilled professionals providing trainings (our Volunteer Florida program consultant, a local college professor). Team meetings also include

DRAFT

For Official Use Only

Narratives

reflection (members can read their journals aloud, share the success of a particular student, or just listen). We also have other recognition and teambuilding efforts (Team Member of the Month and Citizenship Day). Members receive leadership and college success training. Our efforts are to build life time volunteers and help member each achieve their goals in life. Members are geared to either secure employment or college acceptance by the end of the year. A member satisfaction survey is completed each year. These support mechanisms are in place to also retain Members so that they complete their term of service. The district recognizes volunteers twice annually and each school holds its own Volunteer Appreciation Week. The AmeriCorps members are included in these recognition events.

Compliance with AmeriCorps Tutoring Standards

To ensure compliance with CNCS Tutoring Standards, all members, must complete SRA Imagine It! and other school district tutor training. Members must participate in any follow-up training as necessary. Members must demonstrate that they have adequate skills in reading and writing through the interview process and complete all skill development trainings. Members must at least have a high school diploma and have some background in serving children.

Member Development, Training, and Supervision

The AmeriCorps Gadsden Member training plan has two major components (1) Pre-service training and (2) Life after AmeriCorps training. The AmeriCorps pre-service training includes school board training on tutoring and the SRA Imagine It! curriculum. AmeriCorps Members participate in an initial orientation that includes an overview and history of AmeriCorps, member contract (including grievance procedures and prohibited activities), program attendance, expectations of schools, and teambuilding. Throughout the year, Members are provided trainings on tutoring, teambuilding, conflict resolution, citizenship, CPR, diversity, conflict resolution, inclusion, and emergency management. The average AmeriCorps Gadsden Reads AmeriCorps member is reflective of the Gadsden community. They are

DRAFT

For Official Use Only

Narratives

most likely to be African American, female, and from a lower-socioeconomic status. Many of them are already college students and have a great desire to become educators or work with children in other career areas. AmeriCorps Gadsden members come to the program with great talent and ambition, the program is designed to help develop high quality skills in members and instill in them a strong ethic of service and leadership skills that will propel them to not only be a life long volunteer but to go on and meet their individual educational and career goals. Life After AmeriCorps for Gadsden includes leadership training, college readiness course, and goal setting. The AmeriCorps members write and share journals that reflect how their service experience is impacting their own lives. The AmeriCorps Member Training Timeline is as follows:

AmeriCorps Member Orientation (conducted by AmeriCorps Program Staff) Overview of AmeriCorps and National Service History AmeriCorps Program Expectation and Rules -- Prohibited Activities
AmeriCorps Member Contract -- overview of each section that includes the grievance procedures A look at National Service -- Everyday Heroes Movie and Discussion Teambuilding Activity -- Getting to Know Each other

September-October: SRA Imagine It! Reading Strategies (conducted by Reading Teachers at AmeriCorps member assigned schools), Conflict Resolution. Diversity, Emergency Management (Red Cross) CPR (Red Cross)

December: HIV Awareness

January -- March: Citizenship, Leadership College Success, Disability Awareness and Sensitivity

March -- May: Resume Writing, Computer Training, Career Planning

DRAFT

For Official Use Only

Narratives

The AmeriCorps Gadsden Reads program staff work hard so that each members is provided the support, encouragement, and guidance they need for a successful year of service. On a daily basis, members are supervised by Reading teachers at their assigned school site. The Gadsden Reads program staff work closely with sites and reading teachers to ensure a productive service environment for all members.

Ethic of Service and Civic Responsibility: AmeriCorps Gadsden Members receive formal and informal experiences centered on building an ethic of service. Members receive formal trainings on planning service projects and the needs of the Gadsden community. Our team meetings are oftentimes the focus of rich dialogue about our community. Members participate in a citizenship day with other AmeriCorps programs in the region. The Citizenship Day includes a tour of our state's capitol, a mock voting session with local state legislature, and a rededication to service ceremony (presided by the Chief Justice of the Florida Supreme Court). Members receive formal training on grammar, reading aloud, and creative writing. Members write and share their service experience through individual member journals. This past year, Gadsden Members planned a Martin Luther King Service day where we provided a hot meal for the seniors in the community. Members will continue to be responsible for coordinating a community service project for each MLK day.

Member Enrollment and Retention: For the past three years, AmeriCorps Gadsden Reads has had at least 77% of its Members exit with a full or partial educational award. Our goal is 100% retention. We have found our key challenges to retention to be with members who relocate or take low paying jobs prior to completing their year service commitment. Our efforts to retain members include addressing these issues at the beginning of the year by including money management training and emphasizing the need of the students served by the program. We also strive to ensure that members understand and accept their commitment. We will only recruit those members who demonstrate through the application

DRAFT

For Official Use Only

Narratives

process that they are committed to the full year. Further, we will continue to provide members with quality trainings and support as well as regular feedback on their performance. Our teambuilding activities have always been popular among members and we will continue those in an effort to keep the motivation levels of Members high. Lastly, we will utilize feedback from member exit surveys to strengthen the program for the following year. Each year we have met our member development performance measure. To date, Gadsden Reads has only loss one member and expect to have a retention rate exceeding 90% for 2008-2009.

Community Outputs and Outcomes

Community Outputs and Outcomes

AmeriCorps Gadsden Reads has had a powerful positive impact on the community at-large. Many accomplishments have occurred during the program's tenure but the program has more work yet to be done. Our major impact is that students are continuing to improve in reading. Due to the economic hardship currently faced by the district, Gadsden Reads will be one of few programs that can help supplement a student's classroom learning. Our value to the school board is that we increase the capacity of local schools (many that will have no classroom paraprofessionals this year) to assist teachers and provide students with individualized help and attention. Each year, we engage over 100 + volunteers who also support students and help community after-school programs. For the current year, Gadsden Reads expects to have at least 60% of the 250 students served increase their reading ability by at least one reading level. We will also add 125 people to the School Board's corps of committed volunteers. Additionally, AmeriCorps Gadsden helps to support after-school programs so that local programs will have the capacity they need to serve students. 21st Century is the largest after-school program in Gadsden County and could not accommodate the number of kids they serve without the assistance of AmeriCorps members. The Gadsden Arms after-school project allows needy children living in public housing to receive services where no other exists.

DRAFT

For Official Use Only

Narratives

Our sustainability efforts are evident in (1) the school board institutionalization of tutoring services. AmeriCorps proved the effectiveness of trained community volunteers, 2) Improvement in local schools. Greensboro Elementary was a failing school and it was the first school to ever be served by AmeriCorps Gadsden Reads. The school principal placed AmeriCorps Gadsden Reads in her school improvement plan and the school received a passing grade from the Florida Department of Education. The change in FCAT standards has caused Greensboro to decline in progress but we know from the past that AmeriCorps Gadsden Reads can be an integral part of school improvement. We plan to do that by (1) providing consistent tutoring services to the county's needed students, (2) Recruiting community volunteers so that AmeriCorps members can gradually be pulled out of schools and volunteers can remain, (3) Work with the school district to ensure that once the state's revenues increase that the school board will restore its full match the program, which it was unable to do this year due to state's sanctioned budget cuts.

AmeriCorps Gadsden Reads is pleased to have the involvement of a great community team of advisors that will help develop and implement solid sustainability efforts and program improvement efforts. Our sustainability team is comprised of Denise Hanna, District Volunteer Coordinator, Tammy Farlin, District Title I & Grants Coordinator, Gadsden VISTA, Quincy Recreational Department, GARC, and FSU Early HeadStart. The AmeriCorps Program Director coordinates two annual meetings with the advisory committee. Meetings focus on sustainability efforts. To date, District Volunteer Coordinator and the Gadsden VISTA program focus on helping the program to recruit and sustain volunteers. Ms. Farlin, District Title I & Grants Coordinator assist the program in securing resources including school board match and in-kind support. Community-based organizations partner with the program to identify other grant funds and co-sponsors community volunteer recruitment events. Our plan can become a

DRAFT

For Official Use Only

Narratives

reality as we establish and build critical partnerships.

AmeriCorps Gadsden current action plan for sustainability includes: Nurturing existing partnerships and continue to work jointly with District's Volunteer Coordinator to recruit and manage volunteers. Our goal at the end of three years is to have 300 volunteers who will serve as a mentor and reading tutor to a student for an entire year.

Renewing our partnership with local media like the Gadsden County Times who can serve as a powerful vehicle to keep the community aware of their need to stay involved. Our goal is have annual volunteer recruitment drive and recognize community volunteers for their commitment.

Extending our partnership with Gadsden Association for Retarded Citizens, and Ability 1st to ensure that persons with disabilities are engaged as resources in the community. Our goal is to engage the community of persons with disabilities in meaningful service projects and community mentors.

Creating new opportunities to support our community efforts such as the new after-school program at Gadsden Arms Apartments.

Establishing a visible and exciting presence among those churches that serve as a part of the school boards faith-based initiative so that these organizations can maintain community service projects. Our goal is to train and engage more faith organizations in the community faith initiative. Currently 6 schools have been adopted by local churches. We want to help these churches commit to and coordinate meaningful service projects that help our local schools such as book and school supply drives. We are moving forward on our goals. However, continued funding of the program is needed to ensure that we continue to provide needed services as we work toward building the capacity of the community to

DRAFT

For Official Use Only

Narratives

sustain services.

The AmeriCorps program director works collaboratively with all the federal programs to ensure that service opportunities are maximized. The director meets quarterly with other federal directors, non public schools and parents to share opportunities inform participants and plan for future services.

Volunteer Recruitment will continue to be a major focus of the AmeriCorps Gadsden Reads program if continued funding approval is received. We will continue to utilize education award only students in maintaining volunteer recruitment records and assisting with Gadsden overall volunteer management system that includes recruitment and recognition. We hope that most of these volunteers will mentor and tutor a student for an entire year. In addition to volunteer recruitment strategies stated earlier, we will also participate in grassroots efforts such as our last volunteer recruitment project with the local newspaper The Gadsden County Times. The editor of the Gadsden County Times joined in with AmeriCorps Gadsden to host a volunteer recruitment rally on the grounds of the courthouse. It is efforts like these that we hope will lead to partnerships where the local newspaper can be a vehicle to recruit and recognize community volunteers. The issue of consistency of volunteers still exists. Oftentimes, there is great excitement and response created by various volunteer initiatives, however, there is little follow-up and commitment. This is why it is so important that AmeriCorps Gadsden Reads continue joint efforts to let the community know that our students need them and provide a structured opportunity for them to get and stay involved. Further, many volunteers commit after participating in short-term volunteer projects. AmeriCorps Gadsden Reads is one of very few programs in the county that has the capacity to organize and engage the community in meaningful short term service projects. A new component that we hope to offer to the local churches participating in the school districts new faith based initiative is our capacity to coordinate and promote community service projects. Our goal is

DRAFT

For Official Use Only

Narratives

to empower local organizations to continue service projects to meet the needs of the students and sustain a very important component of volunteerism that has benefited the county tremendously. Volunteers who can not serve as reading tutors can still help the community by participating in a book drive or helping at a school function. With an average of 100 volunteers annually we hope to have at least a 300 person volunteer base and many more short term volunteers at the end of the three years. Because Gadsden is such a rural county with very little industry, our greatest resources for volunteers are few. Our priority is to coordinate efforts that will engage more local citizens in mentor relationships with our students.

AmeriCorps Gadsden Reads continues to build partnerships with the disability community. Our current partners Ability 1st and Gadsden Association for Retarded Citizens assist in providing accommodations, recruiting members, and providing trainings. Our partner, Tallahassee Community College allows members to serve students with learning disabilities in a supervised after-school setting.

Organizational Capability

Organizational Capacity

The Gadsden County School Board began in 1953 and is responsible for providing a quality K-12 education for approximately 6,700 children in grades in Quincy, Midway, St. John, and other surrounding rural communities. The theme for our district is "Pride Ensuring Excellence". Gadsden County School District consists of 8 elementary, 2 middle, and 2 high schools. The School Board has a fiscal management office that successfully manages state, federal, and local revenue of \$43,118,000 each year. The Gadsden County School Board receives a state audit each year and successfully manages funds federal funds under the Title III, IV, as well as Safe and Drug Free Schools and Homeless Student grants. The current staff managing the AmeriCorps grant includes Ms. Bea Hopkins who has a Bachelors Degree in elementary education and has served as the Program Director for eight years. She was previously the program coordinator. In addition, the Districts Title I & Grant Coordinator serves as the

DRAFT

For Official Use Only

Narratives

supervisor of the AmeriCorps Program Director and the School Board's Director of Finance provides the fiscal oversight of the grant. The school board of Gadsden County approves the annual grant application and provides general oversight of the county's strategic plan. As stated earlier, the AmeriCorps program is an integral part of the school board's strategic plan to increase student academic performance and engage the community in long term support of local schools.

Support and Monitoring of Member Service sites: The Gadsden Reads staff have the primary responsibility of ensuring that Members deliver a quality service in a supportive and properly structured environment in accordance with state and federal policies governing AmeriCorps. AmeriCorps Gadsden Reads has a comprehensive process for site selection that includes input from key school district stakeholders, trainings on the role of the member and prohibited activities, and available staff to support and supervise members. To be selected as a service site, schools must have all three and a documented need for tutoring services. The final decision on school sites is made by the program director, Title I & Grant Coordinator, and the Superintendent or a representative.

Once the schools are selected, the AmeriCorps program director meet with school staff to ensure they understand and agree to adhere to AmeriCorps Provisions including member prohibited activities through a signed partnership agreement.

The Gadsden Reads program director and site coordinator make scheduled visits to school sites at least monthly. We also conduct biweekly unannounced visits. The school staff nor members are not aware of which site we will visit. This allows the staff to observe the member and school interaction without pre-planning. Visits to school sites are documented on a calendar. If any concerns are identified or raised during a visit, a follow up memo is sent to the principal and if necessary a meeting to address the issue is arranged.

DRAFT

For Official Use Only

Narratives

Members are provided a handbook on day one of their service that provides guidance on handling issues such as attendance, tardiness, training and support. Each Friday, the program staff allows time for Members to reflect on their service experience and identify any challenges at their sites. The program director is readily available for school staff and members. She works diligently to establish working relationships with all school sites so that member support is established and problems can be addressed immediately.

The program director has at least one annuals closed door meeting with the Superintendent to discuss major problems or challenges with schools as it relates to compliance and member management. Lastly, school sites are made aware through meetings and signed agreements that violation of AmeriCorps provisions will result in members being placed at other schools and tutoring services for their students discontinued.

Plans for Self Assessment and Improvement

The AmeriCorps Gadsden Reads staff report quarterly to Volunteer Florida on the progress and accomplishments of the program. AmeriCorps Gadsden Reads staff is currently working with the community advisory group to assist the program to regularly assess and improve its services. The program receives an annual site visit from Volunteer Florida that provides an opportunity for members and partners to provide feedback and recommendations on the program. We will continue to implement recommendations from those site visit reports. All reports and program updates are shared with staff, members, community partners, and the school board through meetings and written reports. The program also conducts a stakeholder satisfaction survey each year which includes teachers, parents, reading coaches, principals, and others. his feedback is used to make program improvements. AmeriCorps Gadsden Reads will fully participate in Volunteer Florida's statewide evaluation to comply

DRAFT

For Official Use Only

Narratives

with national evaluation requirements.

Plans for Technical Assistance

AmeriCorps Gadsden Reads relies on the expertise of teachers and school Reading Coaches to help implement and improve our individualized tutoring strategy. As a part of the school board, AmeriCorps Gadsden has access to a wealth of knowledge from professionals who have dedicated their lives to education. The AmeriCorps Program Director also works closely with and seeks advice regularly from two other nationally competitive programs in the region. Volunteer Florida, the state's service commission supports programs through a program consultant who provides regular monitoring and technical assistance to the program in all areas. The AmeriCorps Program Director also attends all Program Director Trainings hosted by Volunteer Florida. The Program Director has the responsibility to resolve all needs for technical assistance and program improvement issues. The program director has a solid track record of sound management and community partners report that she is responsive to the needs of the program.

Sound Record of Accomplishments Volunteer Generation and Support

The district has a full-time Volunteer Coordinator who annually manages over 100 community volunteers. Because Gadsden is a rural county with no public transportation, the task of volunteer recruitment begins anew each year. During the summer months, we lose a lot of volunteers who come through local state government or faith based organizations. The majority of volunteers recruited serve as reading mentors or volunteer in after-school programs. Many (in particular faith-based) participate in short-term projects. Volunteers help expand the capacity of the school board to provide individualized tutoring to students reading below grade level and extend outreach efforts to parents. Without volunteers, the school board would not have the finances to pay for additional staff to provide one on one support. Additionally, classroom teachers can not provide individualized attention as they

DRAFT

For Official Use Only

Narratives

are responsible for an entire classroom.

Organizational and Community Leadership

The Gadsden County School Board has a sound track record in managing federal dollars and programs. The school district, however, is in much need of assistance to help students meet state standards. We are well known in the county and participate in a number of community service projects each year.

AmeriCorps members are oftentimes recognized by their schools for their commitment to service. This past year, Volunteer Florida awarded AmeriCorps Gadsden Reads with the "Heart of Service Award" given to programs demonstrating exemplary member management. AmeriCorps Gadsden Reads members have also served during times of disaster, assisting Volunteer Florida in the state's donations and volunteer hotline. The AmeriCorps Program Directors is a lifelong resident of Gadsden County and serves as a Board Member for the Literacy Volunteers of America, Diamond Academy (a local literacy organization), and has just completed a three year term on Gadsden Pre-K Head Start. Tammy Farlin, the Districts Title I Grants Coordinator was recently awarded the Outstanding Achievement Award from HOSTS. Also, two Gadsden County School Board Members were recently awarded the Master Board Certification. Gadsden was one of ten school districts in the state to have Board Members awarded such distinction. Securing match dollars The Gadsden County School Board has always successfully provided the match (both in-kind and non-federal) for the program. Collaborations - Other Community Support the AmeriCorps Gadsden Reads program has a list of community partners that provide support to the program. Reading coaches contribute many hours to the program in observing member tutoring skills to providing the most updated information on student test scores and reading strategies. There are no major corporations in Gadsden County and the few businesses are tapped by other non-profits. The school board must mostly rely on state and federal grants to support community initiatives. The following is a list of other community partners of Gadsden Reads and their contributions:

DRAFT

For Official Use Only

Narratives

21st Century after School Grant -- For the past four years, 21st CC has provided supervision and support to AmeriCorps members who serve in their after school program.

Florida Department of Education -- For the past four years, DOE has provided books for the Community Basket of Books program.

Allen Sports --For the past year, Allen Sports has provided discounted AmeriCorps Gadsden Reads service gear.

Subway --For the past two years, Subway has provided discounted food for Gadsden Reads trainings
Vocational Rehab --For the past two years, Voc Rehab has provided free Disability Awareness training and Member recruitment assistance

Workforce --For the past two years, Workforce has provided members with Employability Skills and Banking and member recruitment assistance

Tallahassee Community College -- For the past four years, TCC has provided 1 semester College Entrance Class to all Members not currently attending college. The program only pays for the travel of the Professor. The college also refers work study students to the program as volunteers and education award only members. These partnerships have remained consistent in the amount of their in-kind donations. AmeriCorps Gadsden will work to increase in-kind contributions over the next three years of the program.

Cost Effectiveness and Budget Adequacy

Cost Effectiveness and Budget Adequacy

The School Board is currently providing the match for the program. Due to state budget cuts, the school

DRAFT

For Official Use Only

Narratives

board is not able to provide match levels consistent with those of past years. Gadsden is hopeful to receive funding from the Recovery Act to supplement school board match shortfalls. Because Gadsden Reads is an established program, the in-kind comes from local schools and member background checks provided by the school board. Despite the financial difficulties of the school board this year, the AmeriCorps Gadsden Reads is still able to provide a full school year (including after-school) services for less than \$1,000 per child. Some studies show the average costs for tutoring services range between \$10.00 an hour for a college student to over \$100.00 an hour for large companies such as Sylvan. The children that we serve can not afford either, and thus, our services are invaluable to students who would otherwise receive no additional support.

Budget Adequacy the funds requested to support the AmeriCorps Gadsden Reads represents the basic needs of the program (living allowance, operational costs, and administrative support). We continue to diligently work to reduce the federal costs share of the program. However, the school board and local schools are struggling to find resources to support the many needs of poor students in Gadsden County. There are no costs associated with the budget that are not a necessity for adequate program operations. AmeriCorps Gadsden is a cost effective way to help students achieve today and prepare for tomorrow.

Evaluation Summary or Plan

Gadsden Reads intends to fully participate in the Florida statewide evaluation to meet internal evaluation requirements.

Amendment Justification

N/A

Clarification Summary

N/A

Continuation Changes

N/A

DRAFT

For Official Use Only

Performance Measures

Service Categories

Tutoring and Child (Elementary) Literacy

Primary Secondary

Individualized Tutoring

Service Category: Tutoring and Child (Elementary) Literacy

Measure Category: Needs and Service Activities

Need

Briefly describe the need to be addressed (Max. 4,000 characters)

A significant number of students are reading below grade level in Gadsden County School District.

Activity

Briefly describe how you will achieve this result (Max 4,000 chars.)

AmeriCorps members will provide individualized and small group (2-3 students) tutoring to low achieving students (who are identified as Level one). The focus will be strategies used in the SRA

Imagine It! Reading Program, as measured by the Florida Assessment of Instruction (FAIR).

Activity Start Date: 15 August 2009

Number of Members: 25

Activity End Date: 31 July 2010

Hours per Day (on average): 7

Days per Week (on average): 4

Results

Result: End Outcome

60% of students who are pre and post tested will advance to the next low risk level or remain at the low risk level.

Indicator: improved reading scores

Target: 250 students who are reading below grade level will receive tutoring services.

Target Value: 60%

Instruments: Florida Assessment of Instruction (FAIR).

PM Statement: AmeriCorps Gadsden Reads members and volunteers will serve 250 students who have been identified as reading below grade level by teachers in the local school district as measured by student database.

Prev. Yrs. Data: Last year, 74 percent of the students served in HOSTS made a year's gain in their reading ability.

Result: Output

AmeriCorps Gadsden Reads members will serve 250 students who have been identified as level one student and read 2 hours a week in 30 minute sessions.

Indicator: student participants

Target: 250 students who are identified as level one will receive tutoring services.

Target Value: 250

Instruments: Students data-base

PM Statement: AmeriCorps Gadsden Reads members and volunteers will serve at 250 students who have been identified as Level one by teachers in local schools as measured by a student database.

Prev. Yrs. Data: Last year, the program served 169 students and 74 percent of students served showed a year's gain in reading.

Result: Intermediate Outcome

DRAFT

For Official Use Only

Result: Intermediate Outcome

Students will improve their attitude toward reading.

Indicator: Percent of students who improve their attitude toward reading.

Target: 75% of students served will improve their attitude toward reading.

Target Value: 75%

Instruments: Mid-year Reading Attitude Survey.

PM Statement: At mid-year, 75% of students will demonstrate an improvement in their attitudes to reading as measured by the Reading Attitude Surveys.

Prev. Yrs. Data: A 135 Reading Attitude Surveys were collect and aggregated indicating that students had improved their attitude toward reading.

Tutoring and child (Elementary) Literacy (Primary)

Service Category: Tutoring and Child (Elementary) Literacy

Measure Category: Strengthening Communities

Need

Briefly describe the need to be addressed (Max. 4,000 characters)

The Gadsden County School District is in need of committed volunteers to serve as reading tutors for students who have been identified as level one.

Activity

Briefly describe how you will achieve this result (Max 4,000 chars.)

AmeriCorps Gadsden Reads Members in partnership with faith-based organizations and AmeriCorps Vista members to coordinator volunteer recruitment efforts and work together to manage amd track committed volunteers.

Activity Start Date: 01 September 2009

Number of Members: 25

Activity End Date: 31 July 2010

Hours per Day (on average): 2

Days per Week (on average): 1

Results

Result: Output

125 community volunteers will collectively serve 625 hours during the program year tutoring students.

Indicator: community volunteers recruited

Target: 125

Target Value: 125

Instruments: District tracking log and volunteer data-base

PM Statement: AmeriCorps Gadsden Reads members in partnership with faith-base organizations, and AmeriCorps Vista members will recruite 125 volunteers who will serve 625 hours during the program year.

Prev. Yrs. Data: Last year, AmeriCorps Gadsden recruited 127 volunteers who served 1002 hours.

DRAFT

For Official Use Only

Required Documents

Document Name

Status

Evaluation

Already on File at CNCS

June 15, 2009 8:00 AM

AmeriCorps Gadsden Reads
The School Board of Gadsden County

Application ID: 09AC102342

Budget Dates:

	Total Amt	CNCS Share	Grantee Share
Section I. Program Operating Costs			
A. Personnel Expenses	41,537	0	41,537
B. Personnel Fringe Benefits	12,461	0	12,461
C. Travel			
Staff Travel	300	300	0
Member Travel	396	396	0
Total	\$696	\$696	\$0
D. Equipment			
E. Supplies	1,176	1,176	0
F. Contractual and Consultant Services			
G. Training			
Staff Training	1,500	0	1,500
Member Training	500	0	500
Total	\$2,000	\$0	\$2,000
H. Evaluation			
I. Other Program Operating Costs	113,686	0	113,686
Travel to CNCS-Sponsored Meetings	2,000	2,000	0
Total	\$115,686	\$2,000	\$113,686
Section I. Subtotal	\$173,556	\$3,872	\$169,684
Section I Percentage		2%	98%
Section II. Member Costs			
A. Living Allowance			
Full Time (1700 hrs)	228,000	228,000	0
1-Year Half Time (900 hours)	36,210	36,210	0
Reduced Half Time (675 hrs)	0	0	0
Quarter Time (450 hrs)	0	0	0
Minimum Time (300 hrs)	0	0	0
2-Year Half Time (2nd Year)	0	0	0
2-Year Half Time (1st Year)	0	0	0
Total	\$264,210	\$264,210	\$0
B. Member Support Costs			
FICA for Members	20,213	20,213	0
Worker's Compensation	2,801	2,801	0
Health Care	10,000	10,000	0
Total	\$33,014	\$33,014	\$0
Section II. Subtotal	\$297,224	\$297,224	\$0
Section II. Percentages		100%	0%
Section III. Administrative/Indirect Costs			
A. Corporation Fixed Percentage			
Corporation Fixed Amount	23,671	0	23,671
Commission Fixed Amount	3,162	3,162	0
Total	\$26,833	\$3,162	\$23,671
B. Federally Approved Indirect Cost Rate			
Section III. Subtotal	\$26,833	\$3,162	\$23,671
Section III Percentage		12%	88%
Section I + III. Funding Percentages		4%	97%
Budget Totals	\$497,613	\$304,258	\$193,355
Budget Total Percentage		61%	39%
Required Match		38%	
# of years Receiving CNCS Funds		7	

Form 424A

Modified SF-424A (4/88 and 12/97)

AmeriCorps Gadsden Reads
The School Board of Gadsden County

Total MSYs	25.12
Cost/MSY	\$12,112

Budget Narrative: AmeriCorps Gadsden Reads for The School Board of Gadsden County

Section I. Program Operating Costs

A. Personnel Expenses

Position/Title -Qty -Annual Salary -% Time	CNCS Share	Grantee Share	Total Amount
Program Director: - 1 person(s) at 41537 each x 100 % usage	0	41,537	41,537
CATEGORY Totals	0	41,537	41,537

B. Personnel Fringe Benefits

Purpose -Calculation -Total Amount	CNCS Share	Grantee Share	Total Amount
Program director Fringe Benefits: 0.30x 41,537	0	12,461	12,461
CATEGORY Totals	0	12,461	12,461

C. Travel

Staff Travel

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Travel to Program director meetings, sites, and workshops.: .445x 675 miles	300	0	300
CATEGORY Totals	300	0	300

Member Travel

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Travel to member meetings, training, and team building events.: .445x 890 miles.	396	0	396
CATEGORY Totals	396	0	396

D. Equipment

Item/Purpose -Qty -Unit Cost	CNCS Share	Grantee Share	Total Amount
CATEGORY Totals	0	0	0

E. Supplies

Item -Calculation	CNCS Share	Grantee Share	Total Amount
Office and members supplies includes pens, pencil, notebooks, folders, paper, and ink for the copier.: 33x5 member supplies 2x29 ink 4x23 copier paper 3x5 folders	300	0	300
Members service gears: 23x4x3	276	0	276
Monthly telephone bill: 12x50	600	0	600
CATEGORY Totals	1,176	0	1,176

F. Contractual and Consultant Services

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
CATEGORY Totals	0	0	0

G. Training

Staff Training

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
DIBELS/SRA, Member management and member retention. Conflicionresolution and cultural diversity. FCAT and pened Court training.: Trainings @ 250 per day- Daily Rate of 250	0	1,500	1,500
CATEGORY Totals	0	1,500	1,500

Member Training

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
District mentoring training and life after AmeriCorps.: :2x250- Daily Rate of 250	0	500	500
CATEGORY Totals	0	500	500

H. Evaluation

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
CATEGORY Totals	0	0	0

I. Other Program Operating Costs

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Travel to CNCS-Sponsored Meetings: Staff and member travel and lodge to AmeriCorps conference.	2,000	0	2,000

The school board provides 8 classrooms for members.: 1.15 sq. ft. x551x8x12	0	60,830	60,830
The school board provides internet service and telephones in 8 classrooms for members.: 270x8x12	0	25,920	25,920
School provides the program with 234,560 copies per year.: .05x234,560	0	11,728	11,728
The school board provides 2 offices for staff.: 2x1.15x551x2	0	15,208	15,208
CATEGORY Totals	2,000	113,686	115,686
SECTION Totals	3,872	169,684	173,556
PERCENTAGE	2%	98%	

Section II. Member Costs

A. Living Allowance

Item - # Mbrs w/ Allow - Allowance Rate - # Mbrs w/o Allow	CNCS Share	Grantee Share	Total Amount
Full Time (1700 hrs): 20 Member(s) at a rate of 11400 each Members W/O allowance 0	228,000	0	228,000
1-Year Half Time (900 hours): 6 Member(s) at a rate of 6035 each Members W/O allowance 0	36,210	0	36,210
2-Year Half Time (1st Year): Member(s) at a rate of each Members W/O allowance	0	0	0
2-Year Half Time (2nd Year): Member(s) at a rate of each Members W/O allowance	0	0	0
Reduced Half Time (675 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
Quarter Time (450 hrs): 0 Member(s) at a rate of 0 each Members W/O allowance 8	0	0	0
Minimum Time (300 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
CATEGORY Totals	264,210	0	264,210

B. Member Support Costs

Purpose - Calculation	CNCS Share	Grantee Share	Total Amount
FICA for Members: .0765x264,210	20,213	0	20,213
Worker's Compensation: .0106x264210	2,801	0	2,801
Health Care: 20x41.67x12	10,000	0	10,000
CATEGORY Totals	33,014	0	33,014
SECTION Totals	297,224	0	297,224

PERCENTAGE	100%	0%	
------------	------	----	--

Section III. Administrative/Indirect Costs

A. Corporation Fixed Percentage

Item -Calculation	CNCS Share	Grantee Share	Total Amount
Corporation Fixed Amount: 13.95x169,684	0	23,671	23,671
Commission Fixed Amount: .0105x297224	3,162	0	3,162
CATEGORY Totals	3,162	23,671	26,833

B. Federally Approved Indirect Cost Rate

Calculation -Cost Type - Rate Claimed -Cost Basis -Rate	CNCS Share	Grantee Share	Total Amount
CATEGORY Totals	0	0	0
SECTION Totals	3,162	23,671	26,833
PERCENTAGE	12%	88%	

BUDGET Totals	304,258	193,355	497,613
PERCENTAGE	61%	39%	
Total MSYs	25.12		
Cost/MSY	12,112		

Source of Funds

Section	Match Description	Amount	Type	Source
Section I. Program Operating Costs	Gadsden County School Board provides inkind and cash for match. The School Board was approved for \$39,598 in match replacement funds the funds will be use for staff salaries and benefits, supplies, travel, and other program operating costs.	113,686	In Kind	State/Local
	Section I Total	113,686		
Section II. Member Costs				
Section III. Administrative/Indirect Costs	Gadsden County School District administrators provides 15% of their time as Inkind for the program.	23,671	In Kind	State/Local
	Section III Total	23,671		
Total Source of Funds		137,357		

CERTIFICATIONS

Certification – Debarment, Suspension, and Other Responsibility Matters

This certification is required by the government-wide regulations implementing Executive Order 12549, Debarment and Suspension, 2 CFR Part 180, Section 180.335, *What information must I provide before entering into a covered transaction with a Federal agency?*

As the duly authorized representative of the applicant, I certify, to the best of my knowledge and belief, that neither the applicant nor its principals:

- Is presently excluded or disqualified;
- Has been convicted within the preceding three years of any of the offenses listed in § 180.800(a) or had a civil judgment rendered against it for one of those offenses within that time period;
- Is presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission or any of the offenses listed in § 180.800(a); or
- Has had one or more public transactions (Federal, State, or local) terminated within the preceding three years for cause or default.

Certification – Drug Free Workplace

This certification is required by the Corporation's regulations implementing sections 5150-5160 of the Drug-Free Workplace Act of 1988 (P.L. 100-690), 45 CFR Part 2545, Subpart B. The regulations require certification by grantees, prior to award, that they will make a good faith effort, on a continuing basis, to maintain a drug-free workplace. The certification set out below is a material representation of fact upon which reliance will be placed when the agency determines to award the grant. False certification or violation of the certification may be grounds for suspension of payments, suspension or termination of grants, or government-wide suspension or debarment (see 45 CFR Part 2542, Subparts G and H).

As the duly authorized representative of the grantee, I certify, to the best of my knowledge and belief, that the grantee will provide a drug-free workplace by:

- A. Publishing a drug-free workplace statement that:
 - a. Notifies employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace;
 - b. Specifies the actions that the grantee will take against employees for violating that prohibition; and
 - c. Informs employees that, as a condition of employment under any award, each employee will abide by the terms of the statement and notify the grantee in writing if the employee is convicted for a violation of a criminal drug statute occurring in the workplace within five days of the conviction;
- B. Requiring that a copy of the statement described in paragraph (A) be given to each employee who will be engaged in the performance of any Federal award;
- C. Establishing a drug-free awareness program to inform employees about:
 - a. The dangers of drug abuse in the workplace;
 - b. The grantee's policy of maintaining a drug-free workplace;
 - c. Any available drug counseling, rehabilitation, and employee assistance programs; and
 - d. The penalties that the grantee may impose upon them for drug abuse violations occurring in the workplace;
- D. Providing us, as well as any other Federal agency on whose award the convicted employee was working, with written notification within 10 calendar days of learning that an employee has been convicted of a drug violation in the workplace;
- E. Taking one of the following actions within 30 calendar days of learning that an employee has been convicted of a drug violation in the workplace:
 - a. Taking appropriate personnel action against the employee, up to and including termination; or
 - b. Requiring that the employee participate satisfactorily in a drug abuse assistance or rehabilitation program approved for these purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
- F. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (A) through (E).

Certification - Lobbying Activities

As required by Section 1352, Title 31 of the U.S. Code, as the duly authorized representative of the applicant, I certify, to the best of my knowledge and belief, that:

- No federal appropriated funds have been paid or will be paid, by or on behalf of the applicant, to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer of Congress in connection with the awarding of any federal contract, the making of any federal loan, the entering into of any cooperative agreement, or modification of any federal contract, grant, loan, or cooperative agreement;
- If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with this federal contract, grant, loan, or cooperative agreement, the applicant will submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
- The applicant will require that the language of this certification be included in the award documents for all subcontracts at all tiers (including subcontracts, subgrants, and contracts under grants, loans and cooperative agreements) and that all subrecipients will certify and disclose accordingly.

Certification - Grant Review Process (State Commissions Only)

I certify that in conducting our review process, we have ensured compliance with the National and Community Service Act of 1990 as amended, the Corporation's peer review requirements, and all state laws and conflict of interest rules.

For AmeriCorps*State and National Applicants ONLY

*If you are not applying for a grant through AmeriCorps*State and National, you may ignore this section.*

Erroneous certification or assurance

The assurances and certifications are material representations of fact upon which we rely in determining whether to enter into this transaction. If we later determine that you knowingly submitted an erroneous certification or assurance, in addition to other remedies available to the federal government, we may terminate this transaction for cause or default.

Notice of error in certification or assurance

You must provide immediate written notice to us if at any time you learn that a certification or assurance was erroneous when submitted or has become erroneous because of changed circumstances.

Definitions

The terms "debarment", "suspension", "excluded", "disqualified", "ineligible", "participant", "person", "principal", "proposal", and "voluntarily excluded" as used in this document have the meanings set out in 2 CFR Part 180, subpart I, "Definitions." A transaction shall be considered a "covered transaction" if it meets the definition in 2 CFR part 180 subpart B, "Covered Transactions."

Assurance requirement for subgrant agreements

You agree by submitting this proposal that if we approve your application you shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by us.

Assurance inclusion in subgrant agreements

You agree by submitting this proposal that you will obtain an assurance from prospective participants in all lower tier covered transactions and in all solicitations for lower tier covered transactions that the participants are not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction.

Assurance of subgrant principals

You may rely upon an assurance of a prospective participant in a lower-tier covered transaction that is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless you know that the assurance is erroneous. You may decide the method and frequency by which you determine the eligibility of your principals. You may, but are not required to, check the List of Parties Excluded from Federal Procurement and Nonprocurement Programs.

Non-assurance in subgrant agreements

If you knowingly enter into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the federal government, we may terminate this transaction for cause or default.

Prudent person standard

Nothing contained in the aforementioned may be construed to require establishment of a system of records in order to render in good faith the assurances and certifications required. Your knowledge and information is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

ASSURANCES

As the duly authorized representative of the applicant, I certify, to the best of my knowledge and belief, that the applicant:

- Has the legal authority to apply for federal assistance, and the institutional, managerial, and financial capability (including funds sufficient to pay the non-federal share of project costs) to ensure proper planning, management, and completion of the project described in this application.
- Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the state, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
- Will establish safeguards to prohibit employees from using their position for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
- Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
- Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the nineteen statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 CFR 900, Subpart F).
- Will comply with all federal statutes relating to nondiscrimination. These include but are not limited to: Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color, or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), which prohibits discrimination on the basis of disability (d) The Age Discrimination Act of 1975, as amended (42 U.S.C. 6101-6107), which prohibits discrimination on the basis of age; (e) The Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) The Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) sections 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290dd-3 and 290ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the National and Community Service Act of 1990, as amended; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
- Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of federal participation in purchases.
- Will comply with the provisions of the Hatch Act (5 U.S.C. 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
- Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C 276a and 276a-77), the Copeland Act (40 U.S.C 276c and 18 U.S.C. 874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-333), regarding labor standards for Federally assisted construction sub-agreements.
- Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires the recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
- Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved state management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C 1451 et seq.); (f) conformity of federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
- Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C 1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
- Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16U.S.C. 469a-l et seq.).
- Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

- Will comply with the grievance procedure requirements as set out in section 176(f) of the National and Community Service Act of 1990 and in the Corporation's regulations at 45 CFR § 2540.230;
- Will provide participants in the national service program with the training, skills, and knowledge necessary for the projects that participants are called upon to perform;
- Will provide support services to participants, such as information regarding G.E.D. attainment and post-service employment, and, if appropriate, opportunities for participants to reflect on their service experiences;
- Will arrange for an independent evaluation of any national service program carried out using assistance provided to the applicant under section 121 of the National and Community Service Act of 1990 or, with the approval of the Corporation, conduct an internal evaluation of the program;
- Will apply measurable performance goals and evaluation methods, which are to be used as part of such evaluation to determine the program's impact on communities and persons served by the program, on participants who take part in the projects, and in other such areas as required by the Corporation;
- Will ensure the provision of a living allowance and other benefits to participants as required by the Corporation;
- If a state applicant, will ensure that the State sub-grants will be used to support national service programs that were selected by the State on a competitive basis;
- If a state applicant, will seek to ensure an equitable allocation within the State of assistance and approved national service positions, taking into consideration such factors as the locations of the programs, population density, and economic distress;
- If a state applicant, will ensure that not less than 60% of the assistance will be used to make grants to support national service programs other than those carried out by a State agency, unless the Corporation approves otherwise.

For Learn and Serve America Applicants ONLY

If you are not applying for a grant through Learn and Serve America, you may disregard this section.

- Will keep such records and provide such information to the Corporation with respect to the programs as may be required for fiscal audits and program evaluation.
- Will comply with the nonduplication, nondisplacement, and grievance procedure requirements of 45 CFR Part 2540.
- Will, in the case of a grantmaking entity, local partnership or local educational agency applying for a school-based grant, develop an age-appropriate learning component for participants in the program that includes a chance for participants to analyze and apply their service experiences.
- Will, except for a state educational agency or Indian tribe applying for a school-based grant, prior to the placement of a participant, consult with the appropriate local labor organization, if any, representing employees in the area who are engaged in the same or similar work as that proposed to be carried out by the program, to prevent the displacement and protect the rights of those employees.
- Will, in the case of a local partnership applying for a school-based grant from the Corporation, ensure that the LEA will serve as the fiscal agent.

- Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
- Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§ 4801 et seq.) which prohibits the use of lead based paint in construction or rehabilitation of residence structures.
- Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act of 1984, as amended, and OMB Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations.
- Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, application guidelines, and policies governing this program.

For AmeriCorps*State and National Applicants ONLY

*If you are not applying for a grant through AmeriCorps*State and National, you may ignore this section.*

- Will comply with all rules regarding prohibited activities, including those stated in applicable Notice, grant provisions, and program regulations, and will ensure that no assistance made available by the Corporation will be used to support any such prohibited activities.
- Will comply with the nondiscrimination provisions in the national service laws, which provide that an individual with responsibility for the operation of a project or program that receives assistance under the national service laws shall not discriminate against a participant in, or member of the staff of, such project or program on the basis of race, color, national origin, sex, age, political affiliation, disability, or on the basis of religion. (NOTE: the prohibition on religious discrimination does not apply to the employment of any staff member paid with non-Corporation funds or paid with Corporation funds but employed with the organization operating the project prior to or on the date the grant was awarded. If your organization is a faith-based organization that makes hiring decisions on the basis of religious belief, your organization may be entitled, under the Religious Freedom Restoration Act, 42 U.S.C. § 2000bb, to receive federal funds and yet maintain that hiring practice, even though the national service legislation includes a restriction on religious discrimination in employment of staff hired to work on a Corporation-funded project and paid with Corporation grant funds. (42 U.S.C. §§ 5057(c) and 12635(c)). For the circumstances under which this may occur, please see the document “Effect of the Religious Freedom Restoration Act on Faith-Based Applicants for Grants” on the Corporation’s website at: <http://www.usdoj.gov/fbci/effect-rfra.pdf>.
- Will comply with all other federal statutes relating to nondiscrimination, including any self-evaluation requirements. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color, or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), which prohibits discrimination on the basis of handicaps (d) The Age Discrimination Act of 1975, as amended (42 U.S.C. 6101-6107), which prohibits discrimination on the basis of age; (e) The Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) The Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) sections 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; and (i) the requirements of any other nondiscrimination statute(s) which may apply to the application.
- Will provide, in the design, recruitment, and operation of any AmeriCorps program, for broad-based input from – (1) the community served and potential participants in the program; and (2) community-based agencies with a demonstrated record of experience in providing services and local labor organizations representing employees of service sponsors, if these entities exist in the area to be served by the program;
- Will, prior to the placement of participants, consult with the appropriate local labor organization, if any, representing employees in the area who are engaged in the same or similar work as that proposed to be carried out by an AmeriCorps program, to ensure compliance with the nondisplacement requirements specified in section 177 of the NCSA;
- Will, in the case of an AmeriCorps program that is not funded through a State, consult with and coordinate activities with the state commission for the state in which the program operates.
- Will ensure that any national service program carried out by the applicant using assistance provided under section 121 of the National and Community Service Act of 1990 and any national service program supported by a grant made by the applicant using such assistance will address unmet human, educational, environmental, or public safety needs through services that provide a direct benefit to the community in which the service is performed;
- Will comply with the nonduplication and nondisplacement requirements set out in section 177 of the National and Community Service Act of 1990, and in the Corporation’s regulations at § 2540.100;

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8f

DATE OF SCHOOL BOARD MEETING: June 23, 2009

TITLE OF AGENDA ITEM: Program Improvement Funds

DIVISION: Head Start

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

PURPOSE AND SUMMARY OF ITEM:

Request Program Improvement funds to improve playground facilities.

FUND SOURCE: Head Start (Federal)

AMOUNT: \$208,940.00

PREPARED BY: Carolyn Harden *CA*

POSITION: Head Start/Prekindergarten Program Director

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 1 Number of ORIGINAL SIGNATURES NEEDED by preparer.

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

CHAIRMAN'S SIGNATURE: page(s) numbered 3 and 14

This form is to be duplicated on light blue paper.

REVIEWED BY: Cathy L. Austin *spandy*

2009 JUN 17 AM 7:20
GARDEN SCHOOL BOARD
OFFICE ASSISTANT

Application for Federal Assistance SF-424		Version 02
*1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application		*2. Type of Application * If Revision, select appropriate letter(s) <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision *Other (Specify) _____
3. Date Received:	4. Applicant Identifier: 04CH0241	
5a. Federal Entity Identifier:		*5b. Federal Award Identifier:
State Use Only:		
6. Date Received by State:	7. State Application Identifier:	
8. APPLICANT INFORMATION:		
*a. Legal Name: Gadsden County School Board's Head Start Program		
*b. Employer/Taxpayer Identification Number (EIN/TIN): 59-6000615		*c. Organizational DUNS: 15-281-1279
d. Address:		
*Street 1:	35 Martin Luther King Jr. Blvd.	
Street 2:	Quincy	
*City:	Florida	
County:	Gadsden	
*State:	Florida	
Province:		
*Country:	United States	
*Zip / Postal Code	32351	
e. Organizational Unit:		
Department Name:		Division Name:
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix	Mrs.	*First Name: Carolyn
Middle Name:		
*Last Name:	Harden	
Suffix:		
Title:	Program Director	
Organizational Affiliation:		
*Telephone Number: (850) 627-3861		Fax Number: (850) 875-8790
*Email: harden_c@frr.edu		

Application for Federal Assistance SF-424

Version 02

***9. Type of Applicant 1: Select Applicant Type:**

H. Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

*Other (Specify)

***10 Name of Federal Agency:**

Region IV Office of Children & Families

11. Catalog of Federal Domestic Assistance Number:

93.600

CFDA Title:

***12 Funding Opportunity Number:**

*Title:

2009 Program Improvement Funds

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Gadsden County

***15. Descriptive Title of Applicant's Project:**

Gadsden County Schools Head Start Program Request for Program Improvement Funds.

Application for Federal Assistance SF-424		Version 02
16. Congressional Districts Of:		
*a. Applicant: 02		*b. Program/Project: 02
17. Proposed Project:		
*a. Start Date: 7/1/09		*b. End Date: 11/30/09
18. Estimated Funding (\$):		
*a. Federal	208,940	
*b. Applicant	52,235	
*c. State		
*d. Local		
*e. Other		
*f. Program Income		
*g. TOTAL	261,175	
*19. Is Application Subject to Review By State Under Executive Order 12372 Process?		
<input type="checkbox"/> a. This application was made available to the State under the Executive Order 12372 Process for review on _____ <input type="checkbox"/> b. Program is subject to E.O. 12372 but has not been selected by the State for review. <input checked="" type="checkbox"/> c. Program is not covered by E. O. 12372		
*20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)		
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U. S. Code, Title 218, Section 1001) <input checked="" type="checkbox"/> ** I AGREE ** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions		
Authorized Representative:		
Prefix: Mr.	*First Name: Judge	
Middle Name:		
*Last Name: Helms		
Suffix:		
*Title: School Board Chairman		
*Telephone Number: (850) 627-9651		Fax Number: (850) 627-2760
* Email: judgeh@comcast.net		
*Signature of Authorized Representative:		*Date Signed:

BUDGET INFORMATION - Non-Construction Programs

OMB Approval No. 0348-0044

SECTION A - BUDGET SUMMARY

Grant Program Function or Activity (a)	Catalog of Federal Domestic Assistance Number (b)	Estimated Unobligated Funds		New or Revised Budget		
		Federal (c)	Non-Federal (d)	Federal (e)	Non-Federal (f)	Total (g)
1. PA 4122		\$	\$	\$ 201,000.00	\$ 50,250.00	\$ 251,250.00
2.						0.00
3.						0.00
4.						0.00
5. Totals		\$ 0.00	\$ 0.00	\$ 201,000.00	\$ 50,250.00	\$ 251,250.00

SECTION B - BUDGET CATEGORIES

6. Object Class Categories	GRANT PROGRAM, FUNCTION OR ACTIVITY				Total (5)
	(1)	(2)	(3)		
a. Personnel	\$	\$	\$	\$	0.00
b. Fringe Benefits					0.00
c. Travel					0.00
d. Equipment	201,000.00				201,000.00
e. Supplies					0.00
f. Contractual					0.00
g. Construction					0.00
h. Other					0.00
i. Total Direct Charges (sum of 6a-6h)	201,000.00	0.00	0.00	0.00	201,000.00
j. Indirect Charges	7,940.00				7,940.00
k. TOTALS (sum of 6i and 6j)	\$ 208,940.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 208,940.00
7. Program Income	\$	\$	\$	\$	0.00

Authorized for Local Reproduction

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

Previous Edition Usable

SECTION C - NON-FEDERAL RESOURCES					
(a) Grant Program	(b) Applicant	(c) State	(d) Other Sources	(e) TOTALS	
8.	\$ 52,235.00	\$	\$	\$ 52,235.00	
9.				0.00	
10.				0.00	
11.				0.00	
12. TOTAL (sum of lines 8-11)	\$ 52,235.00	\$ 0.00	\$ 0.00	\$ 52,235.00	
SECTION D - FORECASTED CASH NEEDS					
	Total for 1st Year	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
13. Federal	\$ 208,940.00	\$ 52,235.00	\$ 52,235.00	\$ 52,235.00	\$ 52,235.00
14. Non-Federal	52,235.00	13,059.00	13,059.00	13,059.00	13,059.00
15. TOTAL (sum of lines 13 and 14)	\$ 261,175.00	\$ 65,294.00	\$ 65,294.00	\$ 65,294.00	\$ 65,293.00
SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT					
(a) Grant Program	FUTURE FUNDING PERIODS (Years)				
	(b) First	(c) Second	(d) Third	(e) Fourth	
16.	\$	\$	\$	\$	
17.					
18.					
19.					
20. TOTAL (sum of lines 16-19)	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	
SECTION F - OTHER BUDGET INFORMATION					
21. Direct Charges: \$201,000.00		22. Indirect Charges: \$7,940.00			
23. Remarks:					

Authorized for Local Reproduction

Standard Form 424A (Rev. 7-97) Page 2

**Gadsden County Head Start
Program Improvement Funds**

2009-2010

The Gadsden County School Board's Head Start Program would like to request one time Program Improvement Funds to address safety issues relating to playgrounds. According to performance standard 1304.22(d)(1) & (2) Injury prevention, all grantees must ensure that staff and volunteers can demonstrate safety practices and foster safety awareness among children and parents by incorporating it into child and parent activities.

Most childhood injuries are often the result of unsafe conditions in the environment. It is our role as a Head Start provider to protect each child daily. Performance Standard 1304.53(a)(10)(x) addresses the selection, layout, and maintenance of playground equipment and surfaces should minimize the possibility of injury to children.

We would like to request funds to provide the necessary maintenance and upgrades on our playgrounds located at 6 elementary school sites, one community site, and our childcare partner. We have done a thorough inspection of all playgrounds and have determined the following maintenance and safety issues should be addressed:

Chattahoochee:

Purchase rubber mulch for ground cover under climbing structures. Install concrete bicycle path and shade structure.

Total - \$27,000.

George Munroe:

Remove wood mulch and replace with rubber mulch. Install plastic timbers

Total \$31,000.

Gretna:

Remove pea gravel from playground. Remove wooden border timbers and replace with plastic ones. Install rubber mulch for ground cover.

Total - \$23,000.

Havana:

Remove remaining wooden border timbers and install plastic timbers. Replace wood mulch with rubber mulch. Total - \$37,000.

Midway:

Remove wooden border timbers and install plastic timbers. Replace wood mulch with rubber mulch. Total - \$23,000

Stewart Street:

Remove wooden border timbers and install plastic timbers. Replace sand with rubber mulch. Total - \$25,000.

St. John:

Remove wood mulch and replace with rubber mulch. Total - \$15,000.

Dick Howser:

Remove wood mulch and replace with rubber mulch. Total - \$20,000.

Total for playground improvements - \$201,000.00

The plastic timbers which will be used to replace the wooden ones, are made of polyethylene and have no sharp edges. They are extremely durable and will never rot, decay or splinter and come with a ten year limited warranty. This should prevent playground injuries and allow our program to discontinue the costly process of annually replacing worn or damaged borders.

The rubber mulch, which will be used to replace the wood mulch and sand as ground cover, is made of 100% scrap tires and is considered one of the safest playground surfacing available. It is clean and will never rot or decay. It is ADA approved and comes with a lifetime warranty.

The installations of a bicycle path and shade structure at Chattahoochee Elementary are parts of a playground relocation project that was started several years ago. This will allow us to complete the project and provide a safe and appropriate play area for our children.

The improvements described above will ensure that the Gadsden County Head Start program is following all of the playground health and safety guidelines outlined in the standards and required by other federal, state and local agencies. It is also cost effective, in the long run, as it will free up funds which can be used to enhance other aspects of our program.

We are requesting these funds because our budget from the Refunding Application will not allow for these improvements. Beginning with the 2008-2009 school year, the state Voluntary Prekindergarten Program received a budget reduction. With this reduction, the Head Start program had to increase its operational budget with items that were once paid for with state dollars.

If this funding request is denied, Gadsden County School's Head Start program will continue to seek funds to update and improve our playgrounds.

In-Kind Match for
Program Improvement Funds
2009-2010

In-Kind provided by the State of Florida Voluntary
Prekindergarten Program. Funding for 21 Head Start children @
\$2429.00 per child: Total: \$51,009.00

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

SF 424B ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

- 1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project costs) to ensure proper planning, management and completion of the project described in this application.*
- 2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.*
- 3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.*
- 4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.*
- 5. Will comply with the intergovernmental Personnel Act of 1970 (42 U.S.C. 4278-4763) relating to prescribed standards for merit systems for programs funded under one of the nineteen statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 CFR 900, Subpart F).*
- 6. Will comply with all Federal statutes relating to non-discrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the bases of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to non-discrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to non-discrimination on the bases of alcohol abuse or alcoholism; (g) 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290 dd-3 and 290 ee-3), as amended, relating to confidentiality of the alcohol and drug abuse patient records; (h) Title VII of the Civil Rights Act of 1968 (42 U.S.C. 3601 et seq.), as amended, relating to non-discrimination in the sale, rental or financing of housing; (i) any other non-discrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other non-discrimination statute(s) which may apply to the application.*
- 7. Will comply, or has already complies, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or Federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.*

8. *Will comply with the provisions of the Hatch Act (5 U.S.C. 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.*
9. *Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. 276a to 276a-7), the Copeland Act (40 U.S.C. 276c and 18 U.S.C. 874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-333), regarding labor standards for Federally assisted construction subagreements.*
10. *Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.*
11. *Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. 1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205)*
12. *Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. 1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.*
13. *Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. 469a-1 et seq.).*
14. *Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.*
15. *Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.*
16. *Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. 4801 et seq.) which prohibits the use of lead based paint in the construction or rehabilitation of residence structures.*
17. *Will cause to be performed the required financial and compliance audits in accordance with the single Audit Act of 1984.*
18. *Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.*

DRUG-FREE WORKPLACE REQUIREMENTS GRANTEES OTHER THAN INDIVIDUALS

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

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

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

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

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

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

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

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

- a) *Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;*
- b) *Establishing a drug-free awareness program to inform employees about:*
 - (1) *The dangers of drug abuse in the workplace;*
 - (2) *The grantee's policy of maintaining a drug-free workplace;*
 - (3) *Any available drug counseling, rehabilitation, employee assistance programs; and*

- (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
- c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
- d) Notifying the employee in the statement required by paragraph (a) that as a condition of employment under the grant, the employee will:
 - (1) Abide by the terms of the statement; and
 - (2) Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction;
- e) Notifying the agency in writing within ten days after receiving notice under subparagraph (d)(2), from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee on whose grant the convicted employee was working, unless the Federal agency has designated a central point for the receipt of such notices. Notice shall include the identification number(s) of each affected grant;
- f) Taking one of the following actions within 30 days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
 - (1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 - (2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency.
- g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a) through (f).

CERTIFICATION REGARDING ENVIRONMENTAL TOBACCO SMOKE

Public Law 103-227, also known as the Pro-Children Act of 1994 (Act), requires that smoking not be permitted in any portion of any indoor facility owned or leased or contracted for by an entity and used routinely or regularly for the provision of health, day care, early childhood development services, education or library services to children under the age of 18, if the services are funded by Federal program either directly or through State or local governments, by Federal grant, contract, loan, or loan guarantee. The law also applies to children's services that are provided in indoor facilities that are constructed, operated, or maintained with such Federal funds. The law does not apply to children's services provided in private residences; portions of facilities used for inpatient drug or alcohol treatment; service providers whose sole source of applicable Federal funds is Medicare or Medicaid; or facilities where WIC coupons are redeemed. Failure to comply with the provisions of the law may result in the imposition of a civil monetary penalty of up to \$1,000 for each violation and/or the imposition of an administrative compliance order on the responsible entity.

By signing this certification, the offeror/contractor (for acquisitions) or applicant/grantee (for grants) certifies that the submitting organization will comply with the requirements of the Act and will not allow smoking within any portion of any indoor facility used for the provision of services for children as defined by the Act.

The submitting organization agrees that it will require that the language of this certification be included in any subawards which subrecipients shall certify accordingly.

CERTIFICATION REGARDING DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS - PRIMARY COVERED TRANSACTIONS

By signing and submitting this proposal, the applicant, defined as the primary participant in accordance with 45 CFR Part 76 certifies to the best of his or her knowledge and believe that it and its principals:

- (a) are not presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from covered transaction by any Federal Department or agency;*
- (b) have not within a 3-year period preceding this proposal been convicted or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State or local) transaction or contract under a public transaction: violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statement, or receiving stolen property;*
- (c) are not presently indicted or otherwise criminally or civilly charged by a governmental entity (Federal, State or local) with commission of any of the offenses enumerated in paragraph (1) (b) of this certification; and*
- (d) have not within a 3-year period preceding this application/proposal had one or more public transaction (Federal, State or local) terminated for cause or default.*

The inability of a person to provide the certification required above will not necessarily result in denial of participation in this covered transaction. If necessary, the prospective participant shall submit an explanation of why it cannot provide the certification. The Department of Health and Human Services' (HHS) determination whether to enter into this transaction. However, failure of the prospective primary participant to furnish a certification or an explanation shall disqualify such person from participation in this transaction.

The prospective primary participant agrees that by submitting this proposal, it will include the clause entitled "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions," provided below without modification in all lower tier covered transactions.

CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION - LOWER TIER COVERED TRANSACTIONS (TO BE SUPPLIED TO LOWER TIER PARTICIPANTS)

By signing and submitting this lower tier proposal, the prospective lower tier participant, as defined in 45 CFR, Part 76, certifies to the best of its knowledge and belief that it and its principals:

- (a) are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.*
- (b) where the prospective lower tier participant is unable to certify to any of the above, such prospective participant shall attach an explanation to this proposal.*

The prospective lower tier participant further agrees by submitting this proposal that it will include this clause entitled "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions," without modification in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

**CERTIFICATION REGARDING LOBBYING
FOR CONTRACTS, GRANTS, LOANS
AND COOPERATIVE AGREEMENTS**

The undersigned certifies to the best of his or her knowledge and belief, that:

- (1) *No Federal appropriate funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a member of congress, an officer or employee of congress, or an employee of a member of congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment or modification of any Federal contract, grant, loan, or cooperative agreement.*
- (2) *If any funds other than Federal appropriated funds have been paid or will be paid to any person influencing or attempting to influence an officer or employee or an agency, a member of congress, an officer or employee of congress, or an employee of a member of congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.*
- (3) *The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.*

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

I hereby agree to the above certifications and assurances.

Signature of Certifying Official

Date

School Board Chairman

Title

Gadsden County School Board Head Start

Applicant Organization

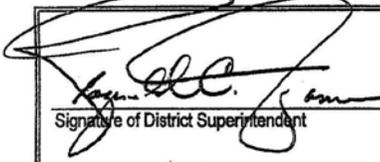
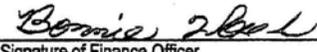
**DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
CERTIFICATION AND REQUEST FOR AUTHORIZED INDIRECT COST RATE**

I certify that the information contained herein has been prepared in accordance with the instructions issued by the State of Florida Department of Education, conforms with the criteria in OMB Circular A-87, EDGAR, and CFR, Title 34, and is correct to the best of my knowledge and belief. No costs other than those incurred by this agency have been included in the indirect cost rate application. The same costs that have been treated as indirect costs have not been and will not be claimed as direct costs, and similar types of costs have been accorded consistent treatment. All expenditures detailed on the application form have been made, and records supporting them have been maintained and are available for audit.

We hereby apply for the following indirect cost rate:

Federal Programs - Restricted with Carry Forward	<u>4.40%</u>	<i>Self rate below</i>
--	--------------	------------------------

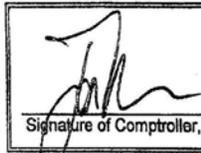
I further certify that all data on this form are referenced to the District Superintendent's Annual Financial Report to the Florida Commissioner of Education, ESE 145, and other pertinent financial records, for Fiscal Year 2006-2007, in conformance with the manual, Financial and Program Cost Accounting and Reporting for Florida Schools, and that all General Fund and Special Revenue Funds expenditures have been used.

 Signature of District Superintendent	 Signature of Finance Officer
<u>10/15/08</u> Date Signed	<u>10/15/08</u> Date Signed

Your proposal has been accepted and the following rate approved:

Federal Programs - Restricted with Carry Forward	<u>3.95%</u>
--	--------------

These rates become effective ^{Nov} July 1, 2008, and remain in effect until June 30, 2009, and will apply to all eligible federally assisted programs as appropriate.

 Signature of Comptroller, Florida Department of Education	<u>10/29/08</u> Date Signed
--	--------------------------------

DOE COMPTROLLER'S OFFICE
08 OCT 16 AM 11:19

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 89

DATE OF SCHOOL BOARD MEETING: June 23, 2009

TITLE OF AGENDA ITEM: Head Start Expansion Application
~~Program Improvement Funds~~

DIVISION: Head Start

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

PURPOSE AND SUMMARY OF ITEM:

Expanding services to thirty-six (36) Head Start Children.

FUND SOURCE: Head Start (Federal)

AMOUNT: \$450,633.00

PREPARED BY: Carolyn Harden *CA*

POSITION: Head Start/Prekindergarten Program Director

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

1 Number of ORIGINAL SIGNATURES NEEDED by preparer.

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

CHAIRMAN'S SIGNATURE: page(s) numbered 3 and 24

This form is to be duplicated on light blue paper.

REVIEWED BY: Cathy L. Austin

Application for Federal Assistance SF-424		Version 02
*1. Type of Submission: <input type="checkbox"/> Preapplication <input type="checkbox"/> Application <input checked="" type="checkbox"/> Changed/Corrected Application		*2. Type of Application * If Revision, select appropriate letter(s) <input type="checkbox"/> New <input checked="" type="checkbox"/> Continuation <input type="checkbox"/> Revision *Other (Specify) _____
3. Date Received:		4. Applicant Identifier: 04CH0241
5a. Federal Entity Identifier:		*5b. Federal Award Identifier:
State Use Only:		
6. Date Received by State:		7. State Application Identifier:
8. APPLICANT INFORMATION:		
*a. Legal Name: Gadsden County School Board's Head Start Program		
*b. Employer/Taxpayer Identification Number (EIN/TIN): 59-6000615		*c. Organizational DUNS: 15-281-1279
d. Address:		
*Street 1:	35 Martin Luther King Jr. Blvd.	
Street 2:	Quincy	
*City:	Florida	
County:	Gadsden	
*State:	Florida	
Province:		
*Country:	United States	
*Zip / Postal Code	32351	
e. Organizational Unit:		
Department Name:		Division Name:
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix:	Mrs.	*First Name: Carolyn
Middle Name:		
*Last Name:	Harden	
Suffix:		
Title:	Program Director	
Organizational Affiliation:		
*Telephone Number: (850) 627-3861		Fax Number: (850) 875-8790
*Email: harden_c@fsm.edu		

Application for Federal Assistance SF-424

Version 02

***9. Type of Applicant 1: Select Applicant Type:**
H. Public/State Controlled Inst on of Higher Educ

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

*Other (Specify)

***10 Name of Federal Agency:**
Region IV Office of Children & Families

11. Catalog of Federal Domestic Assistance Number:

93-708

CFDA Title:

***12 Funding Opportunity Number:**

HHS-2009 - OHS - SH0089

*Title:
2009 - 2010 Head Start Expansion Application

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Gadsden County, Quincy, Florida

***15. Descriptive Title of Applicant's Project**

Gadsden County Schools Head Start Expansion

Application for Federal Assistance SF-424		Version 02
16. Congressional Districts Of:		
*a. Applicant: 02	*b. Program/Project: 02	
17. Proposed Project:		
*a. Start Date: 7/1/09	*b. End Date: 6/30/10	
18. Estimated Funding (\$):		
*a. Federal	450,633	
*b. Applicant	112,658	
*c. State		
*d. Local		
*e. Other		
*f. Program Income		
*g. TOTAL	563,291	
*19. Is Application Subject to Review By State Under Executive Order 12372 Process?		
<input type="checkbox"/> a. This application was made available to the State under the Executive Order 12372 Process for review on _____ <input type="checkbox"/> b. Program is subject to E.O. 12372 but has not been selected by the State for review. <input checked="" type="checkbox"/> c. Program is not covered by E. O. 12372		
*20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)		
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
<p>21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U. S. Code, Title 218, Section 1001)</p> <input checked="" type="checkbox"/> ** I AGREE ** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions		
Authorized Representative:		
Prefix _____	*First Name: Judge _____	
Middle Name: _____		
*Last Name: Helms _____		
Suffix _____		
*Title: School Board Chairman		
*Telephone Number: (850) 627-9651	Fax Number: (850) 627-2760	
* Email: judgeh@comcast.net		
*Signature of Authorized Representative:		*Date Signed:

Authorized for Local Reproduction

Standard Form 424 (Revised 10/2005)
 Prescribed by OMB Circular A-102

BUDGET INFORMATION - Non-Construction Programs

OMB Approval No. 0348-0044

SECTION A - BUDGET SUMMARY						
Grant Program Function or Activity (a)	Catalog of Federal Domestic Assistance Number (b)	Estimated Unobligated Funds		New or Revised Budget		
		Federal (c)	Non-Federal (d)	Federal (e)	Non-Federal (f)	Total (g)
1. PA 22	93.708	\$	\$	\$ 450,833.00	\$ 112,658.00	\$ 563,291.00
2.						0.00
3.						0.00
4.						0.00
5. Totals		\$ 0.00	\$ 0.00	\$ 450,833.00	\$ 112,658.00	\$ 563,291.00
SECTION B - BUDGET CATEGORIES						
6. Object Class Categories	GRANT PROGRAM, FUNCTION OR ACTIVITY					Total (g)
	(1) Expansion	(2)	(3)			
a. Personnel	\$ 183,547.00	\$	\$	\$	\$	\$ 183,547.00
b. Fringe Benefits	50,872.00					50,872.00
c. Travel	15,750.00					15,750.00
d. Equipment						0.00
e. Supplies	56,300.00					56,300.00
f. Contractual	38,000.00					38,000.00
g. Construction	80,000.00					80,000.00
h. Other	9,240.00					9,240.00
i. Total Direct Charges (sum of 6a-6h)	433,509.00		0.00	0.00	0.00	433,509.00
j. Indirect Charges	17,124.00					17,124.00
k. TOTALS (sum of 6i and 6j)	\$ 450,633.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 450,633.00
7. Program Income		\$	\$	\$	\$	\$ 0.00

Authorized for Local Reproduction

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

Previous Edition Usable

SECTION C - NON-FEDERAL RESOURCES					
(a) Grant Program	(b) Applicant	(c) State	(d) Other Sources	(e) TOTALS	
8.	\$ 112,658.00	\$	\$	\$ 112,658.00	
9.				0.00	
10.				0.00	
11.				0.00	
12. TOTAL (sum of lines 8-11)	\$ 112,658.00	\$ 0.00	\$ 0.00	\$ 112,658.00	
SECTION D - FORECASTED CASH NEEDS					
	Total for 1st Year	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
13. Federal	\$ 450,633.00	\$ 192,658.00	\$ 85,993.00	\$ 85,991.00	\$ 85,991.00
14. Non-Federal	112,658.00	28,165.00	28,165.00	28,165.00	28,163.00
15. TOTAL (sum of lines 13 and 14)	\$ 563,291.00	\$ 220,823.00	\$ 114,158.00	\$ 114,156.00	\$ 114,154.00
SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT					
(a) Grant Program	FUTURE FUNDING PERIODS (Years)				
	(b) First	(c) Second	(d) Third	(e) Fourth	
16.	\$	\$	\$	\$	
17.					
18.					
19.					
20. TOTAL (sum of lines 16-19)	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	
SECTION F - OTHER BUDGET INFORMATION					
21. Direct Charges: \$433,509.00		22. Indirect Charges: \$17,124.00			
23. Remarks:					

Authorized for Local Reproduction

Standard Form 424A (Rev. 7-97) Page 2

Table of Contents

Abstract/Summary	2
Need for Assistance	3
Objectives	4
Approach	6
Organizational Capacity	8
Chart A – Organizational Chart	
Chart B – Gadsden County Participating Head Start Sites	
Project Budget	10
Budget Justification	12
Appendices	
Program Assurances	
In-Kind Match	
Indirect Cost Certificate	
Partnership Agreements	
Wage Comparability Study	

GADSDEN COUNTY, FLORIDA
GADSDEN COUNTY HEAD START
35 MLK BLVD.
QUINCY, FL 32351
2009-2010 EXPANSION APPLICATION

Abstract/Summary:

Gadsden County is a sparsely populated agricultural area, located in the Big Bend region of Northwest Florida. The county seat of Gadsden County is Quincy, and is surrounded by other communities to include Havana, Chattahoochee, Greensboro, Gretna, St. John, and Midway. Midway's population is steadily growing, due to recent housing development. As of July 1, 2008, Gadsden County's population was 47,560, *an increase of 5% from April 1, 2000 census data of 45,087. The Hispanic population experienced the greatest growth and is 15.3% of Gadsden's total school membership.*

There continues to be very limited educational opportunities in Gadsden County, and it is estimated that over 60% of the children in Gadsden County are living below 150% of the federal poverty level.

Gadsden County has a higher than average rate of illiteracy, if compared to the state average, and the high school graduation rate in Gadsden County is 56.1%. As a result of these statistics, many citizens in Gadsden County are unable to successfully compete in the job market. Several local agencies and organizations are partnering with the Gadsden County School Board and the Head Start program, in an effort to address the drop-out rate and the literacy needs in the county. These agencies include Gadsden County Schools Technical Institute, Ameri-Corp, Florida A&M University, Tallahassee Community College, and the Gadsden County Public Library.

According to the 2007 population data, 25.4% of Gadsden County residents are living in poverty. Data compiled from the Florida Office of Economic and Demographic Research in 2007, indicated that there were 3,710 children living in Gadsden County between the ages of 0-5. 68% of these children were living at or below 150% of federal poverty. 53.4% of female-headed households with children under the age of 5 lived in poverty. Only 68% of the mothers in Gadsden County have completed an education up to 11th grade. According to 2002 data from the Office of Vital Statistics, 30% of women who gave birth had not graduated from high school. This is significant in light of the high rate of births to unmarried mothers in Gadsden County. The percentage of unmarried mothers in Gadsden County has increased over the past 5 years, and Medicaid enrollment for children birth to five, has increased significantly.

Need for Assistance / Summary:

- Currently, there are 190 eligible three and four-year-olds on the Head Start waiting list.
- Gadsden County is a rural county with a population of approximately 47,560.
- 25.4% of Gadsden County residents live in poverty.
- Gadsden County has a population of 3,710 children between ages birth to five.
- 68% of the children in Gadsden County live at or below 150% Federal Poverty.
- 32% of births in Gadsden County are to mothers who have not graduated from high school.
- High School graduation rate in Gadsden County is 56.1% compared to the state graduation rate of 75.4%
- The rate of illiteracy in Gadsden County is higher than the state average.
- FCAT scores in Gadsden County are lower than the state average.
- FCAT scores in Gadsden County have improved as compared to previous years.
- Local agencies are partnering with Gadsden County Schools to address literacy and other educational issues.

This project requests \$450,633 to serve 36 additional children who are identified in the existing grant as in need of Head Start services. In the 2008-2009-school term, Gadsden County Head Start served a total of 311 students, a total enrollment that exceeds the approved grant funding for Gadsden County. The additional students will be served in the currently approved service area of Gadsden County and in the township of Quincy.

Given approval of the requested \$450,633 for expansion of Gadsden County Head Start services, this project will:

- *Provide two additional center-based sites to be located in the elementary schools in Quincy, Florida*
- *Serve a total of 36 three and four -year-olds who meet Head Start requirements.*
- *Provide scientifically- based research, training, and techniques to faculty and staff with the focus being childhood literacy.*
- *Implement strategies to improve overall Head Start faculty and staff performance*

Approach and Objectives for 2009-2010

Objectives

- 1) *By the end of the 2012 school year, 80% of the Head Start/Pre-K employees will have attended and/or received training in scientifically- based research strategies to improve children's comprehension and performance in literacy.*
- 2) *By the end of the 2012 school year, 80% of the Head Start/Pre-K employees will engage in practices to improve their overall job performance.*
- 3) *By the end of the 2012 school term, 80% or more of the Head Start/Pre-K students will demonstrate at least one year's growth on all domains of the LAP-R assessment. Schools will annually demonstrate progress towards meeting this goal.*
- 4) *By the beginning of the 2012 school year, 80% or more of the students assessed will demonstrate proficiency on all areas of the kindergarten readiness assessment. Schools will annually demonstrate progress towards meeting this goal.*
- 5) *By the end of the 2012 school term, 85% or more of the parents and community members will perceive the Head Start/Pre-K program to be a place that encourages active participation in the learning process. The Head Start/Pre-K program will demonstrate annual progress towards this goal.*
- 6) *By the end of the 2012 school year, all Head Start/Pre-K students in Gadsden County Schools will become more aware of the fundamentals of school bus safety.*
- 7) *By the end of the 2012 school year, 90% or more of students, parents, and community members will perceive the Head Start/Pre-K program to be customer-focused and friendly.*
- 8) *By the end of the 2012 school year, 90% of the Head Start/Pre-K employees will perceive the program's environment to be supportive, customer-focused and friendly.*

Months	Gadsden County Head Start Program Objectives 2009-2010 Timeline					Completed / Comments
July	Acquire portables	Disseminate program information	Prepare class rosters from waiting list	Secure Placement of Head Start Personnel	Confirm student enrollment/and participation in Head Start Program	
August	1. Continue installation and set-up of portables	1. Conduct Teacher/ Assistant Orientations 2. Conduct Parent Orientations	Conduct necessary screenings for enrolled children	Schedule school term parent/volunteer trainings	1. Conduct Home Visits 2. Secure materials/and supplies for classroom set-up	
September	Begin series of parent trainings	1. Begin series of Head Start trainings for administrators and staff 2. Conduct staff surveys	Continue enrollment and screenings of Head Start children		Continue classroom set-up	
October	Begin Head Start Classes					
November	Implement program					
December	Implement program					
January	Implement program					
February	Implement program					
March	Implement program					
April	Implement program					
May	Conduct second home visit					
June	School year program ends					

Approach

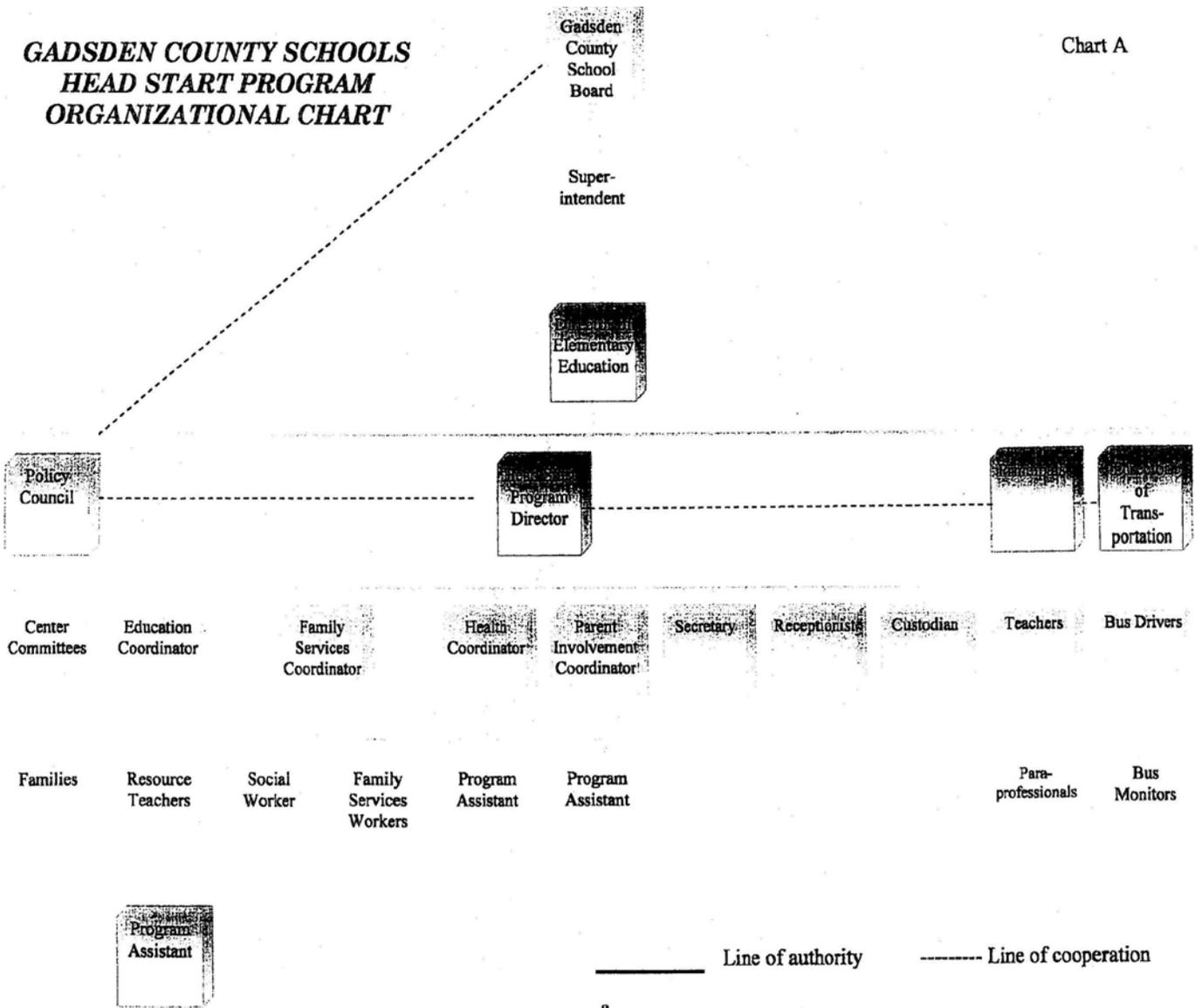
Gadsden County Head Start will:

- 1) Disseminate program information
 - a. Provide informational flyers and brochures throughout the community to inform parents and primary caregivers of the expanded services to three and four -year old students. Dissemination of information will include the Gadsden County School Board, elementary schools, Whole Child Interagency Council, local day care centers, churches and civic organizations.
- 2) Select and enroll children from the existing waiting list.
 - a. Children will be selected based on the Criteria for Selection, which has been approved by the Board and Policy Council.
 - b. Inform parents and primary caregivers of child's placement into the program.
 - c. Conduct a parent orientation prior to the 2009-2010-start date.
 - d. Conduct two parent visits per school term (prior to school start, and prior to school year end).
 - e. Conduct necessary pre-screenings to determine child placement and referrals for any needed educational services.
- 3) Establish two more center-based classrooms at the local elementary schools, in the Quincy area where the concentration of children needing services are more evident.
 - a. Conduct Initial Set-up of two new portables to house the additional 36 Head Start children.
 - b. Equip facilities with children's tables, chairs, cubbies, bookcases, carpeting, rugs, loft, manipulatives, , CD players, toys, HS approved curriculum resource materials, and any other materials appropriate to facilitate children's success.
 - c. Equip facilities with teacher resource supplies and materials to include desks, chairs, computers, printers, and technology-based accessories to facilitate data storage, access, and analysis of both teacher and student performance.
- 4) Hire qualified teachers with an educational background and certification in Early Childhood Education, and who meet the requirements of the Florida Department of Education and the Gadsden County School Board.
 - a. Having met State examination requirements
 - b. Having cleared required background/security checks
- 5) Coordinate student transportation to and from program facilities.
 - a. Arrange bus routes with the District's bus garage to facilitate timely arrival and dismissal from the program.
 - b. Coordinate with District to ensure certified drivers for children's transportation
 - c. Provide parents and primary caregivers with District's Safety procedure regarding school transportation and drop-off and pick-up of children.
- 6) Coordinate with District the school year schedule for attendance of Head Start students.
 - a. Establish Head Start school year begin and end dates.
 - b. Establish Head Start school day start and end times.

- c. *Conduct seminar with parents and primary caregivers regarding attendance and participation in the Head Start program.*
- 7) *Provide necessary medical and dental screenings for enrolled Head Start three year olds to include needed follow-up and referrals for health care services.*
- 8) *Coordinate parent trainings to facilitate parent participation and support in Head start activities.*
 - a. *Trainings coordinated through the Head Start Parent Coordinator and Male Involvement Assistant.*
 - b. *Trainings held periodically throughout the school year*
 - c. *Trainings will include knowledge of Head Start standards, child health and safety, parenting skills, financial management, and services for low-income families.*
- 9) *Coordinate Head Start faculty and staff trainings to facilitate employee and children's success.*
 - a. *Survey Head Start staff to determine which trainings, in addition to program mandated trainings, they would like to see implemented as part of their professional development.*
 - b. *Conduct at least two staff trainings during the first and second semesters of the school term in application of curriculum strategies and techniques, and promote staff confidence and improve employee performance.*
 - c. *Conduct staff surveys to determine effectiveness of trainings in facilitating improvement of employee performance.*

**GADSDEN COUNTY SCHOOLS
HEAD START PROGRAM
ORGANIZATIONAL CHART**

Chart A



**Gadsden County Head Start
Participating Sites**

Head Start Site	Class Category	# Children Served
1. Chattahoochee Elementary	Four Year Olds	18
2. George W. Munroe Elementary	Four Year Olds	36
3. Gretna Elementary	Three and Four Year Olds	52
4. Havana Elementary	Three and Four Year Olds	70
5. St. John Elementary	Four Year Olds	18
6. Stewart Street Elementary	Four Year Olds	36
7. Dick Howser Center	Three Year Olds	32
8. Midway Head Start	Three and Four Year Olds	18
<u>Expansion Sites:</u>		
9. Expansion Site 1 (Stewart Street Elementary)	Three and Four Year Olds	18
10. Expansion Site 2 (George W. Munroe Elementary)	Three and Four Year Olds	18

Budget:

A. Personnel	Annual salary	
	Current	Expansion
Program Management		
Child Health & Develop. Svc.		
(1) Health/Nutrition Coordinator	46,478	
(1) Education/Disability Coordinator	46,478	
(2) Resource Teachers (current)	59,579	
(1) Resource Teacher (Expansion)		32,000
Classroom staff		
(13) Teachers (current)	415,418	
(2) Teachers (expansion)		63,911
(13) Teacher Assistants (current)	213,108	
(2) Teacher Assistants (expansion)		50,888
Other Staff		
(1) Program Assistant (current)	29,584	
(1) Program Assistant (expansion)		29,584
Family & Community Partnerships		
(1) Parent Involvement Coordinator (current)	38,916	
(1) Family Services Coordinator (current)	46,692	
Other Staff		
(1) Social Worker (current)		
(5) Program Assistants (current)	172,018	
Program Design and Management		
(1) Head Start Director (current)	30,157	
Clerical Staff		
(1) Secretary (current)		
(1) Receptionist (current)	51,717	
Other Personnel		
(5) Bus Monitors (current)	35,816	
(1) Bus Monitor (expansion)		7,164
Total Personnel	1,185,961	183,547
B. Fringe Benefits		
Social Security -7.65%	90,726	14,807
Retirement - 9.85%	118,596	19,065
Health/Dental/Life	165,843	16,800
Total Fringe Benefits	375,165	50,672

C. Travel		
(One) FL Head Start Conference (3 days) Director and Coordinators (current)	1,500	
(Two) Regional HS Training (2 days)		
(1) Teacher per HS Site		7,500
11 Teachers total (expansion)		
(One) Teacher Approved Training (1 day)		
15 Teachers (expansion)		5,500
(Two) Approved Trainings (1 day)		
17 Teacher Assistants (expansion)		2,750
Total Travel	1,500	15,750
D. Construction		
(2) Head Start Portables (Includes Set-Up)		80,000
Total Construction		80,000
E. Supplies		
Office Supplies to include paper, pens, pencils, staple machines, copier paper, ink cartridges, file folders, computer storage devices (USB's), and record able/write able CDs	12,307	1,000
Classroom Supplies to include Head Start/District approved curriculum, books, software, easels, CD players, and cleaning supplies	3,500	15,000
Other Supplies		
(6) Computers – (3) per classroom for (1) teacher and (2) for students.		7,500
(4) Printers – two per classroom (includes cable hook-ups and software.		550
(2) Teacher Desks		700
(2) Assistant Desks		500
(10) Tables –5 per classroom		5,000
(2) Teacher Chairs – 1 per classroom		150
(6) Adult sized Chairs – 3per classroom		150
(48) Age-appropriate chairs – 24 per classroom		1,750
(10) Cubbies – 5 per classroom		5,000
(4) Book shelves – 2 per classroom		1,000
(2) Lofts for dramatic play –1 per classroom		7,500
(2) Sets of housekeeping furniture for dramatic play 1 per classroom		5,500
(10) Multicultural dolls – 5 per classroom		500
(10) Sets of varying manipulatives – 5 per classroom		1,500
(4) Sets of food for dramatic play – 2 sets per classroom		250
(4) File cabinets – 2 per classroom		750
(2) Large classroom rugs – 1 per classroom		2,000
Total Supplies	15,807	56,300
F. Contractual Services		
Dental	5,000	2,000

(1) Speech Pathologist	1,000	1,000
(1) Behavioral Specialist		35,000
Other Contractual		
Dick Howser Center	160,000	
Total Contractual Services	166,000	38,000
G. Other Expenses		
Phone Hardware for portables		500
Phone services	1,050	0
Local Travel to include home visits, local meetings, HS center visits and special events	10,200	2,040
Substitutes	4,623	500
Parent Services to include supplies, travel and training for center committee meetings, policy council, and male involvement	3,600	1,800
Program Printing for calendars, handbooks, resource flyers, brochures and program forms	5,200	900
District Approved Field trips	3,750	500
Technical Assistance and Training		3,000
Total Other Expenses	28,423	9,240
H. Indirect Costs		
1,930,847 x 3.44% (current)	66,421	
433,590 x 3.95% (Expansion)		17,124
Total Budget		450,633

Budget Appropriateness and Reasonability:

The proposed budget outlines all expenditures, including those expenditures to expand the Head Start enrollment by an additional 36, three and four-year-old children. The expansion expenditures total \$ 450,633 and reflect:

- 1) *The purchase, set-up and furnishings for two portables.*
- 2) *Added services for two (2) new teachers, two (2) assistants, one (1) Resource Teacher, one (1) Behavior Specialist and one (1) bus monitor.*
- 3) *Extended contractual hours for dental and educational services.*
- 4) *Facilitators to provide training and technical assistance for Head Start administrators and staff.*
- 5) *Travel to Head Start national, regional, and state conferences and district approved trainings.*

Additionally, Head Start salaries reflect the current rate of pay for district employees and will not include a salary increase for existing employees. During the 2008-2009 school year, the School district's employees did not receive a salary increase; and a wage comparability study for the District's school employees and Head Start staff was completed. The study revealed that Head Start salaries were comparable to other salaries in surrounding counties.

Finally, the State's funded Voluntary Prekindergarten Program will still partner with the Gadsden School District. Through this partnership, the Head Start Program will be able to serve additional three and four year old children during the 2009-2010- school- year. All salaries and benefits for employees serving these additional children will be paid from state Voluntary Prekindergarten funds.

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

**SF 424B
ASSURANCES - NON-CONSTRUCTION PROGRAMS**

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

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

- 1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project costs) to ensure proper planning, management and completion of the project described in this application.*
- 2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.*
- 3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.*
- 4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.*
- 5. Will comply with the intergovernmental Personnel Act of 1970 (42 U.S.C. 4278-4763) relating to prescribed standards for merit systems for programs funded under one of the nineteen statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 CFR 900, Subpart F).*
- 6. Will comply with all Federal statutes relating to non-discrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the bases of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to non-discrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to non-discrimination on the bases of alcohol abuse or alcoholism; (g) 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290 dd-3 and 290 ee-3), as amended, relating to confidentiality of the alcohol and drug abuse patient records; (h) Title VII of the Civil Rights Act of 1968 (42 U.S.C. 3601 et seq.), as amended, relating to non-discrimination in the sale, rental or financing of housing; (i) any other non-discrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other non-discrimination statute(s) which may apply to the application.*
- 7. Will comply, or has already complies, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or Federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.*

8. *Will comply with the provisions of the Hatch Act (5 U.S.C. 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.*
9. *Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. 276a to 276a-7), the Copeland Act (40 U.S.C. 276c and 18 U.S.C. 874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-333), regarding labor standards for Federally assisted construction subagreements.*
10. *Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.*
11. *Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. 1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205)*
12. *Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. 1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.*
13. *Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. 469a-1 et seq.).*
14. *Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.*
15. *Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.*
16. *Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. 4801 et seq.) which prohibits the use of lead based paint in the construction or rehabilitation of residence structures.*
17. *Will cause to be performed the required financial and compliance audits in accordance with the single Audit Act of 1984.*
18. *Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.*

DRUG-FREE WORKPLACE REQUIREMENTS GRANTEES OTHER THAN INDIVIDUALS

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

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

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

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

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

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

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

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

- a) *Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;*
- b) *Establishing a drug-free awareness program to inform employees about:*
 - (1) *The dangers of drug abuse in the workplace;*
 - (2) *The grantee's policy of maintaining a drug-free workplace;*
 - (3) *Any available drug counseling, rehabilitation, employee assistance programs; and*

**CERTIFICATION REGARDING DEBARMENT, SUSPENSION AND OTHER
RESPONSIBILITY MATTERS - PRIMARY COVERED TRANSACTIONS**

By signing and submitting this proposal, the applicant, defined as the primary participant in accordance with 45 CFR Part 76 certifies to the best of his or her knowledge and believe that it and its principals:

- (a) are not presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from covered transaction by any Federal Department or agency;*
- (b) have not within a 3-year period preceding this proposal been convicted or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State or local) transaction or contract under a public transaction: violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statement, or receiving stolen property;*
- (c) are not presently indicted or otherwise criminally or civilly charged by a governmental entity (Federal, State or local) with commission of any of the offenses enumerated in paragraph (1) (b) of this certification; and*
- (d) have not within a 3-year period preceding this application/proposal had one or more public transaction (Federal, State or local) terminated for cause or default.*

The inability of a person to provide the certification required above will not necessarily result in denial of participation in this covered transaction. If necessary, the prospective participant shall submit an explanation of why it cannot provide the certification. The Department of Health and Human Services' (HHS) determination whether to enter into this transaction. However, failure of the prospective primary participant to furnish a certification or an explanation shall disqualify such person from participation in this transaction.

The prospective primary participant agrees that by submitting this proposal, it will include the clause entitled "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions," provided below without modification in all lower tier covered transactions.

**CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY
AND VOLUNTARY EXCLUSION - LOWER TIER COVERED TRANSACTIONS
(TO BE SUPPLIED TO LOWER TIER PARTICIPANTS)**

By signing and submitting this lower tier proposal, the prospective lower tier participant, as defined in 45 CFR, Part 76, certifies to the best of its knowledge and belief that it and its principals:

- (a) are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.*
- (b) where the prospective lower tier participant is unable to certify to any of the above, such prospective participant shall attach an explanation to this proposal.*

The prospective lower tier participant further agrees by submitting this proposal that it will include this clause entitled "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions," without modification in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

- (4) *The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;*
- c) *Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);*
- d) *Notifying the employee in the statement required by paragraph (a) that as a condition of employment under the grant, the employee will:*
 - (1) *Abide by the terms of the statement; and*
 - (2) *Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction;*
- e) *Notifying the agency in writing within ten days after receiving notice under subparagraph (d)(2), from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee on whose grant the convicted employee was working, unless the Federal agency has designated a central point for the receipt of such notices. Notice shall include the identification number(s) of each affected grant;*
- f) *Taking one of the following actions within 30 days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:*
 - (1) *Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or*
 - (2) *Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency.*
- g) *Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a) through (f).*

CERTIFICATION REGARDING ENVIRONMENTAL TOBACCO SMOKE

Public Law 103-227, also known as the Pro-Children Act of 1994 (Act), requires that smoking not be permitted in any portion of any indoor facility owned or leased or contracted for by an entity and used routinely or regularly for the provision of health, day care, early childhood development services, education or library services to children under the age of 18, if the services are funded by Federal program either directly or through State or local governments, by Federal grant, contract, loan, or loan guarantee. The law also applies to children's services that are provided in indoor facilities that are constructed, operated, or maintained with such Federal funds. The law does not apply to children's services provided in private residences; portions of facilities used for inpatient drug or alcohol treatment; service providers whose sole source of applicable Federal funds in medicare or medicaid; or facilities where WIC coupons are redeemed. Failure to comply with the provisions of the law may result in the imposition of a civil monetary penalty of up to \$1,000 for each violation and/or the imposition of an administrative compliance order on the responsible entity.

By signing this certification, the offeror/contractor (for acquisitions) or applicant/grantee (for grants) certifies that the submitting organization will comply with the requirements of the Act and will not allow smoking within any portion of any indoor facility used for the provision of services for children as defined by the Act.

The submitting organization agrees that it will require that the language of this certification be included in any subawards which subrecipients shall certify accordingly.

**CERTIFICATION REGARDING LOBBYING
FOR CONTRACTS, GRANTS, LOANS
AND COOPERATIVE AGREEMENTS**

The undersigned certifies to the best of his or her knowledge and belief, that:

- (1) No Federal appropriate funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a member of congress, an officer or employee of congress, or an employee of a member of congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment or modification of any Federal contract, grant, loan, or cooperative agreement.
- (2) If any funds other than Federal appropriated funds have been paid or will be paid to any person influencing or attempting to influence an officer or employee of an agency, a member of congress, an officer or employee of congress, or an employee of a member of congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.
- (3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

I hereby agree to the above certifications and assurances.

Signature of Certifying Official

Date

School Board Chairman

Title

Gadsden County School Board Head Start

Applicant Organization

In-Kind Matching Funds
2009-2010

In-Kind provided by the State of Florida Voluntary
Prekindergarten Program. Funding for 47 Head Start children @
\$2429.00 per child: Total: \$114,163.00

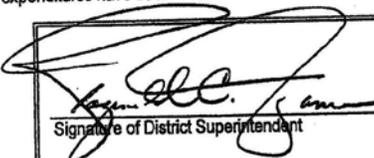
**DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
CERTIFICATION AND REQUEST FOR AUTHORIZED INDIRECT COST RATE**

I certify that the information contained herein has been prepared in accordance with the instructions issued by the State of Florida Department of Education, conforms with the criteria in OMB Circular A-87, EDGAR, and CFR, Title 34, and is correct to the best of my knowledge and belief. No costs other than those incurred by this agency have been included in the indirect cost rate application. The same costs that have been treated as indirect costs have not been and will not be claimed as direct costs, and similar types of costs have been accorded consistent treatment. All expenditures detailed on the application form have been made, and records supporting them have been maintained and are available for audit.

We hereby apply for the following indirect cost rate:

Federal Programs - Restricted with Carry Forward	4.40% <i>Self rate below</i>
--	---

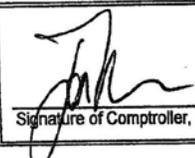
I further certify that all data on this form are referenced to the District Superintendent's Annual Financial Report to the Florida Commissioner of Education, ESE 145, and other pertinent financial records, for Fiscal Year 2006-2007, in conformance with the manual, Financial and Program Cost Accounting and Reporting for Florida Schools, and that all General Fund and Special Revenue Funds expenditures have been used.

 _____ Signature of District Superintendent	 _____ Signature of Finance Officer
<u>10/15/08</u> _____ Date Signed	<u>10/15/08</u> _____ Date Signed

Your proposal has been accepted and the following rate approved:

Federal Programs - Restricted with Carry Forward	<u>3.95%</u>
--	--------------

These rates become effective ^{Nov} July 1, 2008, and remain in effect until June 30, 2009, and will apply to all eligible federally assisted programs as appropriate.

 _____ Signature of Comptroller, Florida Department of Education	<u>10/29/08</u> _____ Date Signed
---	---

DOE COMPTROLLER'S OFFICE
OCT 16 AM 11:18

MEMORANDUM OF AGREEMENT

Between

FSU Early Head Start Program & Gadsden County Schools Head Start Program

Whereas, the FSU Early Head Start Program and the Gadsden County Head Start Program provide services to low-income children and families. And whereas, the FSU Early Head Start Program and Gadsden County Head Start Program do hereby attest our commitment to assure that children and families have access to appropriate, high quality health, education, and social services, we do hereby agree to create a partnership to promote collaboration between the two organizations.

Intent of Agreement:

The intent of this agreement is to increase communication, ensure coordination of services, and avoid duplication of efforts between the two organizations and define areas of mutual concern in maintaining a collaborative relationship.

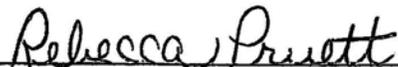
FSU Early Head Start agrees to:

1. Provide home visitors to deliver Early Head Start home-based services for pregnant women, and families with infants and toddlers to three years of age, in the Gadsden county communities of Quincy, Gretna, Havana, and Midway.
2. Provide center-based services to infants and toddler to three years of age at the Quincy Dick Howser Center.
3. Provide Early Head Start staff to participate in Spring Pre-K registration and recruitment activities and facilitate transition planning for Early Head Start families with children turning three by September 1st of the school year.
4. Obtain parental permission and make arrangements to transfer relevant records for Early Head Start children transitioning into Head Start or a Pre-K program.
5. Invite Gadsden County Head Start to training in the areas of the home visiting process, infant & toddler development, prenatal care and education, policy and procedure planning and other mutual areas of interest.
6. Provide FSU Early Head Start staff to serve on the Gadsden County Head Start's Program Advisory Committee and Health Services Advisory Sub-Committee.
7. Consult with the Head Start Director and Policy Council on pertinent policy issues and areas of mutual interest.

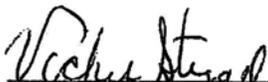
Gadsden County Head Start agrees to:

1. Assist FSU Early Head Start in distributing program information and outreach to expectant families enrolled in the Gadsden County Head Start Program.
2. Make appropriate referrals to the FSU Early Head Start program of Gadsden County Head Start families who may benefit from Early Head Start services.
3. Participate in transition planning activities for Early Head Start families with children turning three by September 1st of the school year.
4. Provide Gadsden County Head Start staff to serve on the FSU Early Head Start Health Advisory Committee.
5. Provide meeting space for bi-monthly Group Socializations and monthly Early Head Start Policy Council meetings, as long as the schedule does not interfere with scheduled Head Start activities.
6. Invite Early Head Start to training in the areas of preschool Head Start, early childhood development, policy and procedure planning and other mutual areas of interest.
7. Consult with the Head Start Director and Policy Council on pertinent policy issues and areas of mutual interest.

Be it resolved that the parties above have agreed to the terms outlined herein:



Rebecca Pruett, Director
FSU Early Head Start Project



Vicki Stegall, Director
Gadsden County Head Start

MEMORANDUM OF AGREEMENT
Between
The Gadsden County Head Start Program
And
Literacy Volunteers of Gadsden County, Inc.

The above identified agencies confirm their commitment to the strategies set forth in this document to assure all children and families participating in the Gadsden County Head Start Program receive quality comprehensive services.

Roles and Responsibilities:

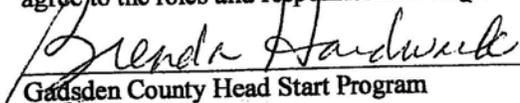
The Gadsden County Head Start Program Will:

- Make referrals to the Literacy Volunteers Program at parents' request.
- Provide families with verbal and written information (brochures, flyers, etc.), throughout the year, on services provided through the Literacy Volunteers Program.
- Post information on the Literacy Volunteers Program in places easily accessible to Pre-k parents (Head Start/Pre office and parent centers in classrooms).
- Follow-up with Head Start parents on literacy services that they were referred for.
- Provide periodic feedback to the Literacy Volunteers Program on the kind and quality of services provide to Head Start parents.

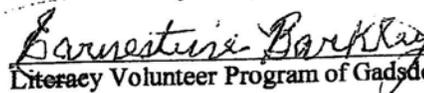
Literacy Volunteers of Gadsden County, Inc. Will:

- Assist families who are interested in obtaining literacy services through the Literacy Volunteers Program.
- Provide the Head Start program with feedback on the services that have been provided to Head Start parents.
- Make group presentations, as needed, to parents addressing literacy services offered in Gadsden County.
- Act as a resource to the Gadsden County Head Start program in the area of literacy.

In the spirit of collaboration to provide a comprehensive Pre-school program of quality to the "at risk" children and families of Gadsden County, we the undersigned partners do agree to the roles and responsibilities defined herein above:


Gadsden County Head Start Program

11-17-08
Date


Literacy Volunteer Program of Gadsden, Inc.

Nov 19, 2008
Date

MEMORANDUM OF AGREEMENT
Between
The Gadsden County Head Start Program
And
The Gadsden County ESOL Program

The above identified agencies confirm their commitment to the strategies set forth in this document to assure all children and families participating in the Gadsden County Head Start Program receive quality comprehensive services.

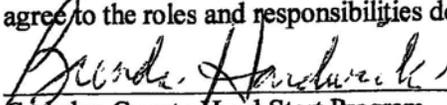
Roles and Responsibilities: The Gadsden County Head Start Program Agrees to:

- Provide parents with information on services offered through the ESOL program.
- Accept referrals from the ESOL Program of Pre-k age children with limited English speaking skills, and give priority points (3), on the HS/Pre-k Placement Criteria Form.
- Provide the ESOL Program with flyers and information on the county wide Head Start/Pre-k recruitment and registration process.
- Provide a conference room for ESOL in-service training activities.
- Invite a representative from the ESOL Program to serve on the Head Start Advisory Council as needed.

The Gadsden County ESOL Program Agrees to:

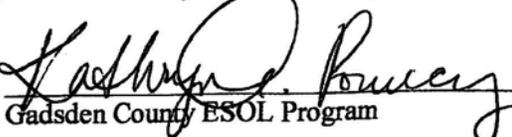
- Assist with the recruitment of Limited-English-Proficient (LEP) children into the Head Start Program.
- Assist with translation /interpreting between families with limited English and Head Start staff during registration and throughout the school year as schedules and availability permit.
- Assist in translating Head Start forms from English to Spanish on an as needed basis.
- Provide bilingual services to Head Start/Pre-k teachers at school sites on an as needed basis.
- Train teachers on strategies for working with bilingual students.

In the spirit of collaboration to provide a comprehensive Pre-school program of quality to the "at risk" children and families of Gadsden County, we the undersigned partners do agree to the roles and responsibilities defined herein above.



Gadsden County Head Start Program

11-17-08
Date



Gadsden County ESOL Program

11/17/08
Date

MEMORANDUM OF AGREEMENT
Between
The Gadsden County Head Start Program
And
The Migrant Education Program

The above identified agencies confirm their commitment to the strategies set forth in this document to assure all children and families participating in the Gadsden County Head Start Program receive quality comprehensive services.

Roles and Responsibilities:

The Gadsden County Head Start Program Will:

- Accept referrals from the Migrant Education Program of Pre-k age children who have limited or no English speaking skills, and to give priority points (3) on the Head Start Placement Criteria Form.
- Refer parents to the Migrant Education Program on an as needed basis.
- Provide the Migrant Education Program with information on Head Start/Pre-k recruitment (posters, flyers), and registration.
- Invite Migrant Education Representative to serve on the Head Start Program Advisory Committee on an as needed basis.

The Migrant Education Program Agrees to the following:

- Assist with Head Start/Pre-k registration by translating for parents who have limited or no English speaking skills.
- Assist families in completing registration forms as needed.
- Assist staff in communicating with non English speaking families as needed throughout the school year.
- Act as a resource to the Head Start/Pre-k office on migrant issues/concerns.
- Serve on local Whole Child Council.

In the spirit of collaboration to provide a comprehensive Pre-school program of quality to the "at risk" children and families of Gadsden County, we the undersigned partners do agree to the roles and responsibilities defined herein above:



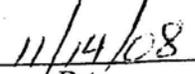
Gadsden County Head Start Program



Date



Migrant Education Program



Date

MEMORANDUM OF AGREEMENT
Between
The Gadsden County Head Start Program
And
The Gadsden County Adult Education Program

The above identified agencies confirm their commitment to the strategies set forth in this document to assure all children and families participating in the Gadsden County Head Start Program receive quality comprehensive services.

Roles and Responsibilities:

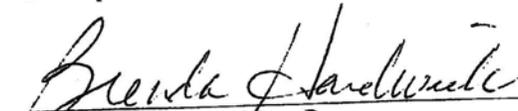
The Gadsden County Head Start Program will:

- Provide parents with written/verbal information on the services offered through the Adult Education Program (classes offered, registration requirements, schedules, etc.).
- Refer parents to the Adult Education Program as needed.
- Follow-up on Adult Education referrals.

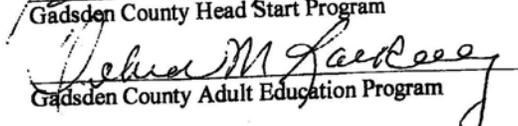
The Adult Education Program will:

- Provide adult education services to Head Start/Pre-k families (Basic Adult Education Classes, GED and Continuing Education classes).
- Provide Head Start/Pre-k program with schedules of offered classes, registration requirements, and testing dates.
- Provide trainings to parents to discuss services offered through the Adult Ed. Program as well as enrollment procedures.

In the spirit of collaboration to provide a comprehensive Pre-school program of quality to the "at risk" children and families of Gadsden County, we the undersigned partners do agree to the roles and responsibilities defined herein above:



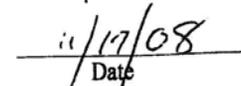
Gadsden County Head Start Program



Gadsden County Adult Education Program



Date



Date

MEMORANDUM OF AGREEMENT
Between
Gadsden County Head Start/Pre-k Program
And
Family Involvement Resource Center (Parent Services Department)

The above identified agencies confirm their commitment to the strategies set forth in this document to assure all children and families participating in the Gadsden County Head Start/Pre-k Program receive quality comprehensive services.

Roles and Responsibilities: The Gadsden County Head Start/Pre-k Program will provide the following:

- Monthly newsletters to all Head Start/Pre-k parents
- Parent Training Guides to all Head Start/Pre-k parents
- The Head Start van for parent transportation as needed
- Parent Involvement Coordinator to organize center committees at each school and act as a resource as needed
- Parent Involvement Coordinator to be an active participant in the Head Start Policy Council by attending monthly meetings and encouraging parent representatives to participate in meetings on a regular basis
- Parent Involvement Coordinator to assist teachers in organizing the Parent Area in their classrooms, and monitoring these classrooms on a regular basis
- Parent Involvement Coordinator to assist in organizing required parent trainings throughout the school year
- Parent Involvement Coordinator to participate in monthly Head Start coordinators' meetings and other staff meetings and trainings as needed
- Funds and participation for the Annual District Wide Parent Volunteer Appreciation Night

The Family Involvement Resource Center (Parent Services Department) agrees to the following:

- Parent Services Department to assist and encourage parents to be actively involved in the classrooms by volunteering and participating in parent/teacher conferences.
- Parent Services Department to participate in Annual Early Childhood Conference.
- Parent Services Department to assist in carrying out the county's Transition Plan.
- Parent Services Department to assist with annual county-wide Head Start/Pre-k registration.
- Coordinate district-wide Parent Advisory committee.
- Parent Services Department will assist in distributing information and resources to parents in the county via the mobile unit.

In the spirit of collaboration to provide a comprehensive Pre-school program of quality to the "at risk" children and families of Gadsden County, we the undersigned partners do agree to the roles and responsibilities defined herein above:

Brenda Handwick
Gadsden County Head Start/Pre-k Program

12/15/08
Date

Candice Lewis Foster
Parent Services Department

12/15/08
Date

**Head Start Prekindergarten
Wage Comparability Study
2008-09**

POSITION	Gad/Head Start	Program A FY 07-08	Program B FY 07-08	Program C FY 07-08	Program D FY 07-08	Program E FY 07-08	Program F FY 07-08	Program G FY 07-08
Director	\$59,542 - \$72,521	\$60,550- \$90,550	\$85,675	\$36,400 - \$54,891	\$67,046	\$65,000	\$39,000 - \$54080	\$68,738
Education Coordinator	\$35,182 - \$48,823	\$39,232 - \$60,164	\$33,705	\$23,920 - \$38,002	\$31,092	\$36,379	\$23,920 - \$37,440	\$61,355
Classroom Teacher	BS- \$30,910- \$46,208	BS- \$25,480 \$28,080 AS-\$17,805 \$18,616	\$35,430	\$18,720 - \$33,779	\$16,892 - \$19,151	\$16,948	\$21,840 - \$33,280	\$37,424
Teacher Assistants	\$15,967 - \$18,672	\$13,874 - \$19,760	\$15,930	\$15,600 - \$25,334	\$15,546	\$12,443	\$15,000 - \$24,960	\$21,114
Social Worker	\$27,000- \$38,731	\$39,232 - \$60,164	\$26,208 - \$42,549	\$16,440- \$25,334.	NA	NA	NA	NA
Resource Teacher	\$30,910 - \$46208	\$23,316 - \$24,918	\$38,721	\$18,720 - \$33,779	NA	NA	\$21,840 - \$33,280	\$37,424
Program Assistant	\$28,752 - \$33,096	\$23,316 - 24,918	\$20,13.21	\$18,720 - \$33,779	\$20,251	\$24,044	\$16,640 - \$24960	\$21,160- \$25,700
Administrative Assistant	\$35,499-\$42,897	\$35,138	\$49,594	\$17,608 - \$33,779	NA	NA	\$29,875	\$33,792
Family Service Workers	\$25,317	\$23,316 - \$24,918	\$20,133.21	\$16,640 - \$25,334	\$20,251	\$24,044	\$16,640 - \$24,960	\$21,160- 25,700
Secretary	\$25,000	\$25,000	\$35,138.88	NA	\$20,163	\$13,478	NA	\$29,875
Family Service Coordinator	\$35052 - \$46,692	\$39,232 - \$60,164	\$33,705	\$23,920 - \$35,901	\$31,092	\$36,379	\$23,920 - \$37,440	\$61,355
Bus Monitor	\$6,000- \$7,237	NA	\$6,817 -\$9240	\$7596	\$6.80 -10.25 per/hr	\$9128	NA	NA

Note: For confidentiality, specific identifying names of the area grantees used for wages comparisons have been withheld. However the wage survey included data from grantees in the Panhandle and Big Bend Region of north Florida including: Tri-County Head Start, Santa Rosa County School District, FSU Early Head Start, Capital Area Community Action Agency, Jackson County Schools, Okaloosa Comprehensive Head Start Child Development, Inc., Suwannee Valley Community Coordinated Child Care.

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8h

DATE OF SCHOOL BOARD MEETING: June 23, 2009

TITLE OF AGENDA ITEMS: Contractor for IRS Section 125 Compliance

DIVISION: Insurance Committee and Finance Department

PURPOSE AND SUMMARY OF ITEMS:

Board approval is requested for Recommendation #2 from the Insurance Committee's Report that states, "Change the vendor for compliance with IRS Section 125 from Fringe Benefits to AFLAC. This change will save the employees of the district approximately \$38,000. Copies of the quotes received from three vendors are enclosed as Attachment B."

Documentation regarding this issue was included in the Board packet for the School Board Workshop on Tuesday, May 26, 2009. The issue was discussed at the Special Board Meeting held on Tuesday, June 2, 2009.

In addition to the quotes, attached is a copy of the contract between Fringe Benefits and the District which is dated January 6, 1993. As of June 15, 2009, no additional proposal or quote has been received from Fringe Benefits addressing this issue.

PREPARED BY: Bonnie B. Wood

POSITION: Assistant Superintendent for Business Services

The School Board of Gadsden County



"Building A Brighter Future"

REGINALD C. JAMES
SUPERINTENDENT OF SCHOOLS

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

INSURANCE COMMITTEE REPORT May 2009

Pursuant to Article XI of the GCCTA and Article XI of the GESPA Contracts, the Insurance Committee was established for 2009 and was composed of the following members:

GCCTA

Dwayne Ivory, President
Catina Simmons-Russ
Sandra Joseph

GESPA

Tony Britt, President
Regina Munroe
Henry Hatten

Administration

Erica Starling
Bonnie Wood
Diana Engling
Amy Howell

The Insurance Committee met six times and reviewed all benefits and deductions offered by the Gadsden County School District. The Committee submits the following recommendations for Board approval:

- 1) Change Policy 7.51 (8) by replacing the requirement that vendors have 15% (or approximately 150 employees) to requiring a definite number of 25 employees. See Attachment A for the recommended revision.
- 2) Change the vendor for compliance with IRS Section 125 from Fringe Benefits to AFLAC. This change will save the employees of the district approximately \$38,000. Copies of the quotes received from three vendors are enclosed as Attachment B.
- 3) No change in coverage is recommended in the Health Insurance Coverage, although lengthy discussions were held pertaining to costs and benefit changes.
- 4) Change the agent of record for the vision coverage currently offered by Fringe Benefits.
- 5) Allow the current vendors providing 403(b) programs that comply with the provisions of The Model Plan as well as those vendors already under the umbrella of The Model Plan to have the time period from October 1, 2009 to September 30, 2010 to obtain 25 participants. The vendors who qualify with 25 participants at September 30, 2010 will be the District's approved 403(b) providers.
- 6) Require all employees to have direct deposits either to a bank account or a debit card for the 2009-2010 fiscal year. In order to ensure 100% compliance, the District would provide a method wherein an employee who did not have a traditional bank account would receive a debit card on which the net wages would be credited.

The Insurance Committee encourages the Board to approve these recommendations and will be glad to respond to any questions.

Respectfully submitted by the 2009 INSURANCE COMMITTEE

ERIC F. HINSON
DISTRICT NO. 1
HAVANA, FL 32333

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

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

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

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

BOARD MEETS FOURTH TUESDAY OF EACH MONTH

ATTACHMENT B



Proposal #1 Fringe Benefits

April 14, 2009

TRANSMITTED ELECTRONICALLY

Bonnie Wood
Assistant Superintendent for Business & Finance
The School Board of Gadsden County
35 Martin Luther King Jr. Blvd.
Quincy, FL 32351

Dear Ms. Wood:

It was a pleasure to meet with you yesterday to discuss the avenues being explored to minimize financial impacts facing the Board and its employees during this economic crisis. Health care costs continue to be one of the fastest growing cost components impacting employers, and we appreciate the opportunity to collaborate with you in your efforts to identify opportunities to decrease your benefit and administration expenses.

As discussed we completed a costing review of the services we are providing to the Board and determined that we are meeting our direct costs however we are not meeting our overhead cost allocations. While a fee increase is needed to cover all of our direct and overhead costs, we have considered our valued longtime relationship with the Board and the importance of being a good neighbor, as well as the challenges you are facing as a result of unprecedented budget reductions and shortfalls. In our efforts to demonstrate our commitment to partner with you during these difficult economic times and help you maintain the benefits you are making available to your valued employees we are pleased to extend our current fee structure without changes for the upcoming plan year.

We have not assessed the Board a fee increase since the inception of the original contract in 1993, which has been possible due to increases in participation and premiums over time. However participation has remained steady since 2007 while our costs have steadily increased, and as a result we are not in a position to offer a reduction in fees without reducing the services we are providing. The costs associated with changes in administrative services would be transitioned from FBMC to the Board and may not accomplish your ultimate goal of decreasing costs and expenses. As we shared with you yesterday moving from a fully-insured to self-insured medical program has resulted in significant costs savings for many businesses and public entities and may be an option that would offer savings to the Board as well. FBMC would be glad to assist you if a self-funded medical program is an avenue you would like to explore as a potential cost savings initiative.

FBMC appreciates the opportunity you have given us for the past fifteen years to partner with you. We look forward to continuing providing our administrative services to the School Board of Gadsden County and its employees during the upcoming plan year.

Sincerely,

A handwritten signature in black ink that reads "Celeste H. Pullen". The signature is written in a cursive style.

Celeste H. Pullen
Senior Account Manager

CC: Diana M. Engling, The School Board of Gadsden County
Susan Jones, FBMC

QUALITY • INTEGRITY • LONGEVITY

Home Office • 3101 Sessions Road • Tallahassee, FL 32303 • 850-425-6200 • www.fbmc.com

Proposal #2 AFLAC

TO: Diana Engling
Gadsden County School Board

From: Jerry Alford
Aflac

Date: 04-07-2009

Pages: 1

Subject: Section 125/Cafateria Plan

As per our conversation on running a parallel Section 125 with Fringe Benefits. We can run a parallel plan with Fringe Benefits. We can offer all of AFLAC benefits at no cost to the Gadsden County School Board or its employees.

As per our conversation on doing a Flexible Spending Account (FSA). We can, but there will be fees.

Initial set up	\$450.00
ACH or Self-Pay (Unreimbursed medical or Dependent child care)	\$3.00
Aflac Now Card , or Debit Card	\$4.00

Only the employees using section 125 Unreimbursed Medical or Section 129 Dependent child care will have a fee. It will either be \$3.00 or \$4.00.

Aflac Benefit Services/Flex One® Service Fee Schedule

Premium Only Plan

No Charge

Materials Included:

- Board of Directors Resolution
- Plan Document
- Enrollment Material

Full Cafeteria Plan – Flexible Spending Accounts

Includes dependent care and unreimbursed medical flexible spending accounts.

Monthly Service Fee (per participant per month):

ACCOUNTS WITH 1-50 EMPLOYEES:

Initial Set Up Fee	\$200.00
One or both Flexible Spending Accounts	\$6.00

ACCOUNTS WITH 51-200 EMPLOYEES:

Initial Set Up Fee	\$450.00
One or both Flexible Spending Accounts	\$5.00

ACCOUNTS WITH 201-300 EMPLOYEES:

Initial Set Up Fee	\$450.00
One or both Flexible Spending Accounts	\$4.00



ACCOUNTS WITH 301+ EMPLOYEES:

Initial Set Up Fee	\$450.00
One or both Flexible Spending Accounts	\$3.00

- There is a minimum fee of \$25.00 per month. Invoices for service fees are issued monthly.
- All fees are subject to review upon plan anniversary date.
- This service is available as long as one or more of Aflac's insurance products are offered and purchased through payroll deduction.

Aflac Benefit Services/Flex One • American Family Life Assurance Company of Columbus (Aflac)
 Worldwide Headquarters • 1932 Wynnton Road • Columbus, GA 31999
 800.323.5391 telephone • aflac.com

PROPOSAL

Proposal #3 FL Combined Life



Florida Combined Life
P.O. Box 45132
Jacksonville, FL 32232-5132
Phone: (904) 302-8154
Fax: (904) 866-4132

Premium Conversion Plan

April 14, 2009

Presented to:

Gadsden County School Board

By: Craig McMillan, Agent
Pat Thomas Insurance Company

© Copyright 2008, Florida Combined Life. All rights reserved. May not be released to outside organizations without the prior written approval of the FCL Pre-Tax Department.

INTRODUCTION

FLORIDA COMBINED LIFE

Florida Combined Life (FCL), a partially owned subsidiary of Blue Cross and Blue Shield of Florida, welcomes this opportunity to introduce you to its Flexible Benefits Program. FCL is rated "A" for financial stability by AM Best, and "A" for customer service and claims-paying capability by Standard and Poors.

FCL is an IRS-recognized master plan sponsor and document preparer, and can handle every aspect of your flexible benefits program to save you administrative time, overhead and trouble.

We offer a range of services—flexible benefits plan design, communications, enrollment, and administration—to help you develop and implement each phase of your flexible benefits program.

FCL furnishes first-quality service for all types of flexible benefits programs—premium conversion (POP), flexible spending accounts, and health reimbursement accounts. Our approach combines expertise with personalized service and advanced computer capabilities to provide maximum operational and cost efficiency.

Based upon the information obtained in previous discussions and the size of your group, FCL believes that immediate adoption of our Premium Conversion Plan (PCP) would most cost-effectively meet the needs of your employees.

For your peace of mind, the use of our services eliminates the need for individual documentation submission to and approval by the Internal Revenue Service.

The next few pages offer more detailed information on the quality and comprehensiveness of our PCP package, plus the services we provide in conjunction with its purchase and installation.

PREMIUM CONVERSION PLANS

ADVANTAGES OF PREMIUM CONVERSION PLANS

Employers and employees both benefit from a PCP. For the employer, a PCP can help:

- Control benefit/health care costs
- Increase employee awareness of benefits costs
- Reduce demand for new benefits
- Realize tax savings (FICA and FUTA - not necessarily SUTA, whose tax status varies by state)
- Meet diverse employee needs
- Enhance company image and boost recruitment efforts

For employees, a PCP can help:

- Eliminate duplicate benefits
- Buy additional, needed benefits
- Maximize tax savings

SAVINGS

Employee and employer savings from a PCP vary according to what your plan document permits, including employee contributions on premiums paid for health, dental, vision, and limited group life coverages (group-term life for employees only), cancer, vision, heart & stroke, hospital, prescription drug and accidental death and dismemberment. Employers can also save on health savings account contributions for their employees.

Group-term life insurance coverage in excess of \$50,000 is subject to FICA tax and must also be reported as income. Disability benefits will be taxable if the premiums are paid on a pre-tax basis. Premiums for benefit plans that have a cash value cannot be paid on a pre-tax basis.

In general, employees save 23% or more of benefit premiums through FICA and withholding. Most employers save 8% to 10% on FICA and FUTA. SUTA taxes often must be based on total gross wages. (Additional employer savings on Workers' Compensation are also currently potentially allowable. **You should obtain the recommendation of your CPA or legal counsel about their merits before deducting this or any other questionable item.**)

TAXABLE AND NON-TAXABLE COVERAGES

Employees can elect to reduce taxable salary and pay certain contributions with pre-tax dollars. Before the plan year begins, employees must either decline coverage in an automatic enrollment program, or elect to reduce salary for the coverages they select in a voluntary enrollment program. Premiums that can be included in the plan are: Health Insurance, Dental Insurance, Group Term Life, Cancer Insurance, Vision, AD&D, Heart & Stroke, ICU/CCU, Hospital Indemnity, and Cardiac Care Insurance.

© Copyright 2008, Florida Combined Life. All rights reserved. May not be released to outside organizations without the prior written approval of the FCL Pre-Tax Department.

PARTICIPATION

Once the plan year begins, an employee may only withdraw his or her participation in a PCP if:

- He or she terminates all coverages for the remainder of plan year;
- Legislation requires termination or substantial amendment to the plan;
- The company terminates the plan and/or coverages;
- The employee separates from the employer's service, or stops making required contributions;
- The employee has a change in status, including the following key changes:
 - ✓ Marriage, divorce, or legal separation
 - ✓ Death of the participant
 - ✓ Number of dependents changes
 - ✓ Participant changes employment status
 - ✓ Changes in employment or significant change in healthcare coverage due to spouse's employment

PLEASE NOTE LIMITATIONS ON PARTICIPATION:

1. Subchapter S Corporation - 2% + shareholders not eligible to participate in plan.
2. Partnerships and LLPs - self-employed partners not eligible to participate in plan.
3. Sole Proprietorships - sole proprietor not eligible to participate in plan.

PCP IMPLEMENTATION

Virtually all organizations administer Premium Conversion Plans themselves. FCL recommends this as the most cost-effective approach. Moreover, we offer a complete range of PCP services, including consultation assistance to ease your installation of a PCP.

Our Standard PCP Start-Up Package includes:

- * Customized Plan Document & Summary Plan Description
- * A generic employee communications package (including an announcement letter and a declination form).
- * Both the Plan Document and the Summary Plan Description warranted by FCL to comply with governing Federal requirements.

Florida Combined Life is an IRS-approved Section 125 Plan Sponsor. Again, use of our services eliminates the need for individual documentation approval by the Internal Revenue Service.

Our Startup Package also includes basic implementation assistance from Blue Cross and Blue Shield of Florida Sales Representatives and FCL Marketing and Flexible Benefits representatives. Please contact your Blue Cross & Blue Shield of Florida sales representative for more information on this option.

PCP PRICING INFORMATION

REQUIRED FEES:*

One-time fee for standard, stand-alone PCP Start-Up Package with Plan Document and Summary Plan Description documentation (as described on the previous page), if group does not have any Blue Cross Blue Shield of Florida or FCL product(s) in force.	\$500
Fee for above if group does have any Blue Cross Blue Shield of Florida or FCL product(s) in force.	\$250

ADDITIONAL/OPTIONAL FEES AND SERVICES:*

Additional copy of original Plan Document and Summary Plan Description documentation (above).	\$25 each copy
Premium Conversion Plan document Restatement (includes major changes such as adding an affiliate or subsidiary, or changing your company's structure).	\$100
Plan Consultation - This is only billed for issues or questions requiring more than one (1) hour to research and/or resolve. This may also apply to the preparation of amendments to plan documents due to plan design changes.	\$75 per hour
Preliminary Tests for Plan Design (for groups not yet customers of BCBSF/FCL) – This includes eligibility and classification tests.	Groups 1-50 \$50 Groups 51 and up \$100
Annual Discrimination Tests After Initial Testing has Been Done (upon request) – This includes actual contribution amounts. NOTE: The IRS requires all that all Section 125 plans be tested annually.	Groups 1-50 \$75 Groups 51 and up \$125

* Rates and fees reflected in this package are valid for a sixty-day (60) period from the issue date reflected on this proposal's cover.

Special Note: Through IRS Notice 2002-24, the filing requirement for the annual Form 5500 has been eliminated for Premium Conversion Plans of all types and organizational sizes. Please understand that this annual filing waiver applies only to Section 125 Premium Conversion Plans. Different filing requirements exist for other welfare or fringe benefit plans you may maintain, including Section 125 Flexible Spending Accounts. Accordingly, you should check with your appropriate tax or benefits advisor to ensure you properly maintain and file those plans.

© Copyright 2008, Florida Combined Life. All rights reserved. May not be released to outside organizations without the prior written approval of the FCL Pre-Tax Department.

ADDITIONAL PRE-TAX OPPORTUNITIES

Flexible Spending Accounts

FCL also normally recommends that, subsequent to the installation of a premium conversion plan, a group adopt a Flexible Spending Account (FSA).

FSAs give participants the opportunity to elect pre-tax payment of personally chosen benefit expenses. Based upon your intentions and plan design, you may offer healthcare and/or dependent care spending accounts to your workforce.

As a general rule, employee money is used to fund flexible spending accounts. This is ordinarily done through payroll deductions, with specific amounts taken out of each paycheck to cover the required contributions. Progressive employers also frequently elect to match or supplement portions of employee FSA contributions, so encourage increased workforce participation in this pre-tax opportunity.

Should you be interested in this phase of flexible benefits, we would be happy to provide you with more details and a price quote.

ADDITIONAL CONSULTING & ADMINISTRATIVE SERVICES AVAILABLE

ADVANTAGES OF FLEXIBLE BENEFITS PLANS

By offering choices, flexible benefits plans can overcome some of the problems inherent in traditional benefits plans. Flexible benefits plans help:

- ◆ Meet diverse employee needs;
- ◆ Control rising employee benefits costs;
- ◆ Maximize tax advantages for employees;
- ◆ Recruit and retain valued employees; and
- ◆ Improve communications between management and employees

CONSULTATION, COMMUNICATIONS AND ENROLLMENT

Program design, communication/enrollment and administration are the three most critical factors in developing and implementing a successful flexible benefits plan. FCL provides a full range of flexible benefits consultation services in each of these areas. We can guide your staff through the enrollment process in implementing the Premium Conversion Plan. Assistance beyond what is specifically outlined in this proposal is considered consulting and is offered at highly competitive rates.

© Copyright 2008, Florida Combined Life. All rights reserved. May not be released to outside organizations without the prior written approval of the FCL Pre-Tax Department.

FW: Gadsden County School Board

Subject: FW: Gadsden County School Board
From: "Scott Mixon" <SMixon@fbmc.com>
Date: Thu, 11 Jun 2009 15:50:47 -0400
To: <woodb@mail.gcps.k12.fl.us>
CC: "Susan Jones" <SJones@fbmc.com>, "Celeste Pullen" <CPullen@fbmc.com>, <jamesr@mailgcps.k12.fl.us>, <englingd@mail.gcps.k12.fl.us>

Hello Ms. Woods,

It was a pleasure to speak with you over the phone. As requested, I have forwarded you a copy of our contract which states that either party must be notified by the other in writing 120 days prior to the ending date of the annual contract period. It is my understanding that was June 1st and we have received no written notice.

We will do our best to provide some sort of proposal to you to compare to what you have received with AFLAC. However, it is a normal course of business and procurement law to release an RFP for a more exact comparison.

We will follow up with a more formal letter that states our position in the very near future. Thanks very much.

Robert Scott Mixon, CGBA
Assistant Vice President: Client Services
800-872-0345 Extension 2115
850-491-0697
Fax: 850-425-6220

FBMC Premier Benefits Solutions
www.FBMC.com
smixon@fbmc.com
QUALITY • INTEGRITY • LONGEVITY

Privacy & Confidentiality of Information Notice: This communication may contain non-public, confidential, or legally privileged information intended for the sole use of the designated recipient(s).

If you are not the intended recipient, or have received this communication in error, please notify the sender immediately by reply email or by telephone at 1-850-425-6205, ext 2115, and delete all copies of this communication, including attachments, without reading them or saving them to disk.

If you are the intended recipient, you must secure the contents in accordance with all applicable state or federal requirements related to the privacy and confidentiality of information, including the HIPAA Privacy guidelines.

-----Original Message-----

From: Celeste Pullen
Sent: Thursday, June 11, 2009 3:34 PM
To: Scott Mixon
Subject: FW: Gadsden County School Board

Privacy & Confidentiality of Information Notice: This communication may contain non-public, confidential, or legally privileged information intended for the sole use of the designated recipient(s).

ADMINISTRATIVE AGREEMENT

[Revised 010693]

THIS ADMINISTRATIVE AGREEMENT is made and entered into this 6th day of January, 1993, by and between the GADSDEN COUNTY SCHOOL BOARD (hereinafter referred to as the "Employer"), and FRINGE BENEFITS MANAGEMENT COMPANY, a Florida corporation (hereinafter referred to as the "Administrator").

RECITALS

WHEREAS, the Employer has adopted a Section 125 Flexible Benefits Plan, a Medical Expense Flexible Spending Account and a Dependent Care Flexible Spending Account (collectively hereinafter the "Plans"), for its employees; and

WHEREAS, the Employer desires to secure the services of the Administrator to enroll and administer the Plans; and

WHEREAS, Administrator desires to provide the specialized knowledge and expertise to administer and enroll the Plans.

NOW, THEREFORE, in consideration of the mutual covenants and promises contained herein below, the receipt and sufficiency of which are hereby acknowledged, the Employer and Administrator hereby agree as follows:

ARTICLE I Definitions

For the purpose of this Agreement, the following words and phrases shall have the meaning assigned to them below, unless the context otherwise requires:

- (a) "Administrator" means Fringe Benefits Management Company.
- (b) "Agreement" means this Agreement and any exhibits, schedules or other documents attached hereto at the time of the execution of this Agreement, as the same may be amended or extended.
- (c) "Benefits" means the benefits, including, without limitation, the Medical Expense Flexible Spending Account and the Dependent Care Flexible Spending Account, available under the Plan.

- (d) "Contribution" means the amount of compensation directed to the Plans.
- (e) "Eligible Employee" means all regular full-time, active employees.
- (f) "Employer" means the Gadsden County School Board.
- (g) "Flexible Spending Account" means a dependent care or medical expense reimbursement account maintained under a Reimbursement Plan.
- (h) "FSA" or "Flexible Spending Account" means the Employer's Medical Expense Flexible Spending Account and Dependent Care Flexible Spending Account.
- (i) "Participant" means any Eligible Employee who has elected to participate in any one of the Plans.
- (j) "Plans" means, collectively, the Employer's Section 125 Flexible Benefits Plan, a Medical Expense Flexible Spending Account and a Dependent Care Flexible Spending Account.

ARTICLE II
Appointment of Administrator

The Employer hereby appoints and authorizes the Administrator, and the Administrator hereby accepts such appointment and authorization, to administer the Plans, to enroll Participants and to provide to the Employer the services and reports described herein.

ARTICLE III
Contract and Document Priority

The terms and provisions of the Plans are adopted and incorporated herein by reference as if fully set forth herein. In the event of a discrepancy between the Plan Documents and this Agreement, the terms of this Agreement shall prevail.

ARTICLE IV
General Duties and Responsibilities of the Administrator

The Administrator shall provide the following general Section 125 administrative services:

1. Administration of the Plans' options. This administration shall include, without limitation:
 - a. The maintenance of Participant records, including individual account maintenance and reconciliation;
 - b. Providing FSA claims processing and check writing;
 - c. Assisting in the development of required payroll and employee data system changes;
 - d. Providing customer service with a centralized toll-free telephone; and
 - e. Assisting with regulatory compliance.
2. Conducting the annual enrollment of all fringe benefits including the Plans.
3. Designing, producing and distributing all required enrollment and educational materials associated with a Section 125 Cafeteria Plan, in general, and the Plans, in particular.

ARTICLE V
Specific Duties and Responsibilities of the Administrator

The Administrator agrees:

(a) Personnel. The Administrator shall maintain sufficient personnel in its offices to enroll Eligible Employees and to process salary reduction agreements of Participants and any amendments thereto; to assist in the reconciliation of any discrepancies between the Administrator's records and those of the Employer; to answer inquiries of Participants and the Employer as to Flexible Spending Account balances and other records maintained or generated by the Administrator; and to otherwise fulfill its duties and responsibilities under this Agreement. The Administrator shall be responsible for obtaining

and maintaining all licenses required in order for the Administrator's personnel to fulfill the duties required by this Agreement.

(b) Telephone. The Administrator shall maintain a toll-free telephone number to respond to Eligible Employee and Participant inquiries and shall advise all Participants of the availability of such number. Upon proper identification, the Administrator will, to the extent possible, answer inquiries over the telephone.

(c) Enrollment. The Administrator will, using forms approved by the Employer, enroll Eligible Employees in the Plans, accept changes in participation and perform all enrollment responsibilities of the Plans. Enrollment responsibilities shall include, without limitation, educating Eligible Employees regarding all aspects of the Plans and the effect of the Eligible Employee's participation, providing properly trained representatives, monitoring account elections, compiling data on Participants' elections under the Plan, confirming elections to Participants.

(d) Communication Materials. Communication materials approved by the Employer, respecting the Plans, shall be developed at the Administrator's expense. Communication materials may include payroll inserts, explanatory brochures, and other materials which apprise Eligible Employees and/or Participants of the purpose and provisions of the Plans.

(e) Contributions. The Administrator shall process Contributions consistent with the terms of the Plan and shall reconcile FSA Contributions with the Employer.

(f) Administration. The Administrator shall perform all administrative and record keeping functions necessary to insure accurate disbursement of Participant Contributions and accurate accounting of the Contributions in the Participants' FSA accounts, and to provide for the efficient and prudent management of the Plans.

(g) Records. The Administrator shall establish and maintain records for each FSA Account showing contributions, withdrawals, unpaid claims approved, and account balances during the Plan Year. The Administrator shall also establish and maintain records for each FSA Account Participant showing contributions, withdrawals, authorizations, addresses, date of birth, Social Security Number, and other related information. The Administrator's Plan records shall be maintained in accordance with generally accepted accounting principles, the Plan documents and Internal Revenue Code and Regulations.

(h) Service. The Administrator will accept and process such service requests it may receive from Participants according to the terms of the Plan.

(i) Plan Benefit Payments. The Administrator shall approve or deny claims and issue reimbursements to Participants from their FSA Account balances in accordance with the Plan and applicable requirements of the Internal Revenue Code.

(j) Compliance with Internal Revenue Code. The Administrator recognizes that the Plans are intended to meet, as appropriate, the requirements of Sections 105 and 106 (the Medical Expense Flexible Spending Account and the Section 125 Flexible Benefits Plan to the extent required under Applicable Law), Section 125 (the Section 125 Flexible Benefits Plan) and Section 129 (the Dependent Care Flexible Benefits Account and the Section 125 Flexible Benefits Plan to the extent required under Applicable Law) of the Internal Revenue Code, and agrees to administer the Plans in a manner consistent with such Code sections and the Controlling Documents. The Administrator will perform all required discrimination testing on a frequency sufficient to maintain Internal Revenue Code compliance.

(k) Reports. The Administrator agrees to provide the Employer with annual reports of FSA Account forfeitures; quarterly reports for each FSA Account showing year-to-date contributions, claims filed, claims paid and balance; enrollment reports prior to the inception of each Plan year; and such other written or magnetic tape reports as are specified in the Controlling Documents, or may be agreed to between the parties.

(l) Participant Statements. The Administrator shall provide to Participants statements of their FSA accounts which shall report Contributions, claim payments, unpaid claims approved and the FSA Account balance. Such statements shall be consolidated for Participants with two FSA Plans. Statements shall be mailed to the Participants as provided in the Controlling Documents.

(m) Consultation and Advice. The Administrator will be available to the Employer to provide assistance with respect to present and future changes, legislative or otherwise, which would impact the Plans, as well as to assist the Employer in maintaining Plan compliance with any and all regulations and laws.

(n) Plan Design. The Administrator shall, subject to final approval by the Employer, assist in Plan design and the selection and obtaining of products for the Plan.

(o) Records of the Administrator. The books, records and documents of the Administrator, insofar as they relate to work performed or money received under this Agreement, shall be maintained for a period of three (3) full years from the date of the final payment, and shall be subject to audit, at any reasonable time and upon reasonable notice, by the Employer, at the Employer's expense. The records shall be maintained in accordance with generally accepted accounting principles.

ARTICLE VI
Representations of the Administrator

The Administrator represents and warrants unto the Employer the following:

(a) Neither the Administrator nor any officer, stockholder, director, or employee of the Administrator, nor any affiliate of the Administrator (hereinafter collectively referred to as the "Group"), is subject to any present or past litigation or administrative proceeding of or before any court or administrative body which would have a materially adverse effect on the Administrator, or its ability to discharge its responsibilities under this Agreement, or which would impair the ability of the Group, or any member thereof, to act as a fiduciary, nor, to its knowledge, is any such litigation or proceeding presently threatened against any of them or their property.

(b) The Administrator and the Group, to the best of its knowledge, is presently in compliance with all existing laws and regulations, a violation of which would or could materially adversely affect the Administrator's operations or would or could materially adversely affect its ability to fulfill its obligations and undertakings set forth in this Agreement.

(c) The Administrator is in good standing with the State of Florida and all departments and agencies thereof.

(d) The Administrator has and shall maintain the capability to adequately carry out the record keeping and reporting requirements of the Plan including access to the necessary computer and data retention equipment needed to provide such record keeping and reporting.

(e) The Administrator agrees that all employee records, accounts and information therein regarding the Plan shall be the property of the Employer and agrees that neither the Administrator nor any member of the Group, shall sell, provide, or in any way disseminate such information without the prior written consent of the Employer.

(f) No member of the Group, nor any officer, stockholder, director, or employee of a member of the Group, shall receive any direct or indirect compensation as a result of the enrollment of an Eligible Employee in any Plan or account beyond that which is specifically provided in this Agreement.

(g) The Administrator shall promptly notify the Employer in the event that any of the foregoing representations and warranties made pursuant to this Article are no longer true and correct.

ARTICLE VII
Administrative Services Fee

The parties hereto recognize and agree that the Administrator shall be entitled to receive compensation from the Employer in connection with the Administrator's services hereunder. Such Administrative Services Fee shall be as follows:

A. General. Employer acknowledges that all Participants may avail themselves of the salary reduction features of the Plan.

B. Fee. Employer shall pay to FBMC five (5%) percent of the Contributions (calculated by dividing the mathematical reciprocal of the fee into either the premium for benefits or the desired contribution into a Flexible Spending Account) plus Fifty (\$.50) Cents per employee per pay period (not to exceed One (\$1.00) Dollar per employee per pay period) for each Plan selected.

C. Commissions. Employer acknowledges that in addition to the fee referred to above, FBMC may, at its option, receive a commission with respect to some or all of the benefits offered within the Flexible Benefits Plan from the providers of the benefits within the Plan. Neither the existence nor amount of such commissions is a part of this Agreement nor shall the existence thereof affect either party's obligations to the other under the terms hereof. Employer shall have no obligation to FBMC with respect to the payment of such commissions.

The Administrator may receive compensation from one or more providers of the Plan benefits for claims payments, administrative or other similar services performed by the Administrator on behalf of such provider(s).

ARTICLE VIII
Responsibilities of the Employer and the Administrator

In order to facilitate the performance of the Administrator's obligations hereunder in an efficient manner, and to ensure the successful implementation and administration of the Plan, the Employer shall provide the Administrator with such information and data as are necessary to enable the Administrator to carry out its duties and obligations under this

Agreement on a timely basis, which information and data shall be provided in such format as is reasonably requested by the Administrator.

ARTICLE IX
Confidential Nature of Information

Each of the parties hereto agrees, to the extent permitted by law, to mutually safeguard and keep confidential any and all information obtained from the other party with respect to the personnel of the Employer and each Participant, or any other category of data identified in writing by either party to the other party as being confidential. Unless otherwise required by law, all information obtained by the Administrator from any individual employee, whether such employee becomes a Participant or not, shall be treated as confidential between the Employer and the Administrator and shall not be disclosed to any other person, firm or corporation without the written consent of the Employer or employee.

ARTICLE X
Duration of the Agreement

This Agreement shall be effective for a term of one (1) year commencing the 1st day of October, 1992 (the "Commencement Date") and ending the 30th day of September, 1993 (the "Termination Date"). Thereafter, this Agreement and the Plans shall be automatically renewed for additional one year periods unless one party shall give the other party written notice at least one hundred twenty (120) days' written notice prior to the end of the then current term notifying the other party of such party's intent that this Agreement and the Plans not be renewed in accordance with the automatic renewal provisions contained herein and in the Plan Documents.

ARTICLE XI
Termination

If the Administrator materially fails to fulfill in a timely and proper manner its obligations under this Agreement, or if the Administrator shall materially violate any of the terms of this Agreement, the Employer shall inform the Administrator in writing of such failure or violation. The Administrator shall then have thirty (30) business days within which to correct such failure or violation, or if the default or violation is such that it cannot, with reasonable effort, be cured within such period, to commence good faith efforts to cure such default within such period and pursued thereafter with due diligence. If the Administrator's failure or violation is not corrected to the Employer's satisfaction, Employer

shall have the right to immediately terminate this Agreement and no further payments will be made hereunder. The Employer shall cooperate with the Administrator in the resolution of any violation or failure to perform under this Agreement.

ARTICLE XII
Miscellaneous Provisions

(a) This Agreement shall not in any way prevent the Administrator from performing for others services similar to or of the type to be performed hereunder.

(b) All records, documents and information collected and/or maintained by others in the course of the administration of the Agreement shall be made accessible to the Employer for purposes of inspection, reproduction and audit.

(c) The Administrator shall not assign this Agreement or subcontract the responsibilities described herein without obtaining the prior written approval of the Employer.

(d) Nothing herein contained shall be deemed or construed to constitute the Administrator or the Group, or any of their officers, agents or employees, as agents of the Employer. The relationship between the Administrator and the Group (and their officers, agents and employees) and the Employer shall at all times be that of independent contractor.

(e) All notices required or permitted to be given under this Agreement shall be in writing and shall be sent by certified or registered mail, postage prepaid, or by hand delivery, acknowledged by signed receipt, addressed as follows:

To Administrator: Lorraine Ritch
Fringe Benefits Management Company
1720 S. Gadsden Street
Tallahassee, Florida 32302

To Employer: Jay Corbett
 Gadsden County School Board
 P. O. Box 1499
 Quincy, Florida 32353-1499

Any such notice shall be deemed to have been given on the date of receipt.

(f) Should either party to which notices are to be given have a change in name or address during the term of this Agreement, it shall promptly notify the other party in writing of such change, and the new name or address shall then be deemed the proper name or address for purposes of this Agreement.

(g) This Agreement may be executed in any number of counterpart copies, each of which when fully executed shall be considered as an original.

(h) This Agreement shall be interpreted under the laws of the State of Florida.

(i) The Administrator agrees that no person on the ground of handicap, race, age, color, religion, sex or national origin will be excluded from participation in, or be denied Benefits of, or be otherwise subjected to unlawful discrimination in the performance of this Agreement, or in the employment practices of the Administrator.

(j) The Administrator being an independent contractor, and not an employee of the Employer, agrees to carry adequate public liability and other appropriate forms of insurance, to pay all taxes incident hereunto. The Employer shall have no liability to the Administrator except as specifically provided in this Agreement.

(k) The Administrator agrees to defend, indemnify and hold harmless the Employer, its employees and agents, against any and all claims, losses, damages, expenses, attorney's fees, liabilities and tax penalties and interest, exclusive of tax assessments, arising from any act of omission of the Administrator or its employees in the performance of managing the Plans or the compliance and sufficiency of the Plans for the Employer. Administrator does not assume any responsibility for the correct treatment of any Eligible Employee or Participant's income tax return, nor the reporting of taxable or nontaxable benefits as income by any Eligible Employee or Participant.

(l) This Agreement shall not be binding upon the parties until it is signed by both parties.

(m) In the event that either party shall bring an action against the other based upon an alleged breach of this Agreement or the Plan by the other, or shall be forced to defend any action arising out of or in any way related to this Agreement or the Plan, and shall prevail in any such action or proceeding, then, in addition to any and all damages to which such prevailing party is entitled, such party shall be entitled to recover all costs and expenses incurred in prosecuting or defending such action, or proceeding, and appellate review thereof, including, but not limited to court costs and usual, customary and reasonable attorney's fees.

(n) This written Agreement contains the sole and entire agreement between the parties regarding the subject matter thereof, superseding any and all other agreements between them. The parties acknowledge and agree that neither of them has made any representation with respect to the subject matter of this Agreement or any representations inducing the execution and delivery hereof except such representations as are specifically set forth herein, and each party acknowledges that such party has relied on such party's judgment in entering into the Agreement. The parties further acknowledge that any statements or representations that may have heretofore been made by either of them to the other are void and of no effect and that neither of them has relied thereon in connection with such party's dealings with the other.

(o) No waiver or modification of this Agreement or of any covenant, condition, or limitation herein contained shall be valid unless in writing and duly executed by the party to be charged therewith. Furthermore, no evidence of any waiver or modification shall be offered or received in evidence in any proceeding or litigation between the parties arising out of or affecting this Agreement, or the rights or obligations of any party hereunder, unless such waiver or modification is in writing, duly executed as aforesaid. The provisions of this paragraph may not be waived except as herein set forth.

(p) Except as otherwise provided herein, any action of law or suit in equity or at law for the enforcement of this Agreement or any provision thereof shall be instituted in a court of competent jurisdiction and venue for such actions.

(q) The headings appearing in this Agreement have been inserted for the purpose of convenience and ready reference. They do not purport, and shall not be deemed, to define, limit or extend the scope or intent of the articles, sections or paragraphs to which they appertain.

(r) This Agreement is executed in duplicate, each copy of which is to be treated as an original.

(s) This Agreement shall be binding on and inure to the benefit of the respective parties and their respective heirs, legal representatives, successors, and assigns to the extent permitted by Florida law.

(t) No waiver of any breach of this Agreement shall be held to be a waiver of any other or subsequent breach. Failure of Employer to enforce at any time any of the provisions of this Agreement shall in no way be construed to be a waiver of such provisions nor in any way affect the validity of this Agreement or any part thereof, or the right of Employer to hereinafter enforce each and every such provision of this Agreement.

IN WITNESS WHEREOF, the parties do hereby sign and execute this Agreement as of the date first above written.

Witnesses:

FRINGE BENEFITS MANAGEMENT COMPANY

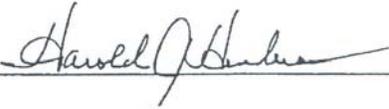



By: 

Witnesses:



THE SCHOOL BOARD OF GADSDEN COUNTY

By: 

Attest: _____

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 81

DATE OF SCHOOL BOARD MEETING: June 23, 2009

TITLE OF AGENDA ITEM: Agreement of Revised ESOL Endorsement InService Program
DIVISION:

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

PURPOSE AND SUMMARY OF ITEM:

PAEC InService Program for Adding and an Endorsement in English for Speakers of Other Languages (ESOL)

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Erica Starling, M. Ed.

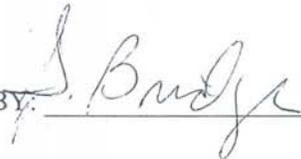
POSITION: Director of Personnel & Staff Development

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: 

2009 JUN 17 AM 11:41
SCHOOL BOARD

The School Board of Gadsden County

"Building A Brighter Future"

REGINALD C. JAMES
SUPERINTENDENT OF SCHOOLS

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



PAEC In-service Program for Adding an Endorsement in English for Speakers of Other Languages (ESOL)

The School Board of _____ County, Florida hereby requests
the continued approval of the PAEC In-service Program for Add-on Endorsement
in the area of ESOL.

Recommended to the _____ District School Board on _____, 200__

Superintendent

Approved by the _____ District School Board on _____, 200__

Chairman of the Board

ERIC F. HINSON
DISTRICT NO. 1
HAVANA, FL 32333

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

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

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

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

BOARD MEETS FOURTH TUESDAY OF EACH MONTH
EQUAL OPPORTUNITY EMPLOYER

INSERVICE PROGRAM
FOR ADDING AN ENDORSEMENT IN
English for Speakers of Other Languages
(ESOL)
TO A FLORIDA EDUCATOR'S CERTIFICATE

Prepared By The
Panhandle Area Educational Consortium

2009



Panhandle Area Educational Consortium
Patrick L. McDaniel, Interim Executive Director
753 West Boulevard
Chipley, FL 32428
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 Program
English for Speakers of Other Languages (ESOL)
Endorsement Coverage

II. Program Rationale and Purpose

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 few students who speak other languages, the number of students categorized as English language learners (ELL) is increasing. While significant progress has been made toward ensuring that teachers needing ESOL training have received appropriate professional development, the need to provide this professional development support continues to grow as a result of an influx of English language learners into the area.

With this in mind, PAEC offers a viable solution, using twenty-first century technology for training teachers, administrators and guidance counselors in an exemplary fashion to employ research-based practices, proven effective with English Language Learners. No matter the location, districts and their teachers will find it convenient to access the high-quality online courses, available to teachers, 24/7, by utilizing the electronic Professional Development Connections (ePDC).

Each PAEC online ESOL course is designed so that participants can have continual online interaction with the course facilitator. Through the ePDC email system, facilitators and participants discuss course content, implementation, follow-up and evaluation. The course facilitator is essentially the gatekeeper for quality control. If a participant's response is faulty, not detailed enough, or lacks the superior quality required, the facilitator 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 district personnel at any time, upon request.

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

CERTIFICATION REQUIREMENTS

The certification requirements for teachers of ESOL include general and professional preparation as specified in State Board Rule 6A-4.0244. ESOL may be added to a standard coverage through the earning of college course credit or district add-on program using in-service points or a combination of in-service and course work. The in-service requirements for ESOL are referenced in State Board Rule 6A-6.0907. This PAEC Add-on Program deals only 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.

Guidance regarding classification categories of teachers of ELLs and training requirements for teachers in each category is provided in Table 1 on pages three and four.

Table 1
Completion of the ESOL Training Requirements Revised Timelines
Updated September 2006

Category I	Category II	Category III	Category IV
Primary Language Arts/English, Developmental Language Arts, Intensive Reading, Reading ³	Social Studies, Mathematics, Science and Computer Literacy	All other subjects not included in Categories I or II	School Administrators ² & Guidance Counselors
Requirements			
ESOL Endorsement: 15 semester hours or 300 in-service credit points ¹ or K – 12 ESOL Coverage: Bachelor’s or Master’s Degree in TESOL and Basic Subject Area Coverage or K – 12 ESOL Coverage: Passing Score on ESOL Subject Area Test; Basic Subject Area Coverage	3 semester hours or 60 in-service credit points	3 semester credit hours or 18 in-service credit points	3 semester hours or 60 inservice credit points.
Timelines			
Experienced Teacher	Experienced Teacher	Experienced Teacher	Hires Prior to September 5, 2003
6 years or more allowed for completion of ESOL Endorsement. 3 years for K-12 ESOL Coverage obtained by a passing score on ESOL Subject Area Test.	1 year to complete	1 year to complete	3 years to complete from September 5, 2003

Beginning Teacher	Beginning Teacher	Beginning Teacher	Hires After September 5, 2003
Same as above for experienced teachers	2 years to complete	2 years to complete	3 years to complete from date hired as school administrator or guidance counselor

Notes:

¹ For ESOL Endorsement only - 3 semester hours or 60 in-service credit points within two years after the teacher first becomes responsible for the Language Arts instruction of a LEP student. 3 semester hours or 60 in-service credit points each subsequent year that the teacher continues to be responsible for the Language Arts instruction of a LEP student, until a total of 15 semester hours or 300 in-service credit points have been earned.

² All other administrators (district-level) are required to receive training in the terms of the Consent Decree, Cross-Cultural communications and delivery of comprehensible instruction. However, no specific number of inservice points or hours is required.

³ As described in K12 Memo 2006-121, Reading Endorsement for Teachers of Developmental Language Arts Courses in Grade 6-12 and as noted in the Florida Course Code Directory, teachers assigned to teach Developmental Language Arts or Reading to English language learners (ELLs) are required to obtain the ESOL Endorsement. It is also important to note that teachers assigned to teach Developmental Language Arts as an alternative to Intensive Reading are required to obtain the Reading Endorsement by beginning of the 2007-08 school year.

Source: Florida Department of Education, Bureau of Student Achievement through Language Acquisition.

ESOL Inservice or Coursework must include all of the following areas:

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

Recertification Flexibilities

ESOL in-service credit points and/or ESOL College credits count as in-field for recertification of any coverage

Banking of ESOL Points

Any points earned in excess of 6 semester hours or 120 points within one validity period may be banked towards the renewal of a certificate in subsequent renewal periods.

Source: Florida Department of Education, Bureau of Student Achievement through Language Acquisition (April, 2009).

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 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,
4. to provide high-quality professional development that is flexible and respectful of time and resources, and
5. to respond to FLDOE-approved endorsement options, such as ESOL for Reading Teachers [E-R-T].

Formerly, teachers, identified as out-of-field in ESOL, were the target group for this program. However, in compliance with revisions to Florida State Board rules, the PAEC Add-On Endorsement has expanded its focus to meet the ESOL professional development needs of guidance counselors, administrators and paraprofessionals, as well.

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 are appropriate for any teacher seeking renewal of certification and, as such, they may be considered for the program as a second priority.

III. PROGRAM CONTENT/CURRICULUM

Competencies

Participants in the PAEC ESOL Add-On Endorsement Program must demonstrate that they have acquired all of the 25 ESOL performance standards recognized by the state of Florida. These performance standards were developed by a Florida committee of ESOL professionals and have been used to direct the development of all components described in the options below.

ESOL PERFORMANCE STANDARDS

PERFORMANCE STANDARDS FOR TEACHERS OF ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

The ESOL teacher is able to:

1. Conduct ESOL programs within the parameters, goals, and stipulations of the Florida Consent Decree.
2. Recognize the major differences and similarities among the different cultural groups in the United States.
3. Identify, expose, and reexamine cultural stereotypes relating to ELLs and non- ELLs.
4. Use knowledge of the cultural characteristics of Florida's ELL population to enhance instruction.
5. Determine and use appropriate instructional methods and strategies for individuals and groups, using knowledge of first and second language acquisition processes.
6. Apply current and effective ESOL teaching methodologies in planning and delivering instruction to ELLs.
7. Locate and acquire relevant resources in ESOL methodologies.
8. Select and develop appropriate ESOL content according to student levels of proficiency in listening, speaking, reading, and writing, taking into account: (1) basic interpersonal communicative skills (BICS), and (2) cognitive academic language proficiency skills (CALPS) as they apply to the ESOL curriculum.
9. Develop experiential and interactive literacy activities for ELLs, using current information on linguistic and cognitive processes.
10. Analyze student language and determine appropriate instructional strategies, using knowledge of phonology, morphology, syntax semantics, and discourse.
11. Apply essential strategies for developing and integrating the four language skills of listening composition, oral communication, reading, and writing.
12. Apply content-based ESOL approaches to instruction.
13. Evaluate, design and employ instructional methods and techniques appropriate to learners' socialization and communication needs, based on knowledge of language as a social phenomenon.
14. Plan and evaluate instructional outcomes, recognizing the effects of race, gender, ethnicity, socioeconomic status, and religion on the results.
15. Evaluate, select, and employ appropriate instructional materials, media, and technology for ESOL at elementary, middle, and high school levels.
16. Design and implement effective unit plans and daily lesson plans which meet the needs of ESOL students within the context of the regular classroom.
17. Evaluate, adapt and employ appropriate instructional materials, media, and technology for ESOL in the content areas at elementary, middle and high school levels.
18. Create a positive classroom environment to accommodate the various learning styles and cultural backgrounds of students.
19. Consider current trends and issues related to the testing of linguistic and culturally diverse students when using testing instruments and techniques.
20. Administer tests and interpret test results, applying basic measurement concepts.

21. Use formal and alternative methods of assessment/evaluation of ELLs, including measurement of language, literacy and academic content metacognition.
22. Develop and implement strategies for using school, neighborhood, and home resources in the ESOL curriculum.
23. Identify major attitudes of local target groups toward school, teachers, discipline, and education in general that may lead to misinterpretation by school personnel; reduce cross cultural barriers between students, parents, and the school setting.
24. Develop, implement, and evaluate instructional programs in ESOL, based on current trends in research and practice.
25. Recognize indicators of learning disabilities, especially hearing and language impairment, and limited English proficiency.

B. Specialization Competencies

The competencies identified for this add-on program are primarily specialization competencies. Professional studies are also an integral part of the required body of knowledge.

C. Nationally Recognized Guidelines

The TESOL English Language Proficiency Standards for P-12 ESL Teacher Education Programs were reviewed and considered in the development of this add-on program. These standards are available on the TESOL website (www.tesol.org) as well as on the website for the National Council for the Accreditation of Teacher Education (NCATE) programs. These standards are utilized in the accreditation of initial programs in P–12 teacher education.

Domains and standards taken into consideration for the development of the PAEC ESOL Add-On Endorsement Program are shown in Table 2.

Table 2
Domains and Standards Considered in Development of PAEC Add-On Endorsement

Domain	Standard
DOMAIN ONE LANGUAGE	1. a. Describing Language 1. b. Language Acquisition and Development
DOMAIN TWO CULTURE	2. a. Nature and Role of Culture 2. b. Cultural Groups and Identity
DOMAIN THREE PLANNING, IMPLEMENTING, AND MANAGING INSTRUCTION	3. a. Planning for standards-based ESL and Content Instruction 3. b. Managing and Implementing Standards-Based ESL and Content Instruction 3. c. Using Resources effectively in ESOL and Content Instruction
DOMAIN FOUR ASSESSMENT	4. a. Issues of Assessment for ES 4. b. Language Proficiency Assessment 4. c. Classroom-Based Assessment for ESL
DOMAIN FIVE PROFESSIONALISM	5. a. Research and History 5. b. Partnerships and Advocacy 5. c. Professional Development and Collaboration

IV. INSTRUCTIONAL DESIGN AND DELIVERY

A. Instructional Strands

This program is an integrative approach which incorporates the 25 ESOL standards in the following five content areas:

- Methods of Teaching ESOL
- Applied Linguistics
- Cross-Cultural Communication and Understanding
- Testing and Evaluation of ESOL
- ESOL Curriculum and Materials Development

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 – E provide an approved means to fulfill this requirement under the PAEC Add-On Program.

OPTION A

Participants, selecting this option, will complete each of the five 60-hour online courses listed below through PAEC’s electronic Professional Development Connections, for a total of 300 credit hours.

- ESOL: Methods of Teaching ESOL Online Course
- ESOL: Applied Linguistics Online Course
- ESOL: Cross-Cultural Communication and Understanding Online Course
- ESOL: Testing and Evaluation of ESOL Online Course
- ESOL: Curriculum and Materials Development Online Course

****Note:** Participants are encouraged to complete ESOL: Methods of Teaching ESOL Online Course first, followed by ESOL: Applied Linguistics Online Course. The other courses may be taken in any order.

Table 3
Option A Instructional Strands and Major Topics

Instructional Strand	Major Topics
Methods of Teaching ESOL	<ul style="list-style-type: none"> ~ Demographics & Legal Requirements ~ Academic Competence ~ Language Learning ~ Culture ~ Literacy Development ~ Assessing ESOL Students
Applied Linguistics	<ul style="list-style-type: none"> ~ Language Learning ~ Discourse ~ Phonology ~ Semantics & Pragmatics ~ Morphology & Syntax ~ First and Second Language Acquisition ~ Basic Interpersonal Communicative ~ Skills/Cognitive Academic Language Skills ~ Non-standard Varieties of English

Cross Cultural Communication and Understanding	<ul style="list-style-type: none"> ~ Immigration Patterns ~ Cultural Diversity ~ Perceptions and Behaviors ~ Communication Styles ~ Learning Styles and School Environment ~ American Culture ~ The Culture of the American School ~ Assimilation, Acculturation, and Pluralism ~ Culture, Community, and Schools, ~ Exploring Multiple Perspectives ~ Valuing Diversity ~ The Home-School Connection
Testing and Evaluation of ESOL	<ul style="list-style-type: none"> ~ Purposes and types of assessments for ESOL students ~ Validity ~ Cultural and Linguistic Bias in assessing ESOL students ~ Exemptions and Accommodations provided ESOL students ~ Issues of assessing for Exceptional Student Education, including gifted and talented ~ Language Proficiency Assessment ~ ESOL student identification, reclassification and exit from ELL classification ~ Designing and adapting classroom tests ~ Alternative assessments ~ Issues of Grading ESOL students ~ Issues of assessing the development of literacy skills of ESOL students
ESOL Curriculum and Materials Development	<ul style="list-style-type: none"> ~ History of Methods of Teaching Language ~ Effective methods and techniques (TPR, Natural Approach, CALLA, etc.) ~ Strategies that integrate instruction in listening, speaking, reading and writing ~ Correction of Errors and Effective Feedback ~ Instructional Strategies that facilitate classroom interaction ~ Multisensory strategies effective with different learning styles ~ ESOL Program Delivery Models ~ Planning Effective Lessons ~ ESOL Materials and Resources ~ Selecting, Adapting, and Using Texts with ESOL Students ~ TESOL Standards and Language Arts Next Generation Sunshine State Standards

OPTION B

E-R-T Package: ESOL for Reading Teachers [E-R-T]

This option for teachers endorsed in reading provides two courses and the completion of a practicum/demonstration of mastery for a total of 180 points/hours necessary to complete the 300-hour ESOL Endorsement.

Required components are:

1. An earned Reading Endorsement
2. In-service or college credit in: Methods of Teaching ESOL and Applied Linguistics (120 points/hours)
3. Practicum/Demonstration of Teacher Competency Mastery (60 points/hours)

Table 4
Option B Instructional Strands and Major Topics

Components	
Component One: Reading Endorsement 120 reading to ESOL crosswalk hours/points	
Component Two: Specific ESOL Coursework	
Instructional Strand	Major Topics
Methods of Teaching ESOL	<ul style="list-style-type: none"> ~ Demographics & Legal Requirements ~ Academic Competence ~ Language Learning ~ Culture ~ Literacy Development ~ Assessing ESOL Students
Applied Linguistics	<ul style="list-style-type: none"> ~ Language Learning ~ Discourse ~ Phonology ~ Semantics & Pragmatics ~ Morphology & Syntax ~ First and Second Language Acquisition ~ Basic Interpersonal Communicative Skills/Cognitive Academic Language Skills ~ Non-standard Varieties of English
Component Three: Practicum	
Instructional Strand	Major Topics
Cross-Cultural Communications and Understanding	<ul style="list-style-type: none"> ~ Cultural Groups ~ Stereotypes ~ Cultural Characteristics of Florida’s ELL Population ~ Classroom Environment, Learning Styles and Cultural Background ~ Cross-cultural Attitudes and Barriers
ESOL Curriculum and Materials Development	<ul style="list-style-type: none"> ~ Selecting and Developing ESOL Content Commensurate with Student Proficiency Levels ~ Instructional Materials, Media and Technology ~ Instructional Design ~ Strategies for Resource Maximization in ESOL curriculum ~ Current Trends
Testing and Evaluation of ESOL	<ul style="list-style-type: none"> ~ Planning and Evaluating Instructional Outcomes, Based on Knowledge of Language as a Social Phenomenon ~ Application of Measurement Concepts ~ Using a Variety of Assessments ~ Florida Consent Decree ~ Indicators of Learning Disabilities

OPTION C

Some participants may choose to combine components from Option A and college credit. This is permissible provided ALL 25 performance standards 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.

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

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

Note: See Table 3 for appropriate instructional strands and major topics.

OPTION D

Some participants may choose to combine components from Options A, E, college credit and/or district-approved ESOL courses from commercial vendors. This is permissible provided ALL 25 performance standards are met and the total number of ESOL in-service hours equals at least 300. An individual plan of study must be completed and approved by appropriate district-level personnel for all participants who elect to pursue this option.

Note: See Tables 3 and 5 for appropriate instructional strands and major topics.

OPTION E

Courses completed under the FLDOE Model ESL Add-on Endorsement Plan may be used to satisfy ESOL in-service requirements. Approved courses are listed in Table 5.

Table 5
Option E Instructional Strands and Major Topics

Instructional Strands	Major Topics
Empowering ESOL Teachers: An Overview, Volume 1	<ul style="list-style-type: none"> I. Introduction II. Providing Equal Education Opportunity for the ESOL Student: National and State Efforts III. Developing Cultural Awareness IV. Bridging the Home/Community and School Gap V. Language Acquisition and Learning VI. Characteristics of Language and the Learning Process
Empowering ESOL Teachers: An Overview, Volume 2	<ul style="list-style-type: none"> VII. Integrating Language and Literacy VIII. Integrating Language, Literacy, Culture and Content Instruction IX. Assessing ESOL Students and Monitoring Student Progress X. Putting It All Together
TEACH, Session 1: Language Learning, Part I	<ul style="list-style-type: none"> a. Language Learning b. Discourse c. Phonology d. Semantics e. Morphology and Syntax
TEACH, Session 3: Language Learning, Pt II	<ul style="list-style-type: none"> a. Language Acquisition Review b. First and Second Language Acquisition ESOL Instructional Methods for Second Language Acquisition c. Major ESOL Program Models d. Evaluating and Adapting Text Material e. ESL: Strategies in the Content Areas f. Testing Language vs. Testing Content g. ESOL Resources
Broadcast Video 1 and Study Guide: Language Learning	<ul style="list-style-type: none"> a. Elements of Language b. Language Development/Acquisition – Lower Elementary c. Classroom Examples – Older Secondary Learners d. Language Learning in the Mainstream Classroom e. Summary: Language Learning
TEACH, Session 2: Cross-Cultural Communication and Understanding – Part I	<ul style="list-style-type: none"> a. Immigration Patterns b. Cultural Diversity c. Perceptions and Behaviors d. Learning Styles and School Environment e. Cultures in Contact
TEACH, Session 4: Cross-Cultural Communication and Understanding – Part II	<ul style="list-style-type: none"> a. American Culture b. Culture Study Groups c. The Culture of the American School d. Classroom Implications e. Case Studies f. Language Variation and Stereotypes g. Taboo Activity h. Prejudice Reduction i. Culminating Activity

Content Video I and Study Guide: Cross-Cultural Communication and Understanding	<ul style="list-style-type: none"> a. US Montage b. Florida Montage c. Goals, Expectations and Concerns of Parents of ESOL Students d. Goals, Expectations and Concerns of ESOL Students e. Enrollment in School as an ELLs f. Enrollment in an English Speaking Elementary School g. Enrollment in and English Speaking Middle School h. Primary Level Classrooms i. Middle School Classrooms j. High School Classrooms k. Experiences and Advice from High School Students l. Home/School Connections m. Success Stories
TEACH, Broadcast Video II and Study Guide: Curriculum and Material Program Models	<ul style="list-style-type: none"> a. Curriculum goals and Objectives b. Individual Classrooms and Student Needs c. ESOL Strategies d. ESOL Material and Resources e. Major Syllabi Types f. Student Assessment g. Collaboration and Decision Making
TEACH, Broadcast Video III and Study Guide: Assessment Issues and Strategies	<ul style="list-style-type: none"> a. Cultural Characteristics to Consider When Planning Instruction b. Student Language and Instructional Strategies: Phonology, Morphology, Syntax, Semantics and Discourse c. Trends and Issues: Testing of Linguistically and Culturally Diverse Students d. Test Administration and Interpretation of Results e. Formal and Alternative Methods of Assessment and Evaluation f. Indicators of Special Learning Needs Among ELLs
TEACH, Content Video II and Study Guide: Integrating Methods of Instruction	<ul style="list-style-type: none"> a. Applying ESOL Techniques and Methodologies b. Using Role Play and Drama c. Literacy Development for ELLs d. Developing and Integrating the Four Language Skills e. Cooperative Strategies and Discovery Learning f. Utilizing Technology g. Accommodating Learning Styles and Cultural Backgrounds of Students h. Strategies for Using School, Neighborhood and Home Resources i. Key Features of Second Language Teaching
Laser Videodisk, Study Guide and Resource Kit	

ADDITIONAL TRAINING OPTIONS

Category II Teachers

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

Note: The recommended PAEC online course for this category of teachers is *ESOL: Methods of Teaching ESOL* online course. See corresponding instructional strands under Option A, Table 3.

Category III Teachers

Category III teachers (subjects, not included in Categories I and II) may fulfill their 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 competencies.

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

Table 6
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 Communication and Understanding	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 in-service 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 particular areas.

Note: PAEC offers the 60-hour online courses, *ESOL for Administrators* and *ESOL for Guidance Counselors* to meet these professional development needs.

Table 7
Category IV - Guidance Counselor - Instructional Strands and Major Topics

Instructional Strands	Major Topics
Methods of Teaching ESOL	Demographics and Legal Requirements
Cross-Cultural Communication and Understanding	Cultural Awareness
Applied Linguistics	Language Acquisition and Learning Literacy Development
Testing and Evaluation of ESOL Students	Assessment
All Strands	Academic Advisement
Instructional Strands	Case Study of ELL

Table 8
Category IV - School Administrator - Instructional Strands and Major Topics

Instructional Strands	Major Topics
Methods of Teaching 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 Communication and Understanding	~ Culture, Part A ~ Culture, Part B
Testing and Evaluation of ESOL Students	~ Assessment ~ Assessing ESOL Students

B. Training Components

OPTION A

Component Title: ESOL: Methods of Teaching ESOL Online Course, K-12
Option A

COMPONENT IDENTIFIER NUMBER: 2-412-520

MAXIMUM NUMBER OF POINTS: 60

GENERAL OBJECTIVE:

The purpose of the online course is to provide teachers with knowledge about ESOL (English for Speakers of Other Languages) students, with instructional strategies and approaches teachers can use to assist ESOL students in understanding the curriculum and meeting the Next Generation Sunshine State Standards, and with multiple opportunities to apply new knowledge and strategies as well as promote cross-cultural understanding among all learners. Upon successful completion of this component, participants will be able to: adapt content instruction to help ESOL students understand academic content, develop academic language, participate in classroom activities and meet the Next Generation Next Generation Sunshine State Standards, facilitate ESOL student adjustment to a new culture, help all students develop an appreciation for diversity, and effectively apply these skills and strategies to content area materials when working individually or with colleagues.

SPECIFIC OBJECTIVES:

1. Discover the changing demographics in Florida and in the U.S. in terms of immigrants and ESOL students
2. Learn about the Florida Consent Decree and its implementation in their schools
3. Describe other legislation pertaining to the education of ESOL students
4. Evaluate local and state data relevant to the education of ESOL students
5. Identify effective strategies that incorporate the 3 principles for designing effective lessons for ESOL students: increase comprehensibility, interaction, and higher order thinking skills
6. Design and analyze a lesson that incorporates the 3 principles
7. Explore the history of TESOL methodologies and current second language acquisition theories.
8. Understand the principles, similarities, and differences of first and second language acquisition.
9. Describe how the principles of second language acquisition can be used in mainstream classrooms to facilitate language development for ESOL students.
10. Develop activities appropriate to the initial stages of an ESOL student's language development.
11. Differentiate social and academic language and describe implications for schooling.
12. Describe program models for second language students and tell when each is appropriate.
13. Describe the role first language development plays in second language acquisition.
14. List ways that teachers, schools, and communities can support students' first language development in ESOL program models.
15. Understand U.S. culture as a first step toward increasing cultural awareness.
16. Consider different approaches to learning about cultures.
17. Understand the Stages of Cultural Adjustment
18. Differentiate between generalizations and stereotypes and the effects of positive and negative stereotypes on ESOL students.
19. Understand the process of cultural accommodation and the role of teachers and schools
20. Identify principles and guidelines which assist ESOL students in developing reading skills in English
21. Examine and apply reading strategies in the content areas
22. Identify ways content teachers can assist ESOL students with low-literacy skills and little formal schooling
23. Explore study skills and learning strategies that assist ESOL students with academic competence
24. Describe the process of evaluating, selecting, and adapting instructional materials for ESOL students.
25. Compare and contrast classroom and standardized assessment.
26. Identify and reduce language and cultural bias.
27. Evaluate and improve teacher-made tests.
28. Examine practical alternative assessments for content material.
29. Explore guidelines and issues for grading ESOL students
30. Demonstrate how multicultural information and viewpoints can be incorporated into the content areas
31. Understand Banks' four approaches to multicultural education.
32. Explore the multiple perspectives strategy in the content areas.
33. Select personal priorities to increase multiculturalism in one's own teaching.
34. Develop understanding of the various program models for serving ESOL students.

ACTIVITIES:

This on-line course requires participants to spend time online at the Florida Learns Academy's electronic Professional Development Connections (ePDC) Website interacting with the content presented in eight modules. While participating in the online modules, participants will have the opportunity to view various video segments pertaining to the content of the module. In addition, participants must read the reading selections embedded within each module, answer specific questions pertaining to each module, and complete individual assignments. Some assignments require participants to implement strategies learned in the course in their current classrooms. Feedback is provided online by the course's facilitator.

EVALUATION FOR IN-SERVICE CREDIT:

The participant will:

1. Demonstrate increased competency on at least 80% of the objectives as determined by a pre- and post- assessment or by other valid measures as determined by the instructor.
2. Satisfactorily complete assigned activities

FOR ESOL ENDORSEMENT CREDIT:

The participant will:

1. Demonstrate all competencies of the component
2. Satisfactorily complete assigned activities and assignments

COMPONENT EVALUATION:

Through the electronic Professional Development Connections, the district Professional Development Director will receive notification of course completion. The system requires an online component evaluation be completed by the participant before a course is marked completed (See page 87). This evaluation is a part of the ePDC and conforms to the Florida Professional Development System Evaluation Protocol requirements.

**COMPONENT TITLE: ESOL: Applied Linguistics Online Course K-12
Option A**

COMPONENT IDENTIFIER NUMBER: 2-412-521

MAXIMUM NUMBER OF POINTS: 60

GENERAL OBJECTIVE:

The purpose of this online course is to assist teachers who are seeking the ESOL Endorsement in developing attitudes, skills, and knowledge in the area of language acquisition. Upon completion of this component, participants will be able to integrate language learning strategies into classroom instruction for ESOL students.

SPECIFIC OBJECTIVES:

Upon successfully completing this course, participants will:

1. Recognize the existence of different views of language
2. Formulate ideas about language and language learning
3. Develop an understanding of discourse as one component of language
 - a. learn and apply different strategies used to facilitate discourse
 - b. recognize several communication strategies used by students learning a second language
 - c. identify rules of discourse in various conversations
4. Develop an understanding of phonology as one of the components of language
 - a. identify significant features of the phonological systems that cause problems in understanding, speaking, reading, and writing English among ESOL students
 - b. categorize basic concepts of phonology as they apply to language development, e.g. stress, intonation, and rhythm
 - c. identify where and how speech sounds are made
 - d. recognize various strategies used to facilitate proper use of language stress, rhythm, and intonation
5. Develop an understanding of morphology and syntax as components of language
 - a. identify morphemes and the difficulty they may cause ESOL students
 - b. identify word order features of English that represent interferences for ESOL students
 - c. recognize the challenges faced by ESOL students in acquiring the English inflectional system
 - d. determine predominant word-order for a variety of languages
 - e. analyze sentence transformation as a part of syntax
 - f. analyze the role of cognates in second language development
6. Develop an understanding of semantics as one of the components of language
 - a. examine the roles of syntax and morphology in determining word meaning
 - b. use semantic categories to assign meaning
 - c. identify semantic relationships
 - d. recognize the difficulty that metaphorical phrases give ESOL students
 - e. identify the elements of pragmatics and their impact on word meaning

7. Identify the principles, characteristics, and terminology of current first and second language acquisition theories.
8. Differentiate language proficiencies related to basic interpersonal communicative skills vs. cognitive academic language skills
9. Explore issues of non-standard varieties of English
 - a. differentiate among dialect, accent, slang, pidgins and Creoles
 - b. explore attitudes about non-standard varieties of English
 - c. consider the role of dialect diversity awareness in ESOL programs.

ACTIVITIES:

The ESOL: Applied Linguistics Online Course requires participants to spend time online at the FloridaLearns Academy’s electronic Professional Development Connections Website interacting with the content presented in various modules. While participating in the online modules, participants will have the opportunity to view various video segments pertaining to the content of the module. In addition, participants must read the reading selections embedded within each module, answer specific questions pertaining to each module, and complete individual assignments. Some assignments require participants to implement strategies learned in the course in their current classrooms. Feedback is provided online by the course’s facilitator.

EVALUATION FOR IN-SERVICE CREDIT:

The participant will:

1. Demonstrate increased competency on at least 80% of the objectives as determined by a pre- and post- assessment or by other valid measures as determined by the instructor.
2. Satisfactorily complete assigned activities

FOR ESOL ENDORSEMENT CREDIT:

The participant will:

1. Demonstrate all competencies of the component
2. Satisfactorily complete assigned activities and assignments

COMPONENT EVALUATION:

Through the electronic Professional Development Connections, the district Professional Development Director will receive notification of course completion. The system requires an online component (See page 87). This evaluation is a part of the ePDC and conforms to the Florida Professional Development System Evaluation Protocol requirements.

COMPONENT TITLE: ESOL: Cross Cultural Communication and Understanding Online Course K-12 Option A

COMPONENT IDENTIFIER NUMBER: 2-412-522

MAXIMUM NUMBER OF POINTS: 60

GENERAL OBJECTIVE:

The purpose of this course is to enable teachers who are pursuing the ESOL endorsement to know, understand, and use the major concepts related to the nature and role of culture to enhance the instruction of ESOL students . Upon successful completion of this course participants will be able to modify the classroom environment in a manner which builds an understanding and appreciation of cultural diversity of all students.

SPECIFIC OBJECTIVES:

1. Develop an understanding of what it means to be culturally sensitive.
2. Develop an understanding of cultural similarities and differences.
3. Recognize strategies that integrate cultural variations in the classroom
4. Recognize immigration patterns in Florida and in the United States.
5. Identify the language minority students who make up an increasing percentage of Florida’s school population.
6. Demonstrate an understanding of the nature of culture and its role in the classroom
7. Identify learning and teaching styles.
8. Identify how the culture of school may differ from the learning styles of students.
9. Identify how these differences may influence student academic success and failure.
10. Identify elements of a positive classroom environment that allow for a variety of learning styles.

11. Identify techniques teachers can use to accommodate cultural and linguistic differences in the classroom.
12. Understand implications of what happens when two or more cultures come in contact.
13. Identify one's own values as they relate to American cultural values.
14. Demonstrate an understanding of U.S. culture and its major hidden axioms and unstated assumptions.
15. Describe value orientations of U.S. culture and contrast these in non-judgmental terms.
16. Develop in-depth knowledge and understanding of selected aspects of specific cultures.
17. Demonstrate an understanding of the cultural and concomitant emotional adjustment of the ESOL student.
18. Analyze how culture operates in the classroom.
19. Demonstrate knowledge of effective instructional techniques to use in culturally heterogeneous classrooms.
20. Experience multiple ways of perceiving similar issues.
21. Examine areas of diversity in the ESOL student population, including language variation and variation in race, ethnicity, and social class.
22. Examine the role of school in empowering language minority students for success.
23. Differentiate among assimilation, acculturation, and pluralism.
24. Evaluate the role of the teacher in the process of acculturation.
25. Explore strategies that promote positive home-school connections that are respectful of the student's home culture.

ACTIVITIES:

The Cross Cultural Communication & Understanding on-line course requires participants to spend time online at the FloridaLearns Academy's electronic Professional Development Connections Website interacting with the content presented in various modules. While participating in the online modules, participants will have the opportunity to view various video segments pertaining to the content of the module. In addition, participants must read the reading selections embedded within each module, answer specific questions pertaining to each module, and complete individual assignments. Some assignments require participants to implement strategies learned in the course in their current classrooms. Feedback is provided online by the course's facilitator.

EVALUATION FOR IN-SERVICE CREDIT:

The participant will:

1. Demonstrate increased competency on at least 80% of the objectives as determined by a pre- and post- assessment or by other valid measures as determined by the instructor.
2. Satisfactorily complete assigned activities

FOR ESOL ENDORSEMENT CREDIT:

The participant will:

1. Demonstrate all competencies of the component
2. Satisfactorily complete assigned activities and assignments

COMPONENT EVALUATION:

Through the electronic Professional Development Connections, the district Professional Development Director will receive notification of course completion. The system requires an online component evaluation be completed by the participant before a course is marked completed (See page 87). This evaluation is a part of the ePDC and conforms to the Florida Professional Development System Evaluation Protocol requirements.

COMPONENT TITLE: ESOL: Testing and Evaluation of ESOL Students Online Course K-12

Option A

COMPONENT IDENTIFIER NUMBER: 2-412-523

MAXIMUM NUMBER OF POINTS: 60

GENERAL OBJECTIVES:

The purposes of this course are:

1. To understand various issues of assessment relevant to ESOL students
2. To know and use a variety of language proficiency assessments to inform instruction and understand their uses for identification, placement, and demonstration of language growth of ESOL students
3. To know and use a variety of performance-based assessments tools and techniques to inform instruction

Upon successful completion of this component, participants will gain an in depth understanding of various issues of assessing ESOL students and their effect on ESOL student learning.

SPECIFIC OBJECTIVES:

1. Differentiate among different types of assessment and their purposes for assessing ESOL students
2. Develop an understanding of current trends and issues related to the testing of linguistic and culturally diverse students.
3. Explore issues of validity (including cultural and linguistic bias) in different types of assessments of ESOL students
4. Identify allowable exemptions and accommodations for ESOL students taking standardized tests.
5. Explore issues of assessing ESOL students for placement in Exceptional Student Education.
6. Identify suitable ESOL assessment instruments that comply with legal obligations of districts serving ESOL students.
7. Explore tests of English proficiency to place students appropriately at the different levels of ESOL instruction
8. Identify appropriate adaptations for classroom tests.
9. Explore tests of English proficiency used to classify, reclassify, and exit students from ESOL programs.
10. Interpret assessment data of ESOL students as it relates to placement, progress, and exit from ESOL programs.
11. Identify necessary records and documents maintained for ELLs.
12. Design and implement a variety of alternative assessment strategies appropriate for use with ESOL students.
13. Review and develop alternative strategies and techniques for assessing the development of literacy skills of ESOL students.
14. Explore issues for grading ESOL students.
15. Develop guidelines for grading ESOL students.
16. Identify current policies and practices pertaining to the retention and promotion of ESOL students
17. Identify multiple sources of information and criteria utilized in making retention and promotion decisions.
18. Make informed decisions for retaining or promoting ESOL students based on multiple sources of information.

ACTIVITIES:

The Testing and Evaluation of ESOL Students on-line course requires participants to spend time online at the FloridaLearns Academy's electronic Professional Development Connections Website interacting with the content presented in various modules. While participating in the online modules, participants will have the opportunity to view various video segments pertaining to the content of the module. In addition, participants must read the reading selections embedded within each module, answer specific questions pertaining to each module, and complete individual assignments. Some assignments require participants to implement strategies learned in the course in their current classrooms. Feedback is provided online by the course's facilitator.

EVALUATION FOR IN-SERVICE CREDIT:

The participant will:

1. Demonstrate increased competency on at least 80% of the objectives as determined by a pre-and post- assessment or by other valid measures as determined by the instructor.
2. Satisfactorily complete assigned activities

FOR ESOL ENDORSEMENT CREDIT:

The participant will:

1. Demonstrate all competencies of the component
2. Satisfactorily complete assigned activities and assignments

COMPONENT EVALUATION:

Through the electronic Professional Development Connections, the district Professional Development Director will receive notification of course completion. The system requires an online component evaluation be completed by the participant before a course is marked completed (See page 87). This evaluation is a part of the ePDC and conforms to the Florida Professional Development System Evaluation Protocol requirements.

COMPONENT TITLE: ESOL: Curriculum and Instructional Materials Development ESOL Online Course K-12 Option A

COMPONENT IDENTIFIER NUMBER: 2-412-524

MAXIMUM NUMBER OF POINTS: 60

GENERAL OBJECTIVES:

The purposes of this course are:

1. to enable participants to identify and apply major methodologies and approaches of ESOL instruction
2. to improve and enhance the participants' knowledge of ESOL curriculum
3. to improve and enhance the participants' knowledge of materials, resources, and technologies for use with ESOL students

Upon successful completion of this component, participants will know, understand, and use best practices and strategies related to planning, implementing, and managing ESOL instruction, including classroom organization, teaching strategies for developing and integrating language skills and choosing and adapting classroom resources.

SPECIFIC OBJECTIVES:

1. Examine the history of methods of teaching languages, from the turn of the century to the present.
2. Demonstrate an understanding of guidelines that promote second language acquisition in the classroom: learner-centered instruction, learner's background knowledge, meaning and form, learner interaction, the four language skills, language and content, learner's language and culture, learning environment, learning styles, and effective teacher feedback.
3. Examine current methods and strategies that promote second language acquisition:
 - Total Physical Response
 - The Natural Approach
 - CALLA, etc.
4. Recognize and use cooperative learning strategies for promoting second language acquisition.
5. Recognize and use reading and writing strategies that promote second language acquisition.
6. Recognize and use whole language strategies for promoting second language acquisition.
7. Recognize and use technology-related strategies that promote second language acquisition.
8. Recognize and use home/community involvement strategies that promote second language acquisition and improve academic achievement.
9. Design and implement effective lesson plans to meet the needs of ESOL students at different levels of English proficiency.
10. Demonstrate an understanding of the major program delivery models for teaching ESOL students.
11. Determine strategies and techniques for adapting and using text materials and lessons with ESOL students.
12. Examine information about strategies and techniques for integrating language and content instruction for ESOL students.
13. Explore and describe the process for selecting, adapting, and using texts with ESOL students.
14. Implement strategies for assisting ESOL students in comprehending authentic texts.
15. Plan effective lessons and choose appropriate materials to meet the needs of students with limited formal schooling.
16. Demonstrate the ability to evaluate and select appropriate instructional materials for ESOL students in elementary, middle, and high schools.
17. Examine current resources available to assist teachers of ESOL students.
18. Compare and contrast the ESL Standards for Pre-K to 12th Grade Students with the Next Generation Sunshine State Standards for Language Arts.
19. Identify aspects of the school curriculum not appropriate for use with ESOL students.

ACTIVITIES:

The Curriculum Development and Methods of Teaching ESOL On-line course requires participants to spend time online at the FloridaLearns Academy's electronic Professional Development Connections Website interacting with the content presented in various modules. While participating in the online modules, participants will have the opportunity to view various video segments pertaining to the content of the module. In addition, participants must read the reading selections embedded within each module, answer specific questions pertaining to each module, and complete individual assignments. Some assignments require participants to implement strategies learned in the course in their current classrooms. Feedback is provided online by the course's facilitator.

EVALUATION FOR IN-SERVICE CREDIT:

The participant will:

1. Demonstrate increased competency on at least 80% of the objectives as determined by a pre-and post- assessment or by other valid measures as determined by the instructor.
2. Satisfactorily complete assigned activities

FOR ESOL ENDORSEMENT CREDIT:

The participant will:

1. Demonstrate all competencies of the component
2. Satisfactorily complete assigned activities and assignments

COMPONENT EVALUATION:

Through the electronic Professional Development Connections, the district Professional Development Director will receive notification of course completion. The system requires an online component evaluation be completed by the participant before a course is marked completed (See page 87). This evaluation is a part of the ePDC and conforms to the Florida Professional Development System Evaluation Protocol requirements.

OPTION B

ESOL ENDORSEMENT FOR READING ENDORSED or READING K-12 CERTIFIED TEACHERS

E-R-T PACKAGE (REVERSE CROSSWALK)

COMPONENT TITLE: E-R-T Practicum

Identifier Number: 2-412-527

Maximum Points: 60

NOTE: E-R-T Practicum Coursework/Demonstration of Mastery must be completed after satisfying Reading Endorsement/Certification, Applied Linguistics, and Methods of Teaching ESOL training requirements.

General Objectives:

The purpose of this component is to enable participants who have successfully completed specific course work in reading and ESOL to obtain the ESOL endorsement through a practicum which includes demonstration of mastery. Participants who have completed the Reading endorsement (120 crosswalk hours), Applied Linguistics (60), and Methods of Teaching ESOL (60) are eligible to pursue the ESOL endorsement through the E-R-T option. The required practicum must include teacher competencies not covered in prior course work in the areas of Cross-cultural Communication and Understanding, ESOL Curriculum and Materials Development, and Testing and Evaluation of ESOL.

Specific Objectives:

Participants in professional development conducted under this component will be expected to fulfill new learning of ESOL professional content instruction requirements as well as being able to demonstrate mastery of the specific objectives in each area. The following competencies are not included in the reading endorsement, Applied Linguistics and/or Methods of Teaching ESOL courses and must be addressed in new learning activities:

A. Cross-cultural Communication and Understanding

1. Recognize the major differences and similarities among the different cultural groups in the United States. (Competency 2)
2. Identify and examine cultural stereotypes relating to ELL and non-ELL students. (Competency 3)
3. Use knowledge of the cultural characteristics of Florida's ELL population to enhance instruction. (Competency 4)
4. Create a positive classroom environment to accommodate the various learning styles and cultural backgrounds of students. (Competency 18)
5. Identify major attitudes of local target groups toward school, teachers, discipline, and education in general that may lead to misinterpretation by school personnel and reduce cross-cultural barriers between students, parents, and the school setting. (Competency 23)

B. ESOL Curriculum and Materials Development

1. Select and develop appropriate ESOL content according to student levels of proficiency in listening, speaking, reading, and writing, taking into account (1) basic interpersonal communicative skills (BICS) and (2) cognitive academic language proficiency skills (CALPS) as they apply to the ESOL curriculum. (Competency 8)
2. Evaluate, adapt, and employ appropriate instructional materials, media and technology for ESOL at the elementary, middle, and high school levels. (Competency 17)
3. Design and implement effective unit plans and daily lesson plans that meet the needs of the ESOL students within the context of the regular classroom. (Competency 16)
4. Develop and implement strategies for using school, neighborhood, and home resources in the ESOL curriculum. (Competency 22)
5. Develop, implement, and evaluate instructional programs in ESOL, based on current trends in research and practice. (Competency 24)

C. Testing and Evaluation of ESOL

1. Plan and evaluate instructional outcomes, recognizing the effects of race, gender, ethnicity, socialization and communication needs, based on knowledge of language as a social phenomenon. (Competency 14)
2. Administer tests and interpret test results, applying measurement concepts. (Competency 20)
3. Use formal and alternative methods of assessment/evaluation of ELLs, including measurement of language, literacy, and academic content metacognition. (Competency 21)
4. Conduct ESOL programs within the parameters, goals, and stipulations of State Statutes and Florida Consent Decree. (Competency 1)
5. Recognize indicators of learning disabilities, especially hearing and language impairment, and limited English proficiency. (Competency 25)

Activities:

The on-line practicum requires participants to spend time online at the FloridaLearns Academy's electronic Professional Development Connections Website interacting with the content not covered in prior course work in the areas of Cross-cultural Communication and Understanding, ESOL Curriculum and Materials Development, and Testing and Evaluation of ESOL. Each area is presented in a separate module. While participating in the online modules, participants will have the opportunity to view various video segments pertaining to the content of the module. In addition, participants must read selections embedded within each module, answer specific questions pertaining to each module, and complete individual assignments. Some assignments require participants to implement and analyze strategies learned in the course in their current classrooms. Feedback is provided online by the course's facilitator.

Evaluation Criteria:

For ESOL endorsement credit, the participant must: 1) demonstrate all competencies of the 25 ESOL competencies and 2) complete assigned activities. Successful participant completion will be determined by the instructor as demonstrated by pre/post tests, and/or successful completion of projects/product or other method of measurement acceptable to the in-service leader through observation, study groups, electronic supports, or other effective delivery models. Activities conducted under this component will be evaluated by participants and in-service leaders to determine (1) the degree to which objectives have been addressed and (2) the impact of acquired skills of students when implemented in the educational setting.

Demonstration of Mastery:

Participants are expected to provide demonstration of mastery of the 25 ESOL competencies through direct instruction of ELLs in the classroom, under the supervision of someone with expertise specifically in ESOL. In addition, participants should submit a district-developed portfolio analyzing student work, develop a student case study that addresses the unique needs of an ELL and/or participate in other activities that ensure that they are adequately prepared to meet the expectations of the this culminating competency. The demonstration of mastery activities along with the ESOL professional content instruction (whether “in-presence” or online, or a combination of both) will be credited towards the E-R-T practicum in-service requirement for a total of 60 hours of in-service credit. The district practicum must indicate the breakdown of face-to-face/on-line new learning instruction time, as well as demonstration of mastery hours and components.

Follow-up:

Participants will show evidence that the concepts and strategies presented in this practicum will be incorporated in the classroom through (1) written and/or oral feedback by the instructor/facilitator on assignments; (2) consultation with instructor/facilitator, ESOL specialist, or teacher; and (3) on-site observation, coaching, and/or mentoring by instructor/facilitator, ESOL specialist, or teacher.

OPTION E

Component Title: Empowering ESOL Teachers an Overview, Volume I
Option E

COMPONENT IDENTIFIER NUMBER: 1-001-541 Banked 1-001-542

Number of Points: 33

GENERAL OBJECTIVE:

The purpose of this workshop is to assist teachers in developing attitudes, skills, and knowledge which will enable them to identify students who are English Language Learners and to provide and justify effective instruction for ELLs. Participants will be able to modify curriculum and offer instruction and evaluation compatible with student language diversity.

SPECIFIC OBJECTIVES:

Upon completion of this component participants will be able to:

1. Recognize the need to provide services for ELLs and for relevant training.
2. Demonstrate an awareness of the extent to which culture permeates every aspect of our being—thinking, feeling, valuing and interacting with others.
3. Distinguish between visible, surface characteristics of culture and the many subtle, invisible manifestations of culture known as deep culture.
4. Examine in depth, and become familiar with, characteristics of one’s own culture and how this influences our interactions with and expectations for students.
5. Recognize the stages of cultural adaptation for newcomers to any culture and demonstrate awareness of the behavioral characteristics that may be associated with each stage of adjustment and which often appear as classroom problems.
6. Become aware of the wide diversity within any given cultural group and how to use cultural information without depending upon stereotypes and preconceived ideas concerning cultural characteristics.
7. Understand and accept the influence that home, school and community relationships have on academic achievement and school adjustment of students.
8. Utilize student and parent background characteristics to promote effective parental involvement.
9. Develop strategies and activities that promote parent, school and community relationships with the classroom.
10. Develop appropriate and positive expectations for students’ progress in language learning in accord with the processes of first and second language acquisition, cognitive development and age of the learner.
11. Plan instructional activities that are appropriate to the stage of language acquisition of the student.
12. Adapt classroom activities and procedures so they maximize second language acquisition and learning, taking into account similarities and differences between first and second language acquisition.
13. Assess students’ oral language output in the classroom using a structured observation instrument correctly.
14. Develop instructional activities that are appropriate to students’ oral language competence.

ACTIVITIES

Participants will attend a workshop of Empowering ESOL Teachers: An Overview, Volume I, participating in the following types of integrative activities:

1. Cross-cultural simulations
2. Self-analysis of culture
3. Cooperative learning activities as “Think-Write/Pair-Share” and “Jigsaw”

EVALUATION FOR IN-SERVICE CREDIT:

Each individual will:

1. Demonstrate increased competency on 80% of the specific objectives of the component as determined by a post-test or other valid measures, as determined by the instructor
2. Collect products from course assignments to constitute a complete case-study in the form of a course portfolio evaluated by the course instructor or designee
3. Submit a completed portfolio

FOR ESOL ENDORSEMENT CREDIT:

Each individual will:

1. Demonstrate all competencies of this component
2. Collection of products from course assignments to constitute a complete case-study in the form of a course portfolio evaluated by the course instructor or designee
3. Submit a completed portfolio

COMPONENT EVALUATION:

The component leader will send to the staff development office, a packet including:

1. A list of participants, the results of their evaluation, and certification that those receiving points for the component increased their competence in 80% of the objectives attempted
2. A completed participant evaluation form for each participant
3. An evaluation of the component completed by the instructor

**Component Title: Empowering ESOL Teachers an Overview, Volume II
Option E**

Component IDENTIFIER NUMBER: 1-001-543 Banked 1-001-544

NUMBER OF POINTS: 27

GENERAL OBJECTIVE:

The purpose of this workshop is to assist teachers in developing attitudes, skills, and knowledge which will enable them to identify students who are English Language Learners (ELLs) and to provide and justify effective instruction for ELLs. Participants will be able to modify curriculum and offer instruction and evaluation compatible with student language diversity.

Specific Objectives

Upon completion of this component participants will be able to:

1. Understand the process of literacy development and be able to identify various stages of literacy
2. Describe the similarities in the processes of language acquisition and literacy development
3. Identify and understand the many uses of language and literacy and the importance of early exposure to the complete range of language uses
4. Recognize opportunities for promoting literacy across a broad range of uses, utilize those opportunities, and design and implement appropriate literacy activities
5. Utilize instructional approaches and techniques that integrate language and curricular content learning
6. Analyze and utilize strategies that combine language and thinking skills and that are related to the content of the curriculum
7. Develop a lesson plan within a thematic unit using strategies designed to teach language and content simultaneously
8. Develop strategies that infuse multicultural information throughout the curriculum
9. Understand the role and function of assessment in the education of ELLs
10. Identify types of tests and select those appropriate for language minority students and for the particular goals of testing
11. Analyze various assessment techniques and instruments designed to measure students' academic progress and adapt these so they are appropriate for ESOL students
12. Develop content-area assessment instruments which effectively monitor ESOL students' mastery of academic material
13. Use a variety of alternative assessment techniques appropriate for monitoring ESOL students' progress
14. Identify the kinds of information necessary for adequate analysis of any learning problems encountered by ESOL students and suggest appropriate instructional changes
15. Conceptually integrate all sections of the course and note how they fit together or complement each other
16. Decide which techniques are appropriate with which students in order to work toward course goals
17. Justify those decisions based on information from various domains.
18. Carry out those decisions with participants' students

ACTIVITIES:

Participants will attend a workshop on Empowering ESOL Teachers: An Overview, Volume II, participating in the following types of integrative activities:

1. Cooperative learning activities such as number heads review
2. Designing instructional activities
3. Developing alternate assessment methods

EVALUATION FOR IN-SERVICE CREDIT:

Each individual will demonstrate increased competency on 80% of the specific objectives of the component as determined by a post-test or other valid measures, as determined by the instructor.

1. Collect products from course assignments to constitute a complete case-study in the form of a course portfolio evaluated by the course instructor or designee
2. Submit a completed portfolio

FOR ESOL ENDORSEMENT CREDIT:

Each individual will:

1. Demonstrate all competencies of this component
2. Collection of products from course assignments to constitute a complete case-study in the form of a course portfolio evaluated by the course instructor or designee
3. Submit a completed portfolio

COMPONENT EVALUATION:

The component leader will send to the staff development office, a packet including:

1. A list of participants, the results of their evaluation, and certification that those receiving points for the component increased their competence in 80% of the objectives attempted
2. A completed participant evaluation form for each participant
3. An evaluation of the component completed by the instructor

**DISTRICT MASTER INSERVICE PLAN
ADD-ON TRAINING COMPONENT
ESOL ENDORSEMENT**

Component Title: TEACH Session 1: Language Learning, Part I
Identifier Number: 1-001-545 Banked: 1-001-546
Number of Points: 30 – DOE Approval through 06/30/03
Target Group: Teachers Assigned Out-of-Field in ESOL

General Objectives

The purpose of this seminar is to enable teachers who are pursuing ESOL endorsement to acquire and use knowledge about language learning in determining instructional methods and strategies to be used in the classroom. Participants will be able to integrate language learning strategies into classroom instruction for LEP students.

Specific Objectives

Upon completion of this component participants will:

1. Recognize the existence of different views of language.
2. Formulate ideas about language and language learning.
3. Develop an understanding of discourse as one of the components of language:
 - a. Learn and apply different strategies used to facilitate discourse.
 - b. Recognize several communication strategies used by students learning a second language.
4. Develop an understanding of phonology as one of the components of language.
5. Learn and apply effective teaching strategies used to facilitate proper use of language stress, rhythm, and intonation.
6. Develop an understanding of morphology and syntax as components of language.
7. Understand the effects of the first language and the target language on language learning.
8. Develop an understanding of semantics as one of the components of language.
9. Learn and apply effective teaching strategies used to facilitate vocabulary development.
10. Identify approaches and techniques to be used in classroom instruction.

Description of Activity

Participant will attend a workshop on Florida Department of Education (DOE) TEACH Session I: Language Learning Part I. The workshop will be taught by a DOE trained or approved consultant.

Evaluation Procedures

1. The course instructor will document increased competence in at least 80% of the specific objectives.
2. The collection of products from course assignments will constitute a course portfolio.
3. The portfolio and active class participation will be evaluated by the course instructor or designee.
4. Each participant is required to submit a completed portfolio to receive credit.

Component Evaluation Procedure

The component Leader will send to the staff development office a packet including:

1. List of participants, the results of each participant's evaluation and certification that those receiving points for component demonstrated increased competencies in 80% of the specific objectives.
2. A completed participant evaluation form for each participant.
3. An evaluation for the component completed by the instructor.

**Component Title: TEACH Session 3: Language Learning, Part II
Option E**

Component IDENTIFIER NUMBER: 1-001-547 Banked 1-001-548

NUMBER OF POINTS: 30

GENERAL OBJECTIVE:

The purpose of this workshop is to assist teachers who are obtaining the ESOL endorsement in developing attitudes, skills and knowledge in the area of second language acquisition. Participants will plan instruction, using language-learning strategies to promote academic success of ELLs.

SPECIFIC OBJECTIVES:

Upon completion of this component participants will:

1. Recognize the processes of first and second language acquisition
2. Identify factors necessary to promote language acquisition in school settings
3. Identify factors necessary to promote language acquisition in home environment
4. Recognize inter language as a continuous process in language acquisition, formulating classroom implications stemming from an understanding of inter language
5. Identify and describe learner variables affecting second language acquisition
6. Identify and describe ESOL instructional methods and approaches which facilitate second language acquisition
7. Relate methods/approaches to current beliefs about language acquisition and to current methods of second language teaching
8. Identify related trends/methods in education which apply to second language learning
9. Identify how various language learning techniques aid second language learners
10. Demonstrate an understanding of different methods of error correction and appropriate uses of each
11. Demonstrate an understanding of the principles of oral and written discourse in relation to second language learnings
12. Recognize the major program models for ESOL instruction
13. Develop an understanding of Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency Skills (CALPS) as they apply to content instruction
14. Demonstrate knowledge of the linguistic demands of the disciplines of math, science, social studies, and language arts
15. Demonstrate the ability to adapt text materials to make the content more accessible to second language learners
16. Demonstrate the ability to provide language learners with learning strategies that can be used in a variety of content areas
17. Identify the thinking skills and related language objectives for selected content lessons
18. Demonstrate the ability to monitor and modify their own teacher talk depending on the proficiency level of students, while conveying key content concepts
19. Distinguish between testing language and testing content
20. Demonstrate the ability to evaluate and select ESOL texts appropriate for use with ELLs
21. Recognize relevant resources for further professional development as an ESOL teacher

ACTIVITIES

Participants will attend a workshop, Teach Session 3: Language Learning, Part II, participating in the following types of integrative activities:

1. Cooperative learning activities such as "Jigsaw"
2. Participate as a language learner in actual language learning activities
3. Demonstrate teacher strategies and techniques

EVALUATION FOR IN-SERVICE CREDIT:

1. Demonstrate increased competency on 80% of the specific objectives of the component as determined by a post-test or other valid measures, as determined by the instructor
2. The collection of products from course assignments will constitute a complete case-study in the form of a course portfolio
3. The portfolio will be evaluated by the course instructor or designee
4. Each participant is required to submit a completed portfolio in order to receive in-service credit for Teach Session 3: Language learning, Part II

EVALUATION FOR ESOL ENDORSEMENT CREDIT:

1. The participant must demonstrate all competencies of this component
2. The collection of products from course assignments will constitute a complete case-study in the form of a course portfolio
3. The portfolio will be evaluated by the course instructor or designee
4. Each participant is required to submit a completed portfolio

COMPONENT EVALUATION:

The component leader will send to the staff development office a packet including:

1. List of participants, the results of each participant's evaluation and certification that those receiving points for the component demonstrated increased competencies in 80% of the specific objectives
2. A completed participant evaluation form
3. An evaluation of the component completed by the instructor

Component Title: TEACH Broadcast Video I and Study Guide: Language Learning in the Interactive Classroom

Option E

Component IDENTIFIER NUMBER: 1-001-549 Banked 1-001-550

NUMBER OF POINTS: 19

GENERAL OBJECTIVE:

The purpose of this video and study guide is to assist persons who are pursuing ESOL endorsement in developing knowledge and skills to create a classroom environment and utilize appropriate instructional techniques to facilitate second language acquisition. The participant should be prepared to create a learning environment, which facilitates language learning.

SPECIFIC OBJECTIVES:

Upon completion of this component participants will:

1. Identify communication-based teaching strategies appropriate to the four levels of language proficiency: preproduction, early production, speech emergence and intermediate fluency
2. Discuss student language levels and develop instructional strategies for those levels
3. Discuss how first and second language acquisition are related
4. Identify the functional uses of language
5. Develop topic-centered, communication-based activities for a selected grade level using knowledge of levels of language development
6. Grade key aspects of communication-based instruction
7. Identify teacher-student interaction patterns that facilitate language learning
8. Demonstrate how "motherese" strategies can be used by the classroom teacher with beginning language learners'
9. Compare and contrast referential and display questions
10. Develop topic-related referential questions that build on higher-level thinking skills
11. Identify patterns of collaborative grouping
12. Evaluate purposes of collaborative grouping
13. Demonstrate ability to create collaborative groups
14. Identify strategies that develop language and content
15. Analyze benefit of using content instruction with language learning
16. Create a lesson that integrates content and language learning

ACTIVITIES:

Participants under the direction of a trained facilitator will view a DOE produced training program, participate in a facilitated training event, and complete assignments and activities specified in an accompanying study guide.

EVALUATION FOR IN-SERVICE CREDIT:

1. The trained facilitator will evaluate products from course assignments to determine increased competence in at least 80% of the specific objectives
2. The collection of products from course assignments will constitute a course portfolio
3. The portfolio and active class participation will be evaluated by the course instructor or designee
4. Each participant is required to submit a completed portfolio to receive credit

EVALUATION FOR ESOL ENDORSEMENT CREDIT:

1. The participant must demonstrate all competencies of this component
2. The collection of products from course assignments will constitute a complete case study in the form of a course portfolio
3. The portfolio will be evaluated by the course instructor designee
4. Each participant is required to submit a completed portfolio in order to receive credit

COMPONENT EVALUATION PROCEDURES:

The component leader will send to the staff development office a packet including:

1. List of participants, the results of each participant's evaluation and certification that those receiving points for the component demonstrated increased competencies in 80% of the specific objectives
2. A completed participant evaluation form
3. An evaluation of the component completed by the instructor

Component Title: TEACH Session 2: Cross-Cultural Communication and Understanding

Option E

Component IDENTIFIER NUMBER: 1-001-551 Banked: 1-001-552

NUMBER OF POINTS: 30

GENERAL OBJECTIVE:

The purpose of this seminar is to enable teachers who are pursuing ESOL endorsement to acquire and use knowledge of the cultural characteristics of students to enhance instruction. The participant will be able to modify instruction and the classroom environment in a manner which builds an understanding and appreciation of cultural diversity of students.

SPECIFIC OBJECTIVES:

Upon completion of this component participants will:

1. Recognize the value of cross-cultural communication skills
2. Develop an understanding of what it means to be culturally sensitive
3. Develop an understanding of cultural similarities and differences
4. Recognize strategies that integrate cultural variations in the classroom
5. Create a positive classroom environment that fosters each student's confidence and academic achievement.
6. Recognize immigration patterns in Florida and the United States
7. Identify the language minority students who make up an increasing percentage of Florida's school population
8. Describe the diversity among people from cultural groups
9. Explain how changes in student population create new challenges for teachers
10. Understand culture and its role in the classroom
11. Understand how our personal cultural, and educational experiences influence our perceptions of Limited English Proficient students
12. To recognize how our perceptions influence our behaviors and may lead to biases towards ELLs
13. Appreciate differences between teacher expectations and students' perceptions of appropriate behavior
14. Identify learning and teaching styles
15. Identify culture of school (may differ from the learning styles of students)
16. Identify the effect these differences may have on student academic success and failure
17. Identify elements of a positive classroom environment that allow for a variety of learning styles
18. Identify techniques teachers can use to accommodate cultural and individual differences in the classroom
19. Reconcile diverse cultural approaches to learning with the need of ELLs to perform well on tests
20. Identify strategies ELLs can use when taking tests
21. Understand implications of what happens when two or more cultures come in contact with others

ACTIVITIES:

Participant will attend a workshop, Teach Session 2: Cross-Cultural Communication and Understanding. The workshop will be taught by DOE trained or approved consultant.

EVALUATION FOR IN-SERVICE CREDIT:

The course instructor will document increased competence in at least 80% of the specific objectives.

1. The collection of products from course assignments will constitute a course portfolio
2. The portfolio and active class participation will be evaluated by the course instructor or designee
3. Each participant is required to submit a completed portfolio to receive credit

EVALUATION FOR ESOL ENDORSEMENT CREDIT:

The participant must demonstrate all competencies of this component

1. The collection of products from course assignments will constitute a complete case study in the form of a course portfolio
2. The portfolio will be evaluated by the course instructor designee
3. Each participant is required to submit a completed portfolio in order to receive credit

COMPONENT EVALUATION PROCEDURES:

The component Leader will send to the staff development office a packet including:

1. List of participants, the results of each participant's evaluation and certification that those receiving points for component demonstrated increased competencies in 80% of the specific objectives.
2. A completed participant evaluation form for each participant.
3. An evaluation for the component completed by the instructor.

**Component Title: TEACH Session 4: Cross-Cultural Communication & Understanding,
Part II**

Option E

Component IDENTIFIER NUMBER: 1-001-553 Banked: 1-001-554

NUMBER OF POINTS: 28

GENERAL OBJECTIVE:

The purpose of this workshop is to enable teachers who are pursuing ESOL endorsement to acquire and use knowledge of the cultural characteristics of students to enhance instruction. The participant will further develop their abilities in modifying instruction and the classroom environment in a manner which builds an understanding and appreciation of cultural diversity of students.

SPECIFIC OBJECTIVES:

Upon completion of this component participants will:

1. Identify their own values as they relate to American cultural values.
2. Identify the group's cultural tendencies and variations.
3. Identify American cultural characteristics as reflected in the popular media.
4. Recognize principle factors affecting cultural changes.
5. Develop in-depth knowledge and understanding of selected aspects of a specific culture and its similarities and differences with other cultures frequently grouped together.
6. Develop an understanding of cultural values and behaviors that reflect deep cultural values.
7. Identify teacher's expectations of students, parents, and school personnel.
8. Demonstrate an understanding of cross-cultural communication and miscommunication.
9. Develop solutions to cross-cultural classroom problems.
10. Develop an understanding of non-standard American English and strategies for promoting understanding of dialect differences.
11. Examine culturally taboo situations and language, developing strategies for dealing with them in the school setting.
12. Develop knowledge of and understanding of feelings associated with prejudice.
13. Acquire strategies for proactively assisting in reducing prejudice in the classroom.

ACTIVITIES;

Participants will attend a workshop, TEACH Session 4: Cross-Cultural Understanding and Communication, Part II, participating in the following types of integrative activities:

1. Cooperative learning activities such as “Jigsaw.”
2. Role-playing.
3. Demonstration of teaching strategies and techniques.

EVALUTATION FOR IN-SERVICE CREDIT:

1. The participant will demonstrate increased competency on 80% of the specific objectives of the component as determined by a posttest or other valid measures as determined by the instructor.
2. The collection of products from course assignments will constitute a complete case study in the form of a course portfolio.
3. The course instructor or designee will evaluate the portfolio.
4. Each participant is required to submit a completed portfolio in order to receive in-service credit for Teach Session 4: Cross-Cultural Understanding and Communication, Part II.

EVALUTATION FOR ESOL ENDORSEMENT CREDIT:

1. The participant must demonstrate all competencies of this component.
2. The collection of products from course assignments will constitute a complete case study in the form of a course portfolio.
3. The course instructor or designee will evaluate the portfolio.
4. Each participant is required to submit a completed portfolio in order to receive credit.

COMPONENT EVALUATION PROCEDURES:

The component leader will send to the staff development office a packet including:

1. List of participants, the results of each participant’s evaluation and certification that those receiving points for the component demonstrated increased competencies in 80% of the specific objectives.
2. A completed participant evaluation form.
3. An evaluation of the component completed by the instructor.

Component Title: TEACH Content Video I: Cross-Cultural Communication and Understanding

Option E

Component IDENTIFIER NUMBER: 1-001-555 Banked: 1-001-556

NUMBER OF POINTS: 19

GENERAL OBJECTIVE:

The purpose of this video and study guide is to assist persons who are pursuing ESOL endorsement in using knowledge of ELLs’ cultural and family backgrounds to enhance student success. The participant should be prepared to apply ESOL strategies to communicate effectively with students and parents of diverse cultures.

SPECIFIC OBJECTIVES:

Upon completion participants will:

1. Recognize Florida’s culturally diverse student population. (Video Segment 1)
2. Demonstrate the ability to gather information on the culture of ELLs. (Video Segment 1)
3. Recognize differences between teacher goals and expectations and ELLs goals and expectations. (Video Segment 2)
4. Identify strategies to address parent and student concerns. (Video Segment 2)
5. Demonstrate understanding of positive and culturally sensitive actions in the enrollment process for ELLs. (Video Segment 3)
6. Identify strategies and techniques to develop a positive classroom environment for LEP students. (Video Segment 4)
7. Identify ways to integrate students’ cultures and background experiences into the curriculum. (Video Segment 4)
8. Identify strategies to help ELLs feel more confident as they integrate into American schools. (Video Segment 4)
9. Identify common pressures and difficulties experienced by ELLs. (Video Segment 5)
10. Identify major attitudes of local target groups toward school, teachers, discipline and education in general that may lead to misinterpretation by school personnel. (Video Seg.5)
11. Recognize the potentials of ELLs in offering advice to assist newcomers. (Video Seg.5)

12. Identify strategies to reduce cross-cultural barriers among students, parents and the school setting. (Video Segment 5)
13. Identify different forms of parental involvement and their benefits. (Video Segment 6)
14. Identify cultural differences in the way parents view their roles in their children's education and how they interact with the school. (Video Segment 6)
15. Recognize successful efforts to increase parent involvement in Florida schools. (Video Segment 6)
16. Define strategies you might use to implement parental involvement in your school and/or classroom. (Video Segment 6)
17. Develop a plan for parental involvement in you school and classroom. (Video Segment 6)
18. Identify factors that contribute to student success. (Video Segment 7)
19. Identify factors that contribute to successful acculturation. (Video Segment 7)
20. Identify characteristics of student support structures. (Video Segment 7)

ACTIVITIES:

Participants under the direction of a trained facilitator will view a DOE produced training program, participate in a facilitated training event, and complete assignments and activities specified in an accompanying study guide.

EVALUATION FOR IN-SERVICE CREDIT:

1. The trained facilitator will evaluate products from course assignments to determine increased competence in at least 80% of the specific objectives.
2. Collection of products from course assignments will constitute a course portfolio.
3. The course instructor or designee will evaluate the portfolio and active class participation.
4. Each participant is required to submit a completed portfolio to received credit.

EVALUATION FOR ENDORSEMENT CREDIT:

1. The participant must demonstrate all competencies of this component.
2. The collection of products from course assignments will constitute a complete case study in the form of a course portfolio.
3. The course instructor or designee will evaluate the portfolio.
4. Each participant is required to submit a completed portfolio in order to receive credit.

COMPONENT EVALUATION PROCEDURES:

The component leader will send to their staff development office a packet including:

1. List of participants, the results of each participant's evaluation and certification that those receiving points for the component demonstrated increased competencies in 80% of the specific objectives.
2. A completed participant evaluation form.
3. An evaluation of the component completed by the instructor.

COMPONENT TITLE: TEACH Broadcast Video II and Study Guide: Curriculum and Materials Option E

COMPONENT IDENTIFIER NUMBER: 1-001-557 Banked: 1-001-558

NUMBER OF POINTS: 19

GENERAL OBJECTIVE:

The purpose of this video and study guide is to assist persons who are pursuing ESOL endorsement in developing knowledge and skills in the selection and use of ESOL curricula and materials. The participant should be prepared to select and use appropriate ESOL curricula and materials.

SPECIFIC OBJECTIVES;

Upon completion of the study-guide, facilitated activities and individual or group project participants will:

1. Demonstrate a thorough knowledge of ESOL program models.
2. Demonstrate an understanding of the following components of curriculum design and development and their interrelatedness:
 - a. Program goals and objectives
 - b. Student needs
 - c. Individual classroom needs
 - d. Teaching strategies
 - e. Selection of materials/resources
 - f. Classroom management implementation
 - g. Assessment
3. Develop an understanding of the importance of collaboration in curriculum design and development.

ACTIVITIES:

Participants under the direction of a trained facilitator will view a DOE produced training program, participate in a facilitated training event, and complete assignments and activities specified in an accompanying study guide.

EVALUATION FOR IN-SERVICE CREDIT:

1. The participant will demonstrate increased competencies on 80% of the specific objectives as determined by the instructor/facilitator.
2. The collection of products from course assignment will constitute a course portfolio.
3. The course instructor or designee will evaluate the portfolio and active class participation.
4. Each participant is required to submit a completed portfolio in order to receive credit.

EVALUATION FOR ENDORSEMENT CREDIT:

1. The participant must demonstrate all competencies of this component.
2. The collection of products from course assignments will constitute a complete case study in the form of a course portfolio.
3. The course instructor or designee will evaluate the portfolio.
4. Each participant is required to submit a completed portfolio in order to receive credit.

COMPONENT EVALUATION PROCEDURES:

The component leader will send to the staff development office a packet including:

1. List of participants, the results of each participant's evaluation and certification that those receiving points for the component demonstrated increased competencies in 80% of the specific objectives.
2. A completed participant evaluation form.
3. An evaluation of the component completed by the instructor.

COMPONENT TITLE: TEACH Broadcast Video III and Study Guide: Assessment Issues and Strategies

Option E

COMPONENT IDENTIFIER NUMBER: 1-001-559 Banked: 1-001-560

NUMBER OF POINTS: 19

GENERAL OBJECTIVE:

The purpose of this video and study guide is to assist persons who are pursuing ESOL endorsement in developing knowledge and skills in the selection and use of ESOL assessment materials and techniques. The participants should be prepared to select and use appropriate formal and informal assessment instruments and techniques appropriate for use with ESOL students.

SPECIFIC OBJECTIVES;

Upon completion of the study guide, facilitated activities and individual or group project participants will:

1. Demonstrate knowledge of the cultural characteristics of Florida's LEP population to enhance instruction.
2. Demonstrate ability to analyze students' oral and written language as it relates to assessment of students' language learning level.
3. Determine and use appropriate instructional strategies for the ESOL student based on the assessment of students' language learning level.
4. Demonstrate knowledge of current trends and issues related to the testing of linguistic and culturally diverse students.
5. Demonstrate appropriate use of formal and alternative testing instruments and methods for ESOL students, including measurement of language, literacy and academic content metacognition.
6. Demonstrate knowledge of basic measurement concepts related to administering and interpreting formal and informal test results.
7. Demonstrate an understanding of learning disability indicators especially as they relate to hearing and language impairment and testing and placement of ESOL students.

ACTIVITIES:

Participants under the direction of a trained facilitator will view a DOE produced training program, participate in a facilitated training event, and complete assignments and activities specified in an accompanying study guide.

EVALUATION FOR IN-SERVICE CREDIT:

1. The participant will demonstrate increased competencies on 80% of the specific objectives as determined by the instructor/facilitator.
2. The collection of products from course assignment will constitute a course portfolio.
3. The course instructor or designee will evaluate the portfolio and active class participation.
4. Each participant is required to submit a completed portfolio in order to receive credit.

EVALUATION FOR ENDORSEMENT CREDIT:

1. The participant must demonstrate all competencies of this component.
2. The collection of products from course assignments will constitute a complete case study in the form of a course portfolio.
3. The course instructor or designee will evaluate the portfolio.
4. Each participant is required to submit a completed portfolio in order to receive credit.

COMPONENT EVALUATION PROCEDURES:

The component leader will send to the staff development office a packet including:

1. List of participants, the results of each participant's evaluation and certification that those receiving points for the component demonstrated increased competencies in 80% of the specific objectives.
2. A completed participant evaluation form.
3. An evaluation of the component completed by the instructor.

COMPONENT TITLE: TEACH Content Video 2: Integrating Methods for ESOL Instruction

Option E

COMPONENT IDENTIFIER NUMBER: 1-001-561 Banked: 1-001-562

NUMBER OF POINTS: 19

GENERAL OBJECTIVE:

The purpose of this video and study guide is to assist persons who are pursuing ESOL endorsement in developing knowledge and skills related to ESOL methods and techniques in classroom instruction.

SPECIFIC OBJECTIVES:

1. Upon completion of this component participants will:
2. Demonstrate a thorough knowledge of ESOL methods and techniques.
3. Demonstrate ability to apply knowledge of ESOL methods and techniques in planning and delivering instruction to ELL students.
4. Identify relevant resources in ESOL methodologies.
5. Demonstrate ability to develop literacy activities for ELL students.
6. Demonstrate ability to integrate the skills of listening, speaking, reading and writing.
7. Demonstrate ability to apply content-based ESOL approaches to instruction.
8. Demonstrate an understanding of ESOL instructional methods and techniques appropriate to learners' socialization and communication needs.
9. Demonstrate ability to evaluate, select and employ appropriate instructional materials, media, and technology for ESOL at elementary, middle and high school level.
10. Demonstrate the ability to design and implement effective lesson plans to meet the needs of ESOL students within the context of the regular classroom.
11. Demonstrate the ability to evaluate, adapt and employ appropriate instructional materials, media and technology for ESOL in the content areas at elementary, middle, and high schools.
12. Develop and implement strategies for using school, neighborhood, and home resources in the ESOL curriculum.

ACTIVITIES:

Participants under the direction of a trained facilitator will view a FLDOE produced training program, participate in a facilitated training event, and complete assignments and activities specified in an accompanying study guide.

EVALUATION FOR IN-SERVICE CREDIT:

1. The trained facilitator will evaluate products from course assignment to determine increased competence in at least 80% of the specific objectives.
2. The collection of products from course assignments will constitute a course portfolio.
3. The course instructor or designee will evaluate the portfolio and active class participation.
4. Each participant is required to submit a completed portfolio to receive credit.

EVALUATION FOR ESOL ENDORSEMENT CREDIT:

1. The participant must demonstrate all competencies of this component.
2. The collection of products from course assignments will constitute a complete case study in the form of a course portfolio.
3. The course instructor or designee will evaluate the portfolio.
4. Each participant is required to submit a completed portfolio in order to receive credit.

COMPONENT EVALUATION PROCEDURES:

The component leader will send to the staff development office a packet including:

1. List of participants, the results of each participant's evaluation and certification that those receiving points for the component demonstrated increased competencies in 80% of the specific objectives.
2. A completed participant evaluation form.
3. An evaluation of the component completed by the instructor.

**COMPONENT TITLE: TEACH Resource Kit, Laser Videodisc and Study Guide
Option E**

COMPONENT IDENTIFIER NUMBER: 1-001-563 Banked: 1-001-564

NUMBER OF POINTS: 25

GENERAL OBJECTIVES:

The purpose of this workshop is to assist teachers who are obtaining the ESOL endorsement in developing attitudes, skills and knowledge in the area of second language acquisition. Participants will be able to use appropriate resources and technology designed to enhance instruction for ESOL students.

SPECIFIC OBJECTIVES:

Upon completion of this component participant will:

1. Examine and evaluate the use of cooperative learning strategies with ESOL students.
2. Reflect on knowledge gained about cooperative learning strategies, planning how to adapt instruction for use in cooperative groups with ESOL students.
3. Examine and evaluate the use of problem solving activities with ESOL students.
4. Reflect on knowledge gained about problem solving strategies, planning how to adapt instruction for use with problem solving activities with ESOL students.
5. Examine and evaluate the use of graphic organizers as an effective instructional tool with ESOL students.
6. Reflect on knowledge gained about graphic organizers, planning how to adapt instruction to include use of graphic organizers with ESOL students.
7. Examine and evaluate the use of role-play activities with ESOL students.
8. Reflect on knowledge gained about role-play activities, planning how to adapt instruction to include use of role-play activities with ESOL students.
9. Examine and evaluate resources designed to enhance instruction of ESOL students.
10. Design activities based on the use of resources to enhance instruction of ESOL students.
11. Examine and evaluate technology designed to enhance instruction of ESOL students.
12. Design activities based on the use of technology to enhance instruction of ESOL students.

ACTIVITIES:

Participants under the direction of a trained facilitator will view a DOE produce training program, participate in a facilitated training event, and complete assignments and activities specified in an accompanying study guide.

EVALUATION FOR IN-SERVICE CREDIT:

1. The participant will demonstrate increased competencies on 80% of the specific objects as determined by the instructor/facilitator.
2. The collection of products from course assignment will constitute a course portfolio.
3. The course instructor or designee will evaluate the portfolio and active class participation.
4. Each participant is required to submit a completed portfolio.

EVALUATION FOR ESOL ENDORSEMENT CREDIT:

1. The participant must demonstrate all competencies of this component.
2. The collection of products from course assignments will constitute a complete case study in the form of a course portfolio.
3. The course instructor or designee will evaluate the portfolio.
4. Each participant is required to submit a completed portfolio.

COMPONENT EVALUATION PROCEDURES:

The component leader will send to the staff development office a packet including:

1. List of participants, the results of each participant's evaluation and certification that those receiving points for the component demonstrated increased competencies in 80% of the specific objectives.
2. A completed participant evaluation form.
3. An evaluation of the component completed by the instructor.

ADDITIONAL TRAINING OPTIONS

ESOL for Category III Teachers Online Course, K-12

COMPONENT IDENTIFIER NUMBER: 2-412-520

MAXIMUM 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 can use to assist ESOL students in understanding the curriculum and meeting the Sunshine State 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 LEP students
9. Encourage communication with ELLs by using small group work.
10. Design lessons with no less rigor, but with more assistance for LEP students.
11. Assess ELLS appropriately so that assessments measure what they are intended to measure.

Activities:

The *ESOL for Category III Teachers Online Course* requires participants to spend time online at the FloridaLearns Academy's electronic Professional Development Connections Website interacting with the content presented in various modules. While participating in the online modules, participants will have the opportunity to view various video segments pertaining to the content of the module. In addition, participants must read the reading selections embedded within each module, answer specific questions pertaining to each module, and complete individual assignments. Some assignments require participants to implement strategies learned in the course in their current classrooms. Feedback is provided online by the course's facilitator.

EVALUATION FOR IN-SERVICE CREDIT:

The participant will:

1. Demonstrate increased competency on at least 80% of the objectives as determined by a pre-and post- assessment or by other valid measures as determined by the instructor
2. Satisfactorily complete assigned activities and assignments

COMPONENT EVALUATION:

Through the electronic Professional Development Connections, the district Professional Development Director will receive notification of course completion. The system requires an online component evaluation be completed by the participant before a course is marked completed (See page 87). This evaluation is a part of the ePDC and conforms to the Florida Professional Development System Evaluation Protocol requirements.

COMPONENT TITLE: ESOL for Guidance Counselors Online Course

COMPONENT IDENTIFIER NUMBER: 2-412-521

MAXIMUM 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 LEP Committee process; development of ELL Student Plans, and implementation of the District LELL Plan.
6. Demonstrate ability to advocate for the educational needs of ELL 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 ESOL for Guidance Counselors Online Course requires participants to spend time online at the FloridaLearns Academy's electronic Professional Development Connections Website interacting with the content presented in various modules. While participating in the online modules, participants will have the opportunity to view various video segments pertaining to the content of the module. In addition, participants must read the reading selections embedded within each module, answer specific questions pertaining to each module, and complete individual assignments. Some assignments require participants to implement strategies learned in the course in their current classrooms. Feedback is provided online by the course's facilitator.

EVALUATION FOR IN-SERVICE CREDIT:

The participant will:

1. Demonstrate increased competency on at least 80% of the objectives as determined by a pre-and post- assessment or by other valid measures as determined by the instructor
2. Satisfactorily complete assigned activities and assignments

FOR ESOL ENDORSEMENT CREDIT:

The participant will:

1. Demonstrate all competencies of the component
2. Satisfactorily complete assigned activities and assignments

COMPONENT EVALUATION:

Through the electronic Professional Development Connections, the district Professional Development Director will receive notification of course completion. The system requires an online component evaluation be completed by the participant before a course is marked completed (See page 87). This evaluation is a part of the ePDC and conforms to the Florida Professional Development System Evaluation Protocol requirements.

COMPONENT TITLE: ESOL FOR ADMINISTRATORS ONLINE COURSE, K-12

COMPONENT IDENTIFIER NUMBER: 7-503-500

MAXIMUM NUMBER OF POINTS: 60

General Objective:

The purpose of the ESOL for 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 the Sunshine State Standards and NCBL; 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 ESOL for Administrators Online Course requires participants to spend time online at the FloridaLearns Academy's electronic Professional Development Connections Website interacting with the content presented in various modules. While participating in the online modules, participants will have the opportunity to view various video segments pertaining to the content of the module. In addition, participants must read the reading selections embedded within each module, answer specific questions pertaining to each module, and complete individual assignments. Some assignments require participants to implement strategies learned in the course in their current classrooms. Feedback is provided online by the course's facilitator.

EVALUATION FOR IN-SERVICE CREDIT:

The participant will:

1. Demonstrate increased competency on at least 80% of the objectives as determined by a pre-and post- assessment or by other valid measures as determined by the instructor
2. Satisfactorily complete assigned activities and assignments

FOR ESOL ENDORSEMENT CREDIT:

The participant will:

1. Demonstrate all competencies of the component
2. Satisfactorily complete assigned activities and assignments

COMPONENT EVALUATION:

Through the electronic Professional Development Connections, the district Professional Development Director will receive notification of course completion. The system requires an online component page 87). This evaluation is a part of the ePDC and conforms to the Florida Professional Development System Evaluation Protocol requirements

C. Matrices

Table 9
Option A

ESOL Competency Number	PAEC Online Course and Component Number	Specific Objective Number
1. Conduct ESOL programs within the parameters, goals, and stipulations of the Florida Consent Decree.	Methods of Teaching ESOL 2-412-520	1, 2, 3
	Testing and Evaluation of ESOL students 2-412-523	4, 7, 9, 10, 11

2. Recognize the major differences and similarities among different cultural groups in the U.S.	Methods of Teaching ESOL 2-412-520	14, 15
	Cross Cultural Communication and Understanding 2-412-522	2, 4, 6, 11, 13, 15
3. Identify, expose, and reexamine cultural stereotypes relating to ELL and non-ELLs	Methods of Teaching ESOL 2-412-520	16, 17, 18
	Cross Cultural Communication and Understanding 2-412-522	3, 12, 21
4. Use knowledge of cultural characteristics of Florida's LEP population to enhance instruction	Methods of Teaching ESOL 2-412-520	28, 29, 30, 31
	Cross Cultural Communication & Understanding 2-412-522	5, 16, 18, 19, 25
	Testing and Evaluation of ESOL Students 2-412-523	4
5. Determine and use appropriate instructional methods and strategies for individuals and groups, using knowledge of first and second language acquisition processes	Methods of Teaching ESOL 2-412-520	7, 12,
	Applied Linguistics 2-412-521	2, 7
	Cross Cultural Communication And Understanding 2-412-522	8, 9
	ESOL Curriculum and Materials Development 2-412-524	2
6. Apply current and effective ESOL teaching methodologies in planning and delivering instruction to LEP students.	Methods of Teaching ESOL 2-412-520	5, 13, 19, 20, 22
	ESOL Curriculum and Materials Development 2-412-524	3, 4, 15
7. Locate and acquire relevant resources in ESOL methodologies.	Methods of Teaching ESOL 2-412-520	7
	ESOL Curriculum and Materials Development 2-412-524	1, 17, 18

8. Select and develop appropriate ESOL content according to student levels of proficiency in listening, speaking, reading, and writing, taking into account (1) basic interpersonal communicative skills, and (2) cognitive academic language proficiency skills as they apply to ESOL curriculum.	Methods of Teaching ESOL 2-412-520	8, 9, 10, 19
	Applied Linguistics 2-412-521	8
	ESOL Curriculum and Materials Development 2-412-524	9
9. Develop experiential and interactive literacy activities for LEP students, using current information on linguistic and cognitive processes.	Methods of Teaching ESOL 2-412-520	10, 20, 21
	ESOL Curriculum and Materials Development 2-412-524	9, 14, 15
10. Analyze student language and determine appropriate instructional strategies, using knowledge of phonology, morphology, syntax, semantics, and discourse.	Methods of Teaching ESOL 2-412-520	9
	Applied Linguistics 2-412-521	3, 4, 5, 6, 9
11. Apply essential strategies for developing and integrating the four language skills of listening, comprehension, oral communication, reading, and writing.	Methods of Teaching ESOL 2-412-520	9, 19, 22
	ESOL Curriculum and Materials Development 2-412-524	2, 5, 11, 12
12. Apply content-based ESOL approaches to instruction.	Methods of Teaching ESOL 2-412-520	5, 6, 19, 20
	Testing & Evaluation of ESOL Students 2-412-523	8
	ESOL Curriculum and Materials Development 2-412-524	14, 16
13. Evaluate, design and employ instructional methods and techniques appropriate to learner's socialization and communication needs, based on knowledge of language as a social phenomenon.	Methods of Teaching ESOL 2-412-520	9, 10, 22
	Applied Linguistics 2-412-521	1, 8

14. Plan and evaluate instructional outcomes, recognizing the effects of race, gender, ethnicity, socioeconomic status, and religion on results.	Methods of Teaching ESOL 2-412-520	16, 18
	Cross Cultural Communication And Understanding 2-412-522	3, 6, 11, 19
	Testing & Evaluation of ESOL Students 2-412-523	6, 12
15. Evaluate, select, and employ appropriate instructional materials, media, and technology for ESOL at elementary, middle, and high school levels.	Methods of Teaching ESOL 2-412-520	24
	ESOL Curriculum and Materials Development 2-412-524	7, 13, 15
16. Design and implement effective unit plans and daily lesson plans which meet the needs of ESOL students within the context of the regular classroom.	Methods of Teaching ESOL 2-412-520	11, 32
	ESOL Curriculum and Materials Development 2-412-524	10, 15, 18, 19
17. Evaluate, adapt, and employ appropriate instructional materials, media, and technology for ESOL in the content areas at elementary, middle, and high school levels.	Methods of Teaching ESOL 2-412-520	5, 6, 24
	ESOL Curriculum and Materials Development 2-412-524	13, 14, 15, 16, 18
18. Create a positive classroom environment to accommodate the various learning styles and cultural backgrounds of students.	Methods of Teaching ESOL 2-412-520	18, 24, 28, 31
	Cross Cultural Communication And Understanding 2-412-522	1, 10, 17, 18, 19, 22, 23, 24
19. Consider current trends and issues relating to the testing of linguistic and culturally diverse students when using testing instruments and techniques.	Methods of Teaching ESOL 2-412-520	24
	Testing and Evaluation of ESOL Students 2-412-523	1, 2, 5, 6, 9
20. Administer tests and interpret results apply basic measurement concepts.	Methods of Teaching ESOL 2-412-520	25
	Testing and Evaluation of ESOL Students 2-412-523	6, 7, 8, 9

21. Use formal and alternative methods of assessment/evaluation of LEP students, including measurement of language, literacy, and academic content metacognition.	Methods of Teaching ESOL 2-412-520	23, 25, 26
	Testing and Evaluation of ESOL Students 2-412-523	10, 12, 13
22. Develop and implement strategies for using school, neighborhood, and home resources in the ESOL curriculum.	Methods of Teaching ESOL 2-412-520	13
	Cross Cultural Communication And Understanding 2-412-522	25
	ESOL Curriculum and Materials Development 2-412-524	8
23. Identify major attitudes of local target groups toward school, teachers, discipline, and education in general that may lead to misinterpretation by school personnel; reduce cross-cultural barriers between students, parents, and the school setting.	Methods of Teaching ESOL 2-412-520	14, 17, 18
	Cross Cultural Communication And Understanding 2-412-522	6, 12, 13, 14, 15, 16, 17, 18, 20, 24, 25
24. Develop, implement, and evaluate instructional programs in ESOL, based on current trends in research and practice.	Methods of Teaching ESOL 2-412-520	5, 6, 9
	ESOL Curriculum and Materials Development 2-412-524	9, 18, 19
25. Recognize indicators of learning disabilities, especially hearing and language impairment, and limited English proficiency.	Testing and Evaluation of ESOL Students 2-412-523	5
Method of Competency Demonstration	80% mastery of objectives as demonstrated by pre/post test or other valid means of measurement	

Table 10
Option B

Matrix for E-R-T	Competency Demonstrated in Component				
	PAEC Online ESOL Courses		PAEC Online E-R-T Practicum Component # 2-412-527		
	Methods of Teaching ESOL Component Number 2-412-520	Applied Linguistics Component Number 2-412-521	Cross-Cultural Communication and Understanding	ESOL Curriculum and Materials Development	Testing and Evaluation of ESOL
Competency Number	Specific Course Objective	Specific Course Objective	Module/ Activity	Module/ Activity	Module/ Activity
1. Conduct ESOL programs within the parameters, goals and stipulations of the Florida Consent Decree.	1, 2, 3				C4
2. Recognize the major differences and similarities among different cultural groups in the U.S.	14, 15		A1		
3. Identify and examine cultural stereotypes relating to ELL and non-ELL population to enhance instruction.	16, 17, 18		A2		
4. Use knowledge of cultural characteristics of Florida's ELL population to enhance instruction.	28, 29, 30, 31		A3		
5. Determine and use appropriate instructional methods and strategies for individuals and groups, using knowledge of first and second language acquisition processes.	7, 12	2, 7			
6. Apply current and effective ESOL teaching methodologies in planning and delivering instruction to English language learners.	5, 13, 19, 20, 22				
7. Locate and acquire relevant resources in ESOL methodologies	7				

8. Select and develop appropriate ESOL content according to student levels in proficiency in listening, speaking, reading, and writing, taking into account (1) basic interpersonal communicative skills (BICS), and (2) cognitive academic language proficiency skills (CALPS) as they apply to the ESOL curriculum.	10, 20, 21	9, 14, 15			
9. Develop experiential and interactive literacy activities for ELLs, using current information on linguistic and cognitive processes.	10, 20, 21	9, 14, 15			
10. Analyze student language and determine appropriate instructional strategies, using knowledge of phonology, syntax, semantics, and discourse.	9	3, 4, 5, 6, 9			
11. Apply essential strategies for developing and integrating the four language skills of listening, comprehension, oral communication, reading, and writing.	9, 19, 22	2, 5, 11, 12			
12. Apply content-based ESOL approaches to instruction.	5, 6, 19, 20				
13. Evaluate, design and employ instructional methods and techniques appropriate to learner's socialization and communication needs, based on knowledge of language as a social phenomenon.	9, 10, 22	1, 8			
14. Plan and evaluate instructional outcomes, recognizing the effects of race, gender, ethnicity, socioeconomic status, and religion on results.	16, 18				C1

15. Evaluate, select, and employ appropriate instructional materials, media, and technology for ESOL at elementary, middle, and high school levels.	24				
16. Design and implement effective unit plans and daily lesson plans which meet the needs of ESOL students within the context of the regular classroom.	11, 32			B3	
17. Evaluate, adapt, and employ appropriate instructional materials, media, and technology for ESOL in the content areas at elementary, middle, and high school levels.	5, 6, 24			B2	
18. Create a positive classroom environment to accommodate the various learning styles and cultural backgrounds of students.	24		A4		
19. Consider current trends and issues relating to the testing of linguistic and culturally diverse students when using testing instruments and techniques.	24				
20. Administer tests & interpret results, applying measurement concepts.	25				C2
21. Use formal and alternative methods of assessment/evaluation of ELLs, including measurement of language, literacy, and academic content metacognition.	23, 25, 26				C3
22. Develop and implement strategies for using school, neighborhood, and home resources in the ESOL curriculum.	13			B4	

23. Identify major attitudes of local target groups toward school, teachers, discipline, and education in general that may lead to misinterpretation by school personnel; reduce cross-cultural barriers between students, parents, and the school setting.	14, 17, 18		A5		
24. Develop, implement, and evaluation instructional programs in ESOL, based on current trends in research and practice.	5, 6, 9			B5	
25. Recognize indicators of learning disabilities, especially hearing and language impairment, and limited English proficiency.					C5
Method of Competency Demonstration	80% mastery of objectives as demonstrated by pre/post test or other valid means of measurement				

Table 11

Matrix Correlating Competency Demonstration to ESOL for Guidance Counselors Course Modules

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:	
Competency	Competency Demonstration in Module
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
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.	One: Demographics and Legal Requirements Two: Cultural Awareness Three: Language Acquisition and Learning Four: Literacy Development

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:

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.	One: Demographics and Legal Requirements Two: Cultural Awareness
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.	Five: Assessment Six: Academic Advisement
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.	Five: Assessment Six: Academic Advisement
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.	Five: Assessment
5. Demonstrate the ability to acquaint ELLs with the school-based and outreach services and support systems designed to address their unique academic needs.	Five: Assessment

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

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:	
Competency	Competency Demonstration in Module
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
Method of Competency Demonstration For All Standards A-D	80% mastery of objectives as demonstrated by pre/post test or other valid means of measurement

Table 12**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

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.	
Competency	Competency Demonstration in Module
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

Standard C: Establish and monitor school site and staff procedures to ensure that LEP students enjoy equal access to available programs and comprehensible instruction.	
Competency	Competency Demonstration in Module
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 Speakers of Other Languages program	Module 1: Demographics and Legal Requirements
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

Standard D: Properly evaluate student progress, and be able to identify and implement system improvements.	
Competency	Competency Demonstration in Module
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
Method of Competency Demonstration For All Standards A-D	80% mastery of objectives as demonstrated by pre/post test or other valid means of measurement

D. Instructors
For Options A, B, Category I-IV

Instructors for both program options will be selected based on Emergency Rule 6AER91-6(2):(d) that the district provides assurance that in staffing any ESOL inservice required under these rules or the ESOL Agreement it will consider trainers in the following order, and maintain records whenever it cannot provide inservice staffed by a person with the higher level(s) or training/experience:

1. a master’s degree in TESOL, 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 content-based ESOL instruction; experience as a trainer/facilitator
2. the five endorsement courses and successful experience with ELLs in the K-12 school system; knowledge of and experience in 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 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; experience as a trainer/facilitator
5. the 60-hour component or 3 credit university course in ESOL strategies for content instruction and successful experience with ELLs in the K-12 school system; experience as a trainer/facilitator
6. successful experience with ELLs in the K-12 school system, and knowledge of and experience in content based ESOL instruction and/or language sensitive content instruction;; experience as a trainer/facilitator
7. any of the above with no experience as a trainer/facilitator
8. any of the above 1-6 with successful administrative experience with K-12 ESOL programs or successful teaching experience in higher education or teacher inservice programs in lieu of K-12 experience; knowledge of and experience in language sensitive content instruction; experience as a trainer/facilitator

PROGRAM COMPLETION REQUIREMENTS

A. Program Completion

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 staff 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 review of the course catalog description and course materials. This review shall be conducted by personnel from the district’s Staff Development office.

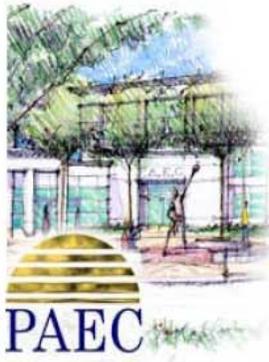
B. Competency Demonstration

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

- Written test
- Portfolio assessment
- Satisfactory completion of individual assignments and activities
- Satisfactory responses to questions posed by the facilitator

PROGRAM EVALUATION

The process for evaluating the efficacy of the ESOL Add-On Endorsement online courses as outlined in this document is as follows:



Evaluation of Professional Development

Directions: Please indicate your level of agreement with the statements below.

5-Strongly Agree 4-Agree 3-Undecided 2-Disagree 1-Strongly Disagree

The Professional Development Activity:		5	4	3	2	1
1.	Was engaging.	<input type="radio"/>				
2.	Related directly to student achievement needs.	<input type="radio"/>				
3.	Fulfilled requirements of my individual professional development plan.	<input type="radio"/>				
4.	Assisted with continuous improvement of my professional skills.	<input type="radio"/>				
5.	Aligned to school/district/state educational priorities.	<input type="radio"/>				
6.	Modeled best practices/instructional approaches to help me improve instruction.	<input type="radio"/>				
7.	Increased my knowledge/understanding of how to provide school environments and instruction responsive to the developmental needs of students.	<input type="radio"/>				
8.	Provided information that can be used to provide school environments and instruction responsive to the needs of culturally diverse students.	<input type="radio"/>				
9.	Provided follow-up to ensure successful implementation.	<input type="radio"/>				
Web/Online						
		5	4	3	2	1
1.	My interest in the topic was stimulated early in the instructional presentation.	<input type="radio"/>				
2.	The language used in the instruction was easily understood and readable.	<input type="radio"/>				
3.	Feedback was provided on my success as a learner.	<input type="radio"/>				
4.	The content provided was comprehensive.	<input type="radio"/>				
5.	The instructor stimulated my intellectual curiosity.	<input type="radio"/>				
6.	The general appearance and attractiveness of the instruction was satisfactory.	<input type="radio"/>				
7.	The instruction gave me enough information to have confidence in learning more.	<input type="radio"/>				
8.	The interactivity provided in the instruction was useful and helpful.	<input type="radio"/>				
9.	Steps were easy to follow to complete the activity.	<input type="radio"/>				

Please note: Although it is most likely that you will not experience any problems responding to this form, it will not work with every browser

Evaluation of implementation

Those who complete the ESOL Add-on Endorsement online courses are classroom teachers who interact regularly with ESOL learners. All of the PAEC online ESOL course may be considered to be electronic portfolios, through which participants' classroom implementation of ESOL strategies and techniques, reflections and evaluation of efficacy may be tracked and monitored.

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. Since PAEC is owned by its fourteen member districts, and since one of its responsibilities is to meet regularly with the curriculum coordinators and professional development directors, PAEC will record the minutes of these meetings and retain discussion of the ESOL add-on Endorsement that takes place at each meeting during the period that this endorsement is in effect.

Item to be permanently added to Professional Development Advisory Council agenda:

ESOL :

- 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?
- Is this program cost-effective for your district?

Annual Review

At the September meeting of the Professional Development Advisory Council results from the evaluation instrument included above as well as information on the number of teachers completing and currently enrolled in the program will be shared. Curriculum coordinators and professional development directors will examine the data and direct PAEC to make adjustments to this program as the data indicates.

PROGRAM 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 the provision of the training within the District Master In-service Plan framework and 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 the courses
- Advertising the availability of the courses to the individual districts
- Providing qualified facilitators (see part IV, Instructors)

Candidate Application and Admission

Application: Applicants pursuing this endorsement must obtain approval of their district staff development director. It is the responsibility of the staff development office to review the participant's information to ensure that the applicant is currently certified in the appropriate area of certification for adding the ESOL endorsement as per the Course Code Directory. Applicants with temporary teaching certificates must provide verification that they are pursuing certification in the appropriate area for adding the ESOL endorsement as per the Course Code Directory.

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

- Requirements for continued employment in an out-of-field status
- Requirements of 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

Admission: Admission to this program for the purpose of 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 enters the program based on a temporary certificate must complete the requirements for a professional certificate prior to the district's verification of program completion.

Consideration for admission to the program will be given to individuals currently teaching who meet one or more of the following criteria listed in priority order:

- currently assigned out-of-field in ESOL, assigned to teach English/language arts in a school where ESOL students are currently enrolled and are likely to be assigned as their English/language arts instructor in the future,
- assigned to teach English/language arts 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
- seeking further professional development in order to better meet the needs of ESOL students and students in general.

Other admissions will be granted at the discretion of the Panhandle Area Education Consortium in consultation with the individual district and will be on a space available basis.

Individuals participating in this program have access through the ePDC to their transcript which tracks all individual professional development and serves as official documentation of successful course completion. This transcript is also accessible to the district Professional Development Directors of member districts.

Advisement

Continuing advisement will be provided by the appropriate district office on matters related to certification, add-on offerings, and progress toward completion of program requirements.

Completion of Components

The Panhandle Area Education Consortium will report completion of individual components of the add-on program to the district staff 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.

Transfer and Utilization of Credit

Credit earned in college courses (see Option C and Option D) from an accredited institution of higher education may be considered for transfer of credit to this add-on certification program. College courses are converted to 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 level. Participants must request an official In-service Transfer Record from the previous employer.

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 Staff Development office:

- A completed Request for Verification of Completion form (CT-115)
- The approved and completed Individual Plan of Study form

Upon completion of all program requirements, each participant must submit the following to the district Staff Development office if Options C or D are utilized:

- A completed Request for Verification of Completion form (CT-115)
- The approved and completed Individual Plan of Study form
- Official university transcript for all completed university courses as specified in Option C and D, if applicable

For those utilizing Option E, each participant must submit the following to the district Staff Development office:

- A completed Request for Verification of Completion form (CT-115)
- The approved and completed Individual Plan of Study form

VIII . SCHOOL BOARD APPROVAL

In order for the ESOL Add-On Program to receive state approval, it must include a statement signed by the district superintendent and chairman of the School Board stating that it has been approved locally for submission.

**Program for Add-On Endorsement in ESOL
District Authorization for Admission to Add-On Program**

Participant's 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 : _____

Check Appropriate Box:

___ Category I	___ Category II	___ Category III
Primary Language Arts/English, Developmental Language Arts, Intensive Reading, Reading ³	Social Studies, Mathematics, Science and Computer Literacy	All other subjects not included in Categories I or II

Currently assigned Out-of-Field? Yes _____ No _____

Certification Areas: _____

Florida Professional Educator's Certification Number: _____

I understand that, in order to obtain an add-n endorsement in ESOL, I must:

- *Hold a valid Florida Professional Educator's Certificate, issued on the basis of a Bachelor's Degree or higher degree in Elementary Education, English or Foreign Language as specified in the Course Code Directory*
- *Successfully complete the approved add-on program outlined on the Individual Plan of Study*

I have been counseled regarding and understand the following:

- *Requirements for continued employment in an out-of-field status (if applicable)*
- *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 _____

A copy of this form must be kept in the Staff Development Office.

**Panhandle Area Educational Consortium
Add-On Certification Program
Endorsement Plan of Study
ESOL: Options A, C, or D**

District: _____

Participant's Name: _____

Florida Professional Educator Certificate Number: _____

Present Certificate coverage areas: _____

Work Telephone: _____ Home Telephone: _____

Required Components	PAEC Online Courses	Completion Date	In-service Points	Courses (other than PAEC online course)	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>					
TOTAL In-service Points						

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, points, and completion date in the appropriate blank. Attach copies of documentation e.g., official transcript or In-service Transfer Record.

Participant's Signature: _____ Date: _____

Program Coordinator's Signature: _____ Date: _____

Program Completion Date: _____

Professional Development Director: _____

**Panhandle Area Educational Consortium
Add-On Certification Program
Endorsement Plan of Study
For ESOL: Option B
E-R-T (ESOL for Reading Teachers) Package**

District: _____

Participant's Name: _____

Florida Professional Educator Certificate Number: _____

Present Certificate coverage areas: _____

Work Telephone: _____ Home Telephone: _____

Required Components		Coursework	In-service Points	Completion Date
Component One: Reading Endorsement	Reading to ESOL Crosswalk		120	
Component Two: Specific ESOL Coursework	Methods of Teaching ESOL		60	
	Applied Linguistics		60	
Component Three: Practicum	Practicum/ Demonstration of Mastery		60	
Total in-service required for ESOL endorsement 300 hours		Total Completed:		

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

Participant's Signature: _____ Date: _____

Program Coordinator's Signature: _____ Date: _____

Program Completion Date: _____

Professional Development Director: _____

**Panhandle Area Educational Consortium
Add-On Certification Program
Plan of Study
For ESOL: Option E**

Required Components	In-service Points	Completion Date
<i>Empowering ESOL Teachers, An Overview, Volume I</i>	33	
<i>Empowering ESOL Teachers, An Overview, Volume II</i>	27	
<i>TEACH Session 1, Language Learning, Part I</i>	30	
<i>TEACH Session 3, Language Learning, Part II</i>	30	
<i>TEACH Broadcast Video I and Study Guide: Language Learning in the Interactive Classroom</i>	19	
<i>TEACH, Session 2, Cross Cultural Communication and Understanding, Part I</i>	30	
<i>TEACH, Session 4, Cross Cultural Communication and Understanding, Part II</i>	30	
<i>TEACH Content Video 1: Cross Cultural Communication and Understanding</i>	19	
<i>TEACH Broadcast Video II and Study Guide: Curriculum and Materials Development</i>	19	
<i>TEACH Broadcast Video III and Study Guide: Assessment Issues and Strategies</i>	19	
<i>TEACH Content Video 2: Integrating Methods of ESOL Instruction</i>	19	
<i>TEACH: Laser Videodisc, Study Guide and Resource Kit</i>	25	
Total in-service required for ESOL endorsement	300	

Participant's Signature: _____ Date: _____

Program Coordinator's Signature: _____ Date: _____

Program Completion Date: _____

Professional Development Director: _____

**PAEC Online Application Form
ESOL Courses**

Name of On-line Student: _____

District: _____

School: _____

Please check a course from the following list:

- ESOL: Preliminary 18-Hours
- ESOL: Enriching Content Classes for ESOL Students
- ESOL: Language Learning
- ESOL: Cross Cultural Communication and Understanding K-12 Online Course
- ESOL: Curriculum Development and Methods of Teaching ESOL K-12 Online Course
- ESOL: Testing and Evaluation of ESOL Students Online Course K-12
- ESOL for Administrators
- ESOL for Guidance Counselors

I agree to complete the assignments in the above-named ESOL course.

Student Signature Date

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

District ESOL Coordinator or Other Official Date

Method of Payment: Purchase Order # _____
 Money Order # _____
 Check # _____

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

Candidate's Signature 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.

Professional Development Director's Signature

Date

Notes/Comments (optional)

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

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8j

DATE OF SCHOOL BOARD MEETING: June 23, 2009

TITLE OF AGENDA ITEM: Student Data Management System - CrossPointe

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM:

Review of CrossPointe proposal for Gadsden County School District's student data management system.

FUND SOURCE: General

AMOUNT: \$200,000.00 (First Year)
\$50,000.00 (Second Year)

PREPARED BY: Sonja Bridges, Ed.D. 

POSITION: Assistant Superintendent for Academic Services

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered

CHAIRMAN'S SIGNATURE: page(s) numbered

REVIEWED BY: 



Gadsden County School District

Student Data Management
System & Services

SIS, GradeBook, Parent Portal

CrossPointe.net

June 12, 2009



Sonja D. Bridges, Ed. D.

Gadsden County School District
Sonja D. Bridges, Ed. D.
Assistant Superintendent for Academic Services
Gadsden County School District
35 Martin Luther King Jr. Blvd.
Quincy, FL 32351

Dear Dr. Bridges:

CrossPointe.net is please to provide this proposal for the purchase and implementation of a Student Data Management System and Services. Since 1979, CrossPointe.net has been a leading software developer and service provider for K-12 school districts. Our integrated application suite is a robust school administration system which fully addresses a district's information needs for both Student and Financial Accounting. Our applications harness the power of Microsoft™ .NET to provide a rich user interface, easing adoption and reducing the problems inherent with implementing a new system.

With this easy-to-use suite, all district stakeholders can access the information they need through the web with familiar tools, such as browsers, SharePoint, Microsoft Office, and SQL Server Reports Builder. The integrated nature of CrossPointe.net allows users to proactively and efficiently manage a school district while reducing the frustration, duplication, labor and costs associated with traditional information management and retrieval.

CrossPointe.net Student Information System

The CrossPointe.net Student Information System satisfies the information needs of everyone in your school district. Our single district level database allows the schools to work at a detailed level while giving the district the ability to float between the detail and summary views of student, school and district information.

- Admissions
- Demographics
- Enrollment history
- Attendance
- Scheduling
- Grade reporting
- Discipline
- Health
- Standards and Benchmarks
- Transportation
- Transcripts
- Activities and Fees
- Test Scores, High and Low Stakes
- Personal Development Skills
- Vocational/Adult
- Lockers
- Career/College Planning
- Special Education

CrossPointe.net Master Schedule Builder

The CrossPointe.net Master Schedule Builder meets the unique needs of a school system's requirements for scheduling. Team, block, and various other unique scheduling patterns are handled within the Scheduler. The Scheduling Module includes both a Student Scheduler, or walk-in scheduler, and the Master Scheduler Builder. The system allows schools to roll over their existing schedule or to build their own from the ground up using the Master Scheduler Builder.

Additional features of the CrossPointe.net Master Schedule Builder are:

- User-defined course groupings (blocking, compatible, patterns, overlays, etc.)
- Numerous screens and reports for viewing, creating, updating, copying, moving and deleting requests
- Student requests via the Student / Parent Portal
- Substitute course requests and unlimited alternate student course requests improve ability to achieve complete schedules
- Capable of storing an unlimited number of Master Schedule versions to run with the Student Schedule Builder
- Fast algorithms to make “what if” scenarios easy and productive
- Analysis made easy with bundled reports as well as ad hoc reporting options
- Team and section level scheduling and much more....

CrossPointe.net Reports Builder

Flexible and easy to use, CrossPointe.net Reports Builder, User Driven Reporting (UDR) utilizes the power of MS SQL Server Reporting Services to develop the reports required to efficiently operate a school district. UDR can also be used as the district’s custom report writer. UDR delivers ad-hoc reports as well as presentation quality report cards, transcripts, letters, and progress reports. The product is very easy to use and is connected directly to the database for quick report generation. In a point-and-click environment, UDR allows novice computer users to access the data and create reports. Standard reports allow for data to be exported into common formats such as Microsoft Word, Excel, and PDF formats.

CrossPointe.net Reports Builder is a unique tool allowing all districts stakeholders – administrators, clerks, principals, counselors, teachers, and even the superintendent – to easily access data for decision-making purposes.

CrossPointe.net GradeBook

CrossPointe.net GradeBook is an intuitive yet powerful classroom tool for taking attendance, managing student assessments, and communicating with stakeholders in the community. The web based GradeBook can be accessed from anywhere and provides real time access to student demographic, attendance, discipline, health, and academic history, as well as other data in the SIS. Attendance taken in the GradeBook is immediately available to front office staff and parents because the integrated application architecture and single database design allows for real time data sharing between the applications.

- Attendance
- Seating chart
- Assignment grades
- Seamless reporting period posting
- Canned and anecdotal comments
- Real time integration with Portal and SIS
- Standards based reporting
- Access to student data in SIS
- Student notes
- Parent/Student communication
- Powerful and flexible reports

CrossPointe.net Parent/Student Portal

The CrossPointe.net Parent/Student Portal provides real time access to crucial performance information for parents and students. An intuitive design eliminates confusing navigation links and fosters parent and student involvement.

- Student demographics
- Attendance
- Class assignment grades
- Class schedule
- Real time integration with GradeBook and SIS
- Email alerts
- Transcript data
- Health
- Discipline
- Report card and progress grades

State Reporting

Considering the State determines the amount of funds districts receive based on FTE, an accurate and flexible State Reporting application is critical. Since 1979 CrossPointe.net has understood the importance of State Reporting and across the United States has met and stayed compliant with the many State and Federal requirements.

Because the CrossPointe.net SIS is a single instance SQL server 2005 database residing at the district level, the State Reporting Module benefits from access to real time information. No more gathering data from numerous servers across the district. Our system architecture and application design provide a zero impact reporting process, allowing users to stay in the system while the reporting process is underway.

Our Proposed Approach and Methodology

Our approach combines world class project management and project delivery methodologies and deep K-12 experience. After carefully considering the requirements of Gadsden County School District the CrossPointe.net team developed an implementation approach that will address the key implementation services of:

- Project Management based on proven Project Management Methodology
- Professional Development
- End-user Support Services that will assess the current Gadsden County School District end-user support organization and supplement with skilled support functional and technical resources
- Implementation Readiness that will assess the data, technology, and personnel readiness of schools to participate in the implementation
- Data Cleansing and Conversion will perform the analysis and design of a data cleansing data conversion approach for the full implementation phases
- Knowledge Transfer will provide both technical and functional knowledge transfer to Gadsden County School District resources assigned to the combined project team

The implementation methodology is based on a four-phased deployment approach as follows:

1. Preparation Phase - Objectives are: establishing the proof of concept environment, completing business process reengineering, completing the pilot phase professional development program curriculum design and development activities, and preparing the application and finalizing the pilot phase implementation plan.
2. Pilot Phase - Objectives are: conducting a mini deployment of the CrossPointe.net Solution, beginning with a small controlled implementation of two elementary schools, one high school and ending with the full implementation to the remaining schools. Services performed during the pilot phase include data conversion, professional development, readiness assessments, and end-user support. During this phase, system and application performance will be monitored and maintained by a technical support team.
3. Implementation Phase - Objectives are: completing the district-wide implementation of the CrossPointe.net Solution to the remaining Gadsden County School District schools. Services performed during this phase include data conversion, professional development, readiness assessments, and end-user support.
4. Post-implementation Support Phase - Objectives are: continuing the end-user support activities through the end of the project.

System Architecture

Our system design is based on a fully configurable, Service Oriented Architecture (SOA) that allows the system to meet the unique operational and reporting needs of Florida schools without having to make extensive (any) modifications to the base application code. The CrossPointe.net system is built entirely on Microsoft .NET's technologies and takes interoperability to the next level. The cost savings achieved from management, maintenance, and server consolidation are significant. As an additional benefit, this level of interoperability provides administrators a unified picture of what is going on in their District and ultimately leads to more informed decisions.

Any customization required is accomplished during the configuration/implementation phase through the use of District defined maintenance/code tables, prompt boxes, reporting codes, user defined fields, and customizable help text. The system design protects local configurations during scheduled upgrades. All CrossPointe.net products are fully integrated, yet modular, and are hosted to a single relational MS SQL Server 2005 database. Our system supports ODBC connectivity and is SIF 2.0 compliant.

Security

The CrossPointe.net Application Suite, including the CrossPointe.net SIS application has been designed from the outset as a 'roles based' application. By adopting this approach, user access and data security can be controlled down to the field level. This provides a mechanism where the District 'Security Manager' can easily enroll users and be assured the only application components and information accessed is consistent with the individual's job functions. The CrossPointe.net system supports synchronization with Windows Active Directory. Access to the CrossPointe.net Application Suite is via a valid user identifier and authenticator (User ID) and password. Navigation within the CrossPointe.net Application Suite is constrained based upon user, group, and role identification. Specific pages and access to information can be made inaccessible based upon specific User ID or group affiliation, or District Role/Function.

Performance and Scalability

Scalability is inherent to the architecture of the CrossPointe.net system and will accommodate the needs of Gadsden County School District. Utilizing the Microsoft .NET platform along with the SQL Server 2005 database, the CrossPointe.net system is extremely scalable. This architecture coupled with the hardware design is horizontally scalable. Additionally, web servers along with load balancing software that is part of the Microsoft Windows 2003 operating system make the system infinitely scalable. CrossPointe.net's development process includes scalability testing for load, performance, stress and endurance. Our in-house metrics show scalability beyond 200,000 students with no degradation in performance, and with the resource utilization well within our acceptable goals.

Interoperability

Many information systems operate as islands of information which results in organizations utilizing their employees to ship this information from island to island. This leads to many automated business processes requiring manual intervention. These manual steps create friction in the processes districts rely on to deliver services to their stakeholders.

CrossPointe.net is built entirely on Microsoft technologies and takes interoperability to the next level. CrossPointe.net provides effective strategies that allow you to achieve true interoperability while reducing complexity in your applications and your data center.

To achieve this new level of frictionless interoperability Microsoft .NET technology provides several options including; bridging, porting, and platform unification. The cost savings achieved from management, maintenance and server consolidation achieved through utilizing Microsoft .NET's interoperability strategies are very significant. As an additional benefit, this level of interoperability provides administrators a unified picture of what is going on in their district and ultimately leads to more informed decisions.

CrossPointe.net's application integration team has a dedicated group of experienced technical architects, analysts, technical leads, and developers. Our experience interfacing with other 3rd party applications and enterprises (such as States and Federal systems) is extensive and a must for any implementation of this scope.

Specific examples of interfaces we have created include:

- Versatrans - 3rd party transportation application
- Synervoice - 3rd party auto-dialer application
- Cybersoft, Nutrikids - 3rd party food services application

Interfaces Continued:

- WinSnap
- SNAP - 3rd party student health records application
- Follet
- Trapeze
- SAP
- InteGrade
- RenPlace
- National Assessment of Education Progress (NAEP) - export student assessment data
- Destiny
- Clarity
- SIF 2.0 - compliant with this standard of data interoperability with other SIF 2.0 enterprises.

Interoperability is achieved in various ways, depending on the specification, requirements and abilities of the entity that our app will interface with. This includes custom built stored procedures, web services, custom import/export jobs, and writing to 3rd party API's. We leverage our considerable expertise to deliver the best of what the industry has to offer.

Training Support Implementation

Best practices suggest professional development (often referred to as training) for any new computer application should consider both the technical education necessary to support the application as well as the end-user education necessary for use of the new application by end-users within the context of any new business processes Gadsden County School District may identify during business process re-engineering effort. As a result, we have planned for both educational audiences and the incorporation of Gadsden County School District business processes in the end-user coursework to be developed and delivered.

Two critical success factors of a successful SIS implementation are knowledge transfer and support services. We must transfer essential knowledge and skills from our Implementation Team to the appropriate Gadsden County School District resources and deliver the support services to both the end-users and the Gadsden County School District technical community. We propose to harness the existing resources and leverage existing processes and help desk tools and reports to measure performance and progress, facilitate knowledge transfer, and ensure a smooth the transition as we move through implementation phase of the project.

We have attached for your review the Master Level Agreement and the Product Order Form. We appreciate your time in consideration of our solution and we look forward to working with you on this very important project.

Sincerely,

Joan Keebler,
President/CEO

Master Level Agreement

CROSSPOINTE.net LLC

{Gadsden County School Board}

The following Master Terms and Conditions contained in this Agreement (“T&C’s” or “Agreement”) supplement and govern each Product Order Form Software End User Agreement (“Product Order Form”) entered into at any time between CrossPointe.net, LLC. (“CrossPointe.net LLC”) and *{Gadsden County School Board}* (“Client”). CrossPointe.net LLC and the Client are individually referred to herein as a “Party” or collectively as the “Parties.”

1. Definitions. Unless the context otherwise requires, the following definitions shall apply and are in addition to the definitions contained in other parts of this Agreement and in each Product Order Form:

“Agreement” means these T&C’s and each Product Order Form referring to these T&C’s and entered into by the Parties.

“CrossPointe.net Supported Products” or **“Products”** means the products specified by CrossPointe.net in a Product Order Form for as long as those products are eligible for Support by CrossPointe.net under Section 4 of this Agreement during the Support Period.

“Intellectual Property Rights” means all copyrights, patent rights, confidentiality rights, trade secret rights and trademark rights.

“License Fee” means the amount to be paid by the Client for the components of the System as identified in the Schedule.

“License Term” is perpetual, unless a shorter term is specified in a Product Order Form or the License is terminated pursuant to the Agreement.

“Major Release” means the version of a CrossPointe.net Supported Product denominated by the number before the decimal point in the release designation (e.g., 4.0 and 5.0 are each different Major Releases).

“Operating System” shall mean the third party foundation software required to communicate with the Client’s computer hardware.

“Price” means the total amount of License and Service Fees for the System as specified in the Client Product Order Form.

“Schedule” means the Product Order Form or Forms initially attached hereto, and/or subsequently added by consent of the Parties, which identify the elements of the System to be provided and the Services to be performed by CrossPointe.net or a third party under this Agreement.

“Services” means each of the types of services identified in a Product Order Form and rendered by CrossPointe.net during the period identified in that Product Order Form which may include training, maintenance, implementation services and conversions.

“Services Fees” means the particular fees for specific services identified in the Product Order Form.

“Software” shall mean the CrossPointe.net Supported Products or Products (including modifications and enhancements [and source or object code if the Client’s Product Order Form calls for an in-house stand alone installation of the Software]) that comprise the proprietary application software and its accompanying documentation as identified in the Schedule.

“Software Maintenance Agreement” means an annual software support and maintenance contract between CrossPointe.net and the Client in consideration for such percentage of the then current License Fees of the CrossPointe.net Supported Products identified in the Product Order Form.

“Subscription Services” means each of the types of services identified in a Product Order Form and rendered by CrossPointe.net during the subscription period identified in that Product Order Form. (Support is not a Subscription Service.)

“Support Period” means the initial period of Support specified in a Product Order Form (60 days unless otherwise specified) and commencing on the initial delivery of the CrossPointe.net Supported Products (“Initial Support Period”).

“System” shall mean the Software and Operating System.

2. License. In accordance with the terms herein, CrossPointe.net grants to Client and the Client accepts from CrossPointe.net a personal, nonexclusive and nontransferable license to use the Software (including all object, source or executable codes related thereto and specified in the Client’s Product Order Form if the Client’s Product Order Form calls for an in-house stand alone installation of the Software) or provide the Client with a functional Application Service Provider license with respect to the Software (if the Client’s Product Order Form calls for an “Application Service Provider” license) and/or System, as the case may be, within the *{District Name}*, subject to the conditions and restrictions contained herein, with only up to the maximum concurrent users and maximum seats – per Subscription agreement as shown in the Product Order Form applicable, unless and until terminated hereunder. Client shall be entitled to license additional concurrent users at CrossPointe.net’s then prevailing rates by written agreement of the parties. Except as otherwise provided in this Agreement, the Software and/or System shall be used only for Client’s internal business needs. Except as otherwise provided in this Agreement, Client shall not permit any third party, to use the Software and/or System nor shall the Client grant any sublicense for the use of the Software and/or System. All modifications, enhancements and updates to the Software provided by CrossPointe.net shall become part of the Software and be subject to the terms and conditions herein (the “License”):

a. Installation and Use. The Client may: i) install, access, or support the Software upon computer hardware equipment owned or leased by such Client (if the Client’s Product Order Form calls for an in-house stand alone installation of the Software) or ii) provide the Client with a functional Application Service Provider license with respect to the Software (if the Client’s Product Order Form calls for an “Application Service Provider” license (defined as a centrally-hosted implementation of CrossPointe.net’s Software which is shared by multiple end-user accounts) of the Software, in each case with the Client’s use of the Software being only for the internal business needs of the Client. The Client acknowledges that its use of the Software may be subject to additional licensing terms from the relevant Third Party, and that the Client is authorized to use the Software subject to the terms of this Agreement and such additional licensing terms.

b. Software Copies. All copies of the Software (whether made by the Client or provided by CrossPointe.net) are subject to the provisions of this Agreement. The Client must maintain an accurate record of the locations of all copies of the Software, which record may be inspected by CrossPointe.net at any time.

c. Documentation Copies. The Client may make a reasonable number of copies of the CrossPointe.net Documentation.

d. Software Modifications. The Client may use the CrossPointe.net Products to develop and use (for only the internal business needs of the Client) interfaces, Software modifications, or enhancements. CrossPointe.net will continue to own all Intellectual Property Rights to any object code, executable code or source code developed by CrossPointe.net. This Agreement and the Client will not restrict CrossPointe.net's independent development, use or licensing of any type of software. Client developed software which enhances, supports, or modifies the CrossPointe.net Products ("Client Modifications") shall be owned by CrossPointe.net. Each such Client Modifications may be used by CrossPointe.net for its own use and for use by CrossPointe.net's other customers as a perpetual, irrevocable, nonexclusive right and license; provided, however, if CrossPointe.net, in its sole discretion, decides to incorporate such Client Modifications into CrossPointe.net's standard product offerings or CrossPointe.net's Supported Products which CrossPointe.net makes available to its other customers, then Client may continue to use such Client Modifications pursuant to the License granted in this Agreement. Notwithstanding the foregoing, should CrossPointe.net incorporate such Client Modifications into its standard product offerings or its Supported Products then Client, by its execution of this Agreement, irrevocably assigns to CrossPointe.net all right, title and legal interests (including all rights of copyright, patent, and other intellectual property rights) in and to the Client Modifications, absolutely and in fee simple, including, but not limited to the right of perpetual, irrevocable, nonexclusive use and license and sublicense rights with respect to the Client Modifications, for its and its future customers' benefit, in each and all manner and circumstance, without any compensation due or payable to Client for such ownership rights with respect to all Client Modifications.

e. Restrictions. The Client may not rent, lease or re-license the Software or use the Software to provide data processing, outsourcing, service bureau, hosting services or training to third parties. The Client will retain and include on each copy of the Software, all titles, trademarks, and copyright and restricted rights notices. The Client will not disassemble, decompile, decode or reverse engineer the Software, except as expressly permitted by applicable law or contract for the CrossPointe.net Products. The restrictions in the Agreement concerning the use and confidentiality of the Software extend to any updates, upgrades, enhancements, new releases or support materials related to the Software and provided by CrossPointe.net. Client is responsible for compliance with the Agreement by each member and employee of the Client and each user.

f. U.S. Government restricted rights. If Licensee is acting on behalf of any unit or agency of the United States Government ("Government"), the following provisions apply: (1) the software and documentation are provided to the Government with Restricted Rights, (2) use, duplication or disclosure by the Government is subject to restrictions as set forth in subparagraph (c)(1)(ii) of the Rights in Technical Data and Computer Software clause at DFARS 252.227-7013 and subparagraph (c)(2) of the Commercial Computer Software – Restricted Rights clause at FAR 52.227-19.

g. Price and Payment. Client shall pay CrossPointe.net for the Software License granted herein, in the manner and as specified to in the initial and/or any subsequent Product Order Forms executed by Client pursuant to this Agreement (collectively the "Product Order Price").

All payments hereunder shall be made in United States Dollars. Unless otherwise stated herein, or specified on the Client's Product Order Form, all invoices shall be due and payable within thirty (30) days of date of invoice. On any invoice not paid within sixty (60) days, CrossPointe.net may assess and Client shall pay a service charge accruing thereafter until the date of payment equal to the lesser of: (i) the rate of one and one-half percent (1.5%) per month or (ii) the maximum lawful interest rate applicable. In the event Client's account is in arrears for more than ninety (90) days for ANY reason, CrossPointe.net shall be entitled to immediately place Client on support hold. No Services, including Subscription Services, will be provided while Client is on support hold. Client shall remain on support hold until Client's account is paid current.

If the Client fails to pay the Product Order Price and/or License Fees (but not with respect to any failure of Client to pay any maintenance fees) and persists in such failure to pay the Product Order Price and/or License Fees for thirty (30) days after receiving written notice thereof from CrossPointe.net, CrossPointe.net may terminate this Agreement and declare any unpaid amounts owed hereunder immediately due and payable. Client Modifications made to the Software by the Client shall be CrossPointe.net's property, pursuant to the terms described in Section 2(f) of this Agreement. Any modifications, enhancements or changes made to the Software by CrossPointe.net, whether under agreement with the Client or otherwise, shall be CrossPointe.net's property. Client Modifications made to the Software shall be subject to CrossPointe.net's warranty only if and when such changes are incorporated into the Software, CrossPointe.net's standard product offerings or CrossPointe.net's Supported Products, as generally distributed to CrossPointe.net's other customers. Upon any termination of this Agreement pursuant to this paragraph, the Client shall discontinue its use of, and shall return within 10 days, all copies of the Software and Documentation then in its possession. The Client's obligation to pay accrued charges and fees and to protect the confidentiality of the Software and Documentation shall survive termination. Cancellation of the license granted hereunder shall be in addition to and not in lieu of any other remedies available to CrossPointe.net. Any such termination shall also terminate CrossPointe.net's warranty and indemnity obligations and liabilities.

3. Deliveries and Installation. Promptly after receipt of the payment(s) as specified in the Product Order Price, CrossPointe will deliver to the Client one copy of the Software (if the Client's Product Order Form calls for an in-house stand alone installation of the Software) and one copy of the Documentation. Except to the extent otherwise agreed to separately in writing by the Parties, the Client is responsible, at its expense, for installation of the Software (if the Client's Product Order Form calls for an in-house stand alone installation of the Software), user training, data conversion and other services.

4. Support by CrossPointe.net. During the Support Period, CrossPointe.net will provide the Client the following support ("Support"):

a. Repair, replace or provide The Client with an upgrade of the CrossPointe.net-Supported Products to comply with the Product Warranty under Section 7.

b. Make CrossPointe.net's standard telephone support available to persons authorized by the Client, including general technical information and assistance with problem determination, isolation, verification and resolution during the hours of 8 a.m. to 5 p.m. EST (excluding weekends and CrossPointe.net designated holidays, or as specified on the Client's Product Order Form).

c. Provide the Client updates, enhancements, and new releases of the CrossPointe.net Supported Products when generally made available by CrossPointe.net for installation and use by the Client. (1) CrossPointe.net will provide support for the immediate prior Major Release for a period of 12 months after general availability of the then current Major Release. (2) CrossPointe.net will alert Client at least 6 months before the scheduled termination of Support and the Product Warranty for any Major Release. CrossPointe.net may immediately terminate Maintenance and the Product Warranty for all CrossPointe.net Supported Products if Client does not renew Support for the CrossPointe.net Supported Products designated on a Product Order Form. CrossPointe.net will have no obligation to provide support for any Client Modifications until such time as such Client Modifications have been incorporated into the CrossPointe.net Supported Products which have been made available to other CrossPointe.net customers.

d. CrossPointe.net shall exercise reasonable skill and care in the provision and performance of support. Dates given for performance of Services are good faith estimates only.

5. Client Responsibilities. CrossPointe.net Support and the Product Warranty require that:

- a. Client shall ensure its hardware is kept in good working order in accordance with the manufacturer's recommendations and requirements.**
- b. Client shall identify and provide "key" individual contacts to serve as Client's first line of support on routine System issues for the Client's authorized users and to serve as a liaison between the Client and CrossPointe.net on the issues which need to be communicated to CrossPointe.**
- c. Client shall provide CrossPointe.net access to the Client's system 24 hours/day-365 days/year via a mutually agreed upon method. Such access shall allow CrossPointe.net to conduct an audit of the Software as required by CrossPointe.net, from time to time, and to support, monitor and test Client's system.**
- d. Client shall take all reasonable steps to ensure that no virus is loaded on the System. Virus diagnosis and removal services are not covered by Support and are billable at CrossPointe.net's then prevailing rates.**
- e. Client shall install all new releases of the Software within 12 months after being provided by CrossPointe.net. If the installation of a new release of Software also requires a new release of the Operating System, the Client shall also install such new release(s) at the same time that it installs any such new release of the Software, so that the newly supported CrossPointe.net release will be functional.**
- f. The Client shall be responsible, to the extent Client deems necessary, for the following, unless otherwise set forth in the Schedule: adherence to specified electrical requirements; running all cable and phone connections for the System; all data conversion, media, and other charges related to the transfer of the Client's data; all networking design and administration charges relating to the set-up and support of the Client's network.**
- g. The Client shall use the Software only in accordance with the terms and conditions set forth in this Agreement. CrossPointe.net Software may only be used within (*Client Name*) or on portable hardware owned by the Client and utilized by its employees.**
- h. The Client shall provide CrossPointe.net reasonably available information and technical assistance.**
- i. The Client's installation of all or any part of the Software shall be in accordance with the Documentation.**
- j. If CrossPointe.net reasonably determines that a Client reported problem is either (1) not caused by the CrossPointe.net Supported Products or (2) due to the Client's modification of the Products or noncompliance with the Documentation, and CrossPointe.net is reasonably able to correct the problem at Client's request, then Client will reimburse CrossPointe.net for that requested correction at CrossPointe.net's then current hourly rates (CrossPointe.net will notify Client before incurring those expenses).**

6. Service Fees, Renewal and Reinstatement. [This Section 6 pertains only to CrossPointe.net Supported Products having a perpetual License Term. Service fees for CrossPointe.net Supported Products that have a shorter, stated License Term, are payable in the amounts and on the periodic payment dates described in the Product Order Form for those Products.] There is no Service Fee for the CrossPointe.net Supported Products during the Initial Support Period. While CrossPointe.net provides Support to other Clients, Client may renew Support for the CrossPointe.net Supported Products for one-year renewal periods by paying CrossPointe.net the applicable amounts under this Section 6 and the Product Order Form. CrossPointe.net will invoice the Client approximately 90 days before the end of the then current Support Period and notify the Client of non-payment approximately 10 days before the Support renewal date. CrossPointe.net may terminate Support if all past due, undisputed invoices are not paid by the Support renewal date. The Product Order Form states the initial fee after the Initial Support Period and relevant dates for annual Support of the CrossPointe.net Supported Products. Client will reimburse CrossPointe.net for reasonable travel and out-of-pocket expenses incurred when rendering on-site Support or Product Warranty services, if such onsite support or warrantee service is required due to errors of Client which cannot be corrected remotely, (CrossPointe.net will notify Client before incurring those expenses). If Support has terminated because of non-renewal or non-payment, and Client desires to reinstate Support, CrossPointe.net will reinstate available Support within 18 months after termination of Support if Client pays CrossPointe.net: (a) all undisputed invoices, (b) the annual Support fee for the next one year Support Period, and (c) if support has been terminated for more than 90 days, a “reinstatement fee” as specified by CrossPointe.net. (d) prorated prior year’s Maintenance for all the days Support was terminated.

7. Product Warranty. During the Support Period CrossPointe.net warrants that (the “Product Warranty”):

Media. The Product media as provided by CrossPointe.net will be free of material defects.

Viruses. Before Product delivery by CrossPointe.net, CrossPointe.net will use up-to-date, commercially available virus scanning and cleaning products, and will not, based on the results of that scanning and cleaning, deliver to the Client Products containing any computer viruses, time bombs, harmful and malicious data, or other undocumented programs which inhibit Product use and operation. When properly installed, the unmodified Software provided by CrossPointe.net for the CrossPointe.net Supported Products will operate materially and substantially as described in the Documentation for that Software.

THE WARRANTIES REFERENCED IN THIS AGREEMENT ARE IN LIEU OF ALL OTHER WARRANTIES, EXPRESS OR IMPLIED, INCLUDING IMPLIED WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE. CROSSPOINTE DOES NOT WARRANT THAT THE SOFTWARE IS FREE OF NONMATERIAL DEFECTS. CROSSPOINTE.NET DOES NOT REPRESENT THAT THE SYSTEM WILL MEET CLIENT'S REQUIREMENTS OR THAT THE OPERATION OF THE SOFTWARE WILL BE UNINTERRUPTED OR ERROR FREE.

8. Title.

a. CrossPointe.net warrants that it owns all rights, titles, and interests in the CrossPointe.net Supported Products and the software used by CrossPointe.net for the Subscription Services, or has the authority by license, sufficient to grant Client the License and fulfill CrossPointe.net’s obligations under the Agreement. Client’s exclusive remedies for the breach of this Section 8 by CrossPointe.net are described in Sections 9 and 11.

b. The Software, Operating System, all programs developed by CrossPointe.net for the Client hereunder, and all copies thereof are proprietary to CrossPointe.net and title thereto remains with CrossPointe.net. All applicable rights to patents, copyrights, trademarks and trade secrets in the Software, Operating System or any programs developed by or at Client's request are and shall remain in CrossPointe.net. Client shall not modify, reverse engineer, assemble or decompile, in whole or in part, or Operating System. Client shall not sell, license, transfer, publish, disclose, display or otherwise make available the Software, or Operating System or copies thereof to any other party, individual or entity. Client agrees to secure and protect the Software and Operating System and copies thereof in a manner consistent with the maintenance of CrossPointe.net's rights therein and to take appropriate action by instruction or agreement with its employees or consultants who are permitted access to the Software or Operating System to satisfy its obligations hereunder. Violation of any provision of this paragraph shall entitle CrossPointe.net to terminate this Agreement and the Software and Operating System licenses granted hereunder.

9. Product Warranty or Support Remedies. The Client's exclusive remedies for breach of the Product Warranty or Support are:

a. CrossPointe.net will provide Support to repair or replace the Products to enable the Products to comply with the Product Warranty.

b. If CrossPointe.net does not comply with Section 9(a) within the Cure Period (as defined below), the Client may recover direct damages for the CrossPointe.net Supported Products subject to the damage claim, including up to a refund of the License Fees or Service Fees paid by the Client to CrossPointe.net, subject to the time periods and limitations described in Section 14. Client may also elect to terminate Support, the Subscription Services, the License or the Agreement if CrossPointe.net's breach is not cured within the Cure Period. CrossPointe.net may terminate the License and the Agreement if the undisputed License Fees are not paid by the Client within 30 days after notice of late payment or if the Client does not cure any other material breach of the Agreement within 90 days after notice of breach. CrossPointe.net may terminate Support and any Subscription Services if CrossPointe.net's undisputed invoices are not paid within 30 days after notice of late payment. Upon termination of the License by CrossPointe.net for non-payment of the Product Order Price, the License Fees or Service Fees, then Client shall promptly destroy or return the Products to CrossPointe.net. If the License and the Agreement terminate as described in this Section 9 other than for non-payment of the Product Order Price, the License Fees or Service Fees, then Client shall (if the Client's Product Order Form calls for an in-house stand alone installation of the Software) be permitted to retain and continue its right to use, for its use only, the source, object and executable Software codes, pursuant to the term, restrictions and conditions contained in this Agreement. "Cure Period" means the period of time reasonably required after notice from Client for CrossPointe.net to cure a breach in accordance with CrossPointe.net's standard and solely defined Support practices. Sections 1, 2, 5, 8b, and 10 through 22 shall survive any termination of the Agreement.

10. Confidential Information. The Client acknowledges that the System is a confidential and proprietary trade secret of CrossPointe.net. The Client, including the Client's agents and employees, shall keep the Software and all related confidential materials in strictest confidence. "Confidential Information" means object code, source code and benchmark tests for the Products, pricing, non-standard CrossPointe.net contract terms, Client data and all other information reasonably believed to be confidential, but excludes:

- a. Information made available to the general public without restriction by the disclosing Party ;
- b. Information known to the receiving Party independent of disclosures by the disclosing Party;

- c. Information independently developed by the receiving Party without access to or use of the disclosing Party's Confidential Information; and
- d. Information that the receiving Party may be required to disclose pursuant to subpoena or other lawful process, provided that the receiving Party notifies the disclosing Party in a timely manner to allow the disclosing Party to appear and protect its interests, and such disclosure complies with applicable law.

Client's Confidential Information also excludes any new features or functionality suggested by Client for the Products or Subscription Services. The Parties will use reasonable efforts to keep each other's Confidential Information secret and will use that information only to fulfill the rights and obligations under the Agreement. Either Party may disclose in confidence the other Party's Confidential Information on a need-to-know basis to other persons within the control of the disclosing party, and the Party making that disclosure will be responsible for that person's compliance with these restrictions on disclosure and use.

11. Infringement Indemnity and Remedies. CrossPointe.net will, at its expense, retain counsel and defend any suit or claim brought against the Client or software used by CrossPointe.net for the Subscription Services infringe upon any third party's Intellectual Property Rights enforceable under Canadian, United States or state law or international copyright treaty, if Client: (a) promptly notifies CrossPointe.net after Client learns of the suit or claim, and no delay by Client in providing that notice materially prejudices the rights of CrossPointe.net; (b) gives CrossPointe.net authority to defend or settle the suit or claim (provided that CrossPointe.net does not agree to any settlement that materially prejudices Client); (c) gives CrossPointe.net all available non-privileged information reasonably requested by CrossPointe.net concerning the suit or claim; and (d) complies with this Section 11 and reasonably cooperates with CrossPointe.net in the defense (CrossPointe.net will reimburse Client's reasonable out-of-pocket costs of that requested cooperation). The Client may also retain counsel to participate in the defense ("Client's Counsel"). CrossPointe.net will reimburse Client for the reasonable fees and expenses of Client's Counsel only if CrossPointe.net fails to continue to retain legal counsel as required by this Section 11. CrossPointe.net shall have the right to control the defense of all such claims, lawsuit and other proceedings. In no event shall Client make any prejudicial statement in relation thereto, or settle any such claim, lawsuit or proceeding without CrossPointe.net's prior written approval. Client shall, if and when requested by CrossPointe.net, and at CrossPointe.net's expense, promptly provide all needed assistance in the defense of such claims. If as a result of any claims of infringement by the Software against any patent, copyright, license or the property right of a third party, CrossPointe.net or Client is enjoined from using the Software, or if CrossPointe.net believes that the Software is likely to result in a judgment of infringement, CrossPointe.net at its option and expense may: (i) procure the right for Client to continue to use the Software; (ii) replace or modify the Software so as to make it non-infringing with similar functionality; or (iii) discontinue the License granted herein and refund to Client 50% of the respective License Fees paid hereunder with respect only to the software component of the System deemed likely in a judgment of infringement and which has been paid during a three year period prior to CrossPointe.net making this election under Section 11. CrossPointe.net will have no obligations or liability for any suit or claim of infringement based on the Client's use of a superseded or Client-altered release of the CrossPointe.net Supported Products to the extent that the obligation or liability will be voided by the use of a then current release of the CrossPointe.net Supported Products which CrossPointe.net provides to Client. Client will reasonably cooperate with CrossPointe.net to mitigate infringement damages. The foregoing states the entire, sole, and exclusive liability of CrossPointe.net with respect to infringement on any third party property rights by the Software or any parts thereof. This indemnity shall not apply if the infringement is caused in whole or in part by modifications to the System made by Client or other non-CrossPointe.net personnel; use of the Software in a

manner other than in accordance with the Agreement or use of the Software in combination with software not supplied by CrossPointe.net under the Agreement.

12. Excusable Delay. Neither Party will be in default of its obligations under the Agreement or liable to the other for any noncompliance arising from causes beyond the reasonable control of the Party, including without limitation, fires, floods, natural disasters. Each Party will use reasonable efforts to resolve promptly any type of excusable delay.

13. Limitations of Liability. In no event will CrossPointe.net, CrossPointe.net's Third Parties or the Client be liable for indirect, incidental, punitive, exemplary, special or consequential damages, or damages for loss of profits, revenue, data or use, incurred by either Party, whether in contract or tort, even if the other Party has been advised of the possibility of such damages. Neither Party will seek or apply for such damages. CrossPointe.net's and its Third Parties' aggregate liability for damages to the Client for the Agreement, the Products, the Product Warranty, Support or the Subscription Services, whether in contract or tort, shall be limited to actual direct money damages in an amount not to exceed: (a) the License Fees paid by the Client to CrossPointe.net for the Products subject to the damage claim if the claim arose within one year after the date of the earliest Product Order Form for those Products, (b) the most recent annual Service Fees paid by Client to CrossPointe.net for the Products subject to the damage claim if the claim arose more than one year after the date of the earliest Product Order Form for those Products or (c) the most recent annual Subscription Services Fees paid by Client to CrossPointe.net for the Subscription Services subject to the damage claim. The Parties will each use reasonable efforts to mitigate their damages. These limitations represent the agreed allocation of risk. **THE FOREGOING LIMITATION OF LIABILITY SHALL REMAIN IN FULL FORCE AND EFFECT REGARDLESS WHETHER CLIENT'S REMEDIES HEREUNDER HAVE FAILED THEIR ESSENTIAL PURPOSE.**

14. Assignment. Client may not assign the License or the Agreement or transfer any rights or obligations under the Agreement without CrossPointe.net's consent under an assignment or leasing addendum, such consent may be unreasonably withheld. Any assignment or transfer in violation of this Section 15 is void. Any valid assignment of Client's rights and obligations in relation to the Software will require an additional Software License Fee paid to CrossPointe at CrossPointe.net's then prevailing rates unless otherwise specified. Assignments of this Agreement by CrossPointe.net shall not be made without prior notification to the Client.

15. Publicity. Either Party may (in any presentations, press releases, advertising or publicly-disseminated materials) refer to the other Party, to the Products licensed by the Client, or to background information, including for example: CrossPointe.net competitors and competing products considered by the Client, and the Client business needs and reasons for selecting CrossPointe.net and its Products. Before disseminating that information publicly, the disclosing Party will review the factual content of the disclosures with the other Party.

16. Remedies. If the Client has a good faith complaint concerning the Products, Support Subscription Services, the Agreement or CrossPointe.net's invoices, Client shall send CrossPointe.net a specific and complete written description of the complaint within 30 days of discovering the basis for the complaint. CrossPointe.net reserves the right, in its sole discretion, to determine if a Software breach exists, and to implement a plan and resolution time frame to resolve the issue, as defined by CrossPointe.net and to retain subject matter experts to determine whether the complaint has a reasonable basis. If the Client fails to specify a particular complaint with the Products, Support, Subscription Services, the Agreement or CrossPointe.net's invoices, Client understands and agrees that this failure will result in a waiver of Client's right to raise that complaint in any litigation. Promptly after receiving the specific and complete written description of the complaint, each of the Parties will appoint a designated representative to meet, within a reasonable time, in person or by telephone to attempt to resolve in good faith any dispute concerning the Products, Support, Subscription Services, CrossPointe.net's invoices or the Agreement. If the designated representatives do not resolve the dispute, then either Party may request that an officer of CrossPointe.net and an officer of Client meet, within a reasonable time, in person or by telephone to review and attempt to resolve the dispute in good faith. No litigation, arbitration or other action relating to the Products, Support, Subscription Services, CrossPointe.net's invoice or the Agreement may be brought: (a) if Client has not participated or agreed to participate in the above meetings or (b) if the cause of action has been known by the Client more than 30 days. Client agrees that failure to comply with this provision will entitle CrossPointe.net to seek dismissal of any litigation without prejudice and Client agrees not to oppose any motion to dismiss the litigation without prejudice. Client agrees not to initiate or re-initiate any litigation until this section is satisfied. Each Party will pay (without reimbursement) its own legal fees and expenses incurred in any dispute.

The Parties must comply with this section for any dispute, controversy or claim arising out of or relating to the rights and obligation of a party under this Agreement or the validity, interpretation, breach or termination thereof, including claims seeking redress or asserting rights under applicable law.

17. Notices. All notices required under the Agreement must be in writing and delivered electronically or by other method providing for proof of delivery, to the attention of the CEO or President, as to CrossPointe.net and to the Superintendent, as to Client, at the address on the applicable Product Order Form (unless a different address has been designated by notice to the other Party).

18. Escrow. If requested by Client, a current version of the Software source code and the accompanying documentation will be placed into escrow with a third party. Source code which has been escrowed is eligible for release in the event CrossPointe liquidates or shall be declared bankrupt. If Client receives source code under the above circumstances, such source code shall be deemed to be Software and subject to the terms and conditions herein. The source code is to be used solely for Client's maintenance of the Software.

19. General.

a. Unless otherwise specifically agreed in writing by an authorized representative of Client and a Vice President or higher ranking officer of CrossPointe.net, this Agreement will solely govern any present or future purchases/licenses by Client from CrossPointe.net. Any additional Schedules shall be attached and incorporated into this Agreement by reference.

b. Each party acknowledges that it has read this Agreement, understands it, and agrees to be bound by its terms. This Agreement, along with the respective Product Order Forms and attachments, is the complete and exclusive statement of the Agreement between the parties with respect to the System and shall supersede all prior proposals, understandings and all other agreements, oral and written. The terms and conditions in this Agreement shall take precedence over the terms and conditions included in all purchase orders and other documentation submitted by Client pursuant to this Agreement. This Agreement may not be modified or altered except by a written instrument duly executed by both parties.

c. Neither party hereto shall be liable or deemed in default for any delay or failure in performance hereunder resulting from any cause beyond its reasonable control.

d. This Agreement, and any action arising out of or related to it, shall be governed by and construed in accordance with the laws of the State of Florida; however, except as otherwise expressly stated herein, the parties specifically waive and disclaim the applicability of the Uniform Commercial Code; Unfair Trade Practices Act, Uniform Electronic Transactions Act, and Uniform Computer Information Transactions Act to this Agreement. Except for Client and CrossPointe, no other party may sue or be sued under this Agreement.

e. If any provision of this Agreement is held to be ineffective, unenforceable or illegal for any reason, such decision shall not affect the effectiveness, validity or enforceability of any or all of the remaining provisions hereof, and if any provision of this agreement is held to be ineffective, unenforceable or illegal with respect to particular circumstances, such provision shall remain in full force and effect in all other circumstances.

f. This Agreement shall be binding upon and inure to the benefit of only the parties hereto and their respective successors and permitted assigns.

g. The waiver or failure of either party to exercise any right provided for in this Agreement shall not be deemed a waiver of any further right hereunder.

h. All communications or notices permitted or required to be given or served under this Agreement shall be in writing, shall be addressed to the other Parties at the appropriate Party's address or as set forth below, and shall be deemed to have been duly given or served if delivered in person or deposited in the United States mail, certified mail, return receipt requested.

i. This Agreement shall become effective upon the signature hereof by an authorized representative of the Client and CrossPointe.net and receipt by CrossPointe.net of the initial payment specified herein.

j. All services provided by CrossPointe.net will be provided as an independent contractor, and neither Party will be, or represent itself to be, the franchiser, franchisee, agent or legal representative of the other Party.

k. The Agreement may be amended only in writing signed by the Parties, except that CrossPointe.net may, upon notice to Client and without Client's signature, amend a Product Order Form to correct errors without increasing the License Fees. All purchase orders, prior agreements, representations, statements, requests for proposal, proposals, negotiations, understandings and undertakings concerning the Products, Support or Subscription Services are superseded by the Agreement.

20. Jurisdiction, Service of Process. Any proceeding arising out of or relating to this Agreement may be brought in the courts of the State of Florida, Orange County, or, if it has or can acquire jurisdiction, in the United States District Court for the Middle District of Florida, and each of the Parties irrevocably submits to the exclusive jurisdiction of each such court in any such proceeding, waives any objection it may now or hereafter have to venue or to convenience of forum, agrees that all claims in respect of the proceeding shall be heard and determined only in any such court and agrees not to bring any proceeding arising out of or relating to this Agreement in any other court. The Parties agree that either or both of them may file a copy of this paragraph with any court as written evidence of the knowing, voluntary and bargained agreement between the Parties irrevocably to waive any objections to venue or to convenience of forum. Process in any proceeding referred to in the first sentence of this section may be served on any Party anywhere in the world.

21. **Taxes and Duties.** The charges covered by the License are exclusive of any tariffs, duties or taxes imposed or levied by any government or governmental agency in connection with this agreement. With the exception of taxes imposed upon CrossPointe.net which are based upon net income, Client as licensee shall, unless otherwise exempt from the payment of the following described taxes, be liable for payment of all such taxes, however designated, levied or based on the Software, its charges or its use or on this agreement, including without limitation state or local sales, use, VAT, and personal property taxes.

22. **Maintenance Services.** The annual charges to Client for CrossPointe.net’s routine software maintenance and product support will be as specified on the most recent Product Order Form, or invoice.

23. **Governing Law.** This Agreement will be governed by and construed under the laws of the State of Florida without regard to conflicts-of-laws principles that would require the application of any other law.

CROSSPOINTE.NET LLC

GADSDEN COUNTY SCHOOL BOARD

(Authorized Signature)

Joan Keebler

(Printed Name)

Chief Executive Officer

(Title)

(Date)

750 S. Orlando Avenue

(Street Address Line #1)

Suite 201B

(Street Address Line #2)

Winter Park, FL 32789

(City, State, Postal Code)

(Authorized Signature)

(Printed Name)

(Title)

(Date)

35 Martin Luther King Jr. Blvd

(Street Address Line #1)

(Street Address Line #2)

Quincy, FL 32351

(City, State, Postal Code)

**Product Order Form
Attachment 1**

**PRODUCT ORDER FORM NUMBER 061209
END USER AGREEMENT**



Date Prepared: 12-Jun-09

This Product Order Form is entered into by CrossPointe.net, LLC, and the "Client" identified below (collectively "the Parties"), and is effective as of the date signed by CLIENT ("Effective Date"). It will be affixed to and become part of the Master License Agreement (together the "Agreement"). In the event that this schedule conflicts with previous schedules, the most current schedule will control.

Client Name	Gadsden County School Board
Address	35 Martin Luther King Jr. Blvd
City, State, Zip Code	Quincy, FL 32351
Attn:	Dr. Sonja Bridges

SECTION 1 - LICENSE FEES

	Maximum Concurrent Users	License Type	Software License Fee	Remarks
CrossPointe.net Student Information System:	Unlimited	Object Code	See Below	
Demographics Attendance Enrollment and Withdrawal Special Services Discipline Test Scores Grade Reporting Scheduling Health State Reporting				
CrossPointe.net Portals	Unlimited	Object Code	See Below	
Assignment Manager Gradebook Attendance Manager Parent Portal Teacher Portal Student Portal				
CrossPointe.net UDR:	Unlimited	Object Code	See Below	
UDR - User Defined Reporting				
sub-total			\$130,000	

SECTION 2 - MAINTENANCE & SUPPORT

	Yearly Cost	Remarks
1st Year Maintenance Start Date: After 60 day warranty End Date: 12 months after 60 day warranty	\$13,000	

SECTION 3 - PROJECT FEES

	Price	Remarks
Implementation Services: Design & Configuration Services		
Data Conversion		
Training		
Project Management (for the duration of the implementation and training)		
Sub-total	\$111,000.00	
Travel & Lodging (travel reimbursement is based on district travel guidelines with mandatory receipts and will be billed as actual expenses as they occur)		

SECTION 4 - PAYMENT TERMS

	Software License Fees	Professional Services	1st Year Maintenance	Totals
Total Fees	\$130,000	\$111,000	\$13,000	\$254,000
Total Due	\$130,000	\$111,000	\$13,000	\$254,000

SECTION 5 - SPECIAL TERMS AND CONDITIONS

<i>Pricing is provided based upon 6500 student count.</i>	
<i>Payment Schedule:</i>	
<i>License and Implementation Fees Due July 31, 2009</i>	<i>\$200,000</i>
<i>Remainder of Implementation Fees and Maintenance Due July 31, 2010</i>	<i>\$ 54,000</i>

THE PARTIES AGREE TO THE TERMS SET FORTH IN THIS PRODUCT ORDER FORM

For CrossPointe. net, LLC

(Authorized Signature)

Joan Keebler

(Printed Name)

Chief Executive Officer

(Title)

750 S. Orlando Ave. Suite 201B

Company Address

Winter Park, FL 32789

City, State, Zip Code

Date

For Gadsden County School Board

(Authorized Signature)

(Printed Name)

(Title)

District Address

City, State, Zip Code

Date

CROSSPOINTE.net LLC

{Gadsden County School Board}

The following Master Terms and Conditions contained in this Agreement (“T&C’s” or “Agreement”) supplement and govern each Product Order Form Software End User Agreement (“Product Order Form”) entered into at any time between CrossPointe.net, LLC. (“CrossPointe.net LLC”) and *{Gadsden County School Board}* (“Client”). CrossPointe.net LLC and the Client are individually referred to herein as a “Party” or collectively as the “Parties.”

1. Definitions. Unless the context otherwise requires, the following definitions shall apply and are in addition to the definitions contained in other parts of this Agreement and in each Product Order Form:

“Agreement” means these T&C’s and each Product Order Form referring to these T&C’s and entered into by the Parties.

“CrossPointe.net Supported Products” or “Products” means the products specified by CrossPointe.net in a Product Order Form for as long as those products are eligible for Support by CrossPointe.net under Section 4 of this Agreement during the Support Period.

“Intellectual Property Rights” means all copyrights, patent rights, confidentiality rights, trade secret rights and trademark rights.

“License Fee” means the amount to be paid by the Client for the components of the System as identified in the Schedule.

“License Term” is perpetual, unless a shorter term is specified in a Product Order Form or the License is terminated pursuant to the Agreement.

“Major Release” means the version of a CrossPointe.net Supported Product denominated by the number before the decimal point in the release designation (e.g., 4.0 and 5.0 are each different Major Releases).

“Operating System” shall mean the third party foundation software required to communicate with the Client’s computer hardware.

“Price” means the total amount of License and Service Fees for the System as specified in the Client Product Order Form.

“Schedule” means the Product Order Form or Forms initially attached hereto, and/or subsequently added by consent of the Parties, which identify the elements of the System to be provided and the Services to be performed by CrossPointe.net or a third party under this Agreement.

“Services” means each of the types of services identified in a Product Order Form and rendered by CrossPointe.net during the period identified in that Product Order Form which may include training, maintenance, implementation services and conversions.

“Services Fees” means the particular fees for specific services identified in the Product Order Form.

“Software” shall mean the CrossPointe.net Supported Products or Products (including modifications and enhancements [and source or object code if the Client’s Product Order Form calls for an in-house stand alone installation of the Software]) that comprise the proprietary application software and its accompanying documentation as identified in the Schedule.

“Software Maintenance Agreement” means an annual software support and maintenance contract between CrossPointe.net and the Client in consideration for such percentage of the then current License Fees of the CrossPointe.net Supported Products identified in the Product Order Form.

“Subscription Services” means each of the types of services identified in a Product Order Form and rendered by CrossPointe.net during the subscription period identified in that Product Order Form. (Support is not a Subscription Service.)

“Support Period” means the initial period of Support specified in a Product Order Form (60 days unless otherwise specified) and commencing on the initial delivery of the CrossPointe.net Supported Products (“Initial Support Period”).

“System” shall mean the Software and Operating System.

2. License. In accordance with the terms herein, CrossPointe.net grants to Client and the Client accepts from CrossPointe.net a personal, nonexclusive and nontransferable license to use the Software (including all object, source or executable codes related thereto and specified in the Client’s Product Order Form if the Client’s Product Order Form calls for an in-house stand alone installation of the Software) or provide the Client with a functional Application Service Provider license with respect to the Software (if the Client’s Product Order Form calls for an “Application Service Provider” license) and/or System, as the case may be, within the *{District Name}*, subject to the conditions and restrictions contained herein, with only up to the maximum concurrent users and maximum seats – per Subscription agreement as shown in the Product Order Form applicable, unless and until terminated hereunder. Client shall be entitled to license additional concurrent users at CrossPointe.net’s then prevailing rates by written agreement of the parties. Except as otherwise provided in this Agreement, the Software and/or System shall be used only for Client’s internal business needs. Except as otherwise provided in this Agreement, Client shall not permit any third party, to use the Software and/or System nor shall the Client grant any sublicense for the use of the Software and/or System. All modifications, enhancements and updates to the Software provided by CrossPointe.net shall become part of the Software and be subject to the terms and conditions herein (the “License”):

a. Installation and Use. The Client may: i) install, access, or support the Software upon computer hardware equipment owned or leased by such Client (if the Client’s Product Order Form calls for an in-house stand alone installation of the Software) or ii) provide the Client with a functional Application Service Provider license with respect to the Software (if the Client’s Product Order Form calls for an “Application Service Provider” license (defined as a centrally-hosted implementation of CrossPointe.net’s Software which is shared by multiple end-user accounts) of the Software, in each case with the Client’s use of the Software being only for the internal business needs of the Client. The Client acknowledges that its use of the Software may be subject to additional licensing terms from the relevant Third Party, and that the Client is authorized to use the Software subject to the terms of this Agreement and such additional licensing terms.

b. Software Copies. All copies of the Software (whether made by the Client or provided by CrossPointe.net) are subject to the provisions of this Agreement. The Client must maintain an accurate record of the locations of all copies of the Software, which record may be inspected by CrossPointe.net at any time.

c. Documentation Copies. The Client may make a reasonable number of copies of the CrossPointe.net Documentation.

d. Software Modifications. The Client may use the CrossPointe.net Products to develop and use (for only the internal business needs of the Client) interfaces, Software modifications, or enhancements. CrossPointe.net will continue to own all Intellectual Property Rights to any object code, executable code or source code developed by CrossPointe.net. This Agreement and the Client will not restrict CrossPointe.net’s independent development, use or licensing of any type of software. Client developed software which enhances, supports, or modifies the CrossPointe.net Products (“Client Modifications”) shall be owned by CrossPointe.net. Each such Client Modifications may be used by CrossPointe.net for its own use and for use by CrossPointe.net’s other customers as a perpetual, irrevocable, nonexclusive right and license; provided, however, if CrossPointe.net, in its sole discretion, decides to

incorporate such Client Modifications into CrossPointe.net's standard product offerings or CrossPointe.net's Supported Products which CrossPointe.net makes available to its other customers, then Client may continue to use such Client Modifications pursuant to the License granted in this Agreement. Notwithstanding the foregoing, should CrossPointe.net incorporate such Client Modifications into its standard product offerings or its Supported Products then Client, by its execution of this Agreement, irrevocably assigns to CrossPointe.net all right, title and legal interests (including all rights of copyright, patent, and other intellectual property rights) in and to the Client Modifications, absolutely and in fee simple, including, but not limited to the right of perpetual, irrevocable, nonexclusive use and license and sublicense rights with respect to the Client Modifications, for its and its future customers' benefit, in each and all manner and circumstance, without any compensation due or payable to Client for such ownership rights with respect to all Client Modifications.

e. Restrictions. The Client may not rent, lease or re-license the Software or use the Software to provide data processing, outsourcing, service bureau, hosting services or training to third parties. The Client will retain and include on each copy of the Software, all titles, trademarks, and copyright and restricted rights notices. The Client will not disassemble, decompile, decode or reverse engineer the Software, except as expressly permitted by applicable law or contract for the CrossPointe.net Products. The restrictions in the Agreement concerning the use and confidentiality of the Software extend to any updates, upgrades, enhancements, new releases or support materials related to the Software and provided by CrossPointe.net. Client is responsible for compliance with the Agreement by each member and employee of the Client and each user.

f. U.S. Government restricted rights. If Licensee is acting on behalf of any unit or agency of the United States Government ("Government"), the following provisions apply: (1) the software and documentation are provided to the Government with Restricted Rights, (2) use, duplication or disclosure by the Government is subject to restrictions as set forth in subparagraph (c)(1)(ii) of the Rights in Technical Data and Computer Software clause at DFARS 252.227-7013 and subparagraph (c)(2) of the Commercial Computer Software – Restricted Rights clause at FAR 52.227-19.

g. Price and Payment. Client shall pay CrossPointe.net for the Software License granted herein, in the manner and as specified to in the initial and/or any subsequent Product Order Forms executed by Client pursuant to this Agreement (collectively the "Product Order Price").

All payments hereunder shall be made in United States Dollars. Unless otherwise stated herein, or specified on the Client's Product Order Form, all invoices shall be due and payable within thirty (30) days of date of invoice. On any invoice not paid within sixty (60) days, CrossPointe.net may assess and Client shall pay a service charge accruing thereafter until the date of payment equal to the lesser of: (i) the rate of one and one-half percent (1.5%) per month or (ii) the maximum lawful interest rate applicable. In the event Client's account is in arrears for more than ninety (90) days for ANY reason, CrossPointe.net shall be entitled to immediately place Client on support hold. No Services, including Subscription Services, will be provided while Client is on support hold. Client shall remain on support hold until Client's account is paid current.

If the Client fails to pay the Product Order Price and/or License Fees (but not with respect to any failure of Client to pay any maintenance fees) and persists in such failure to pay the Product Order Price and/or License Fees for thirty (30) days after receiving written notice thereof from CrossPointe.net, CrossPointe.net may terminate this Agreement and declare any unpaid amounts owed hereunder immediately due and payable. Client Modifications made to the Software by the Client shall be CrossPointe.net's property, pursuant to the terms described in Section 2(f) of this Agreement. Any modifications, enhancements or changes made to the Software by CrossPointe.net, whether under agreement with the Client or otherwise, shall be CrossPointe.net's property. Client Modifications made to the Software shall be subject to CrossPointe.net's warranty only if and when such changes are incorporated into the Software, CrossPointe.net's standard product offerings or CrossPointe.net's Supported Products, as generally distributed to CrossPointe.net's other customers. Upon any termination of this Agreement pursuant to this paragraph, the Client shall discontinue its

use of, and shall return within 10 days, all copies of the Software and Documentation then in its possession. The Client's obligation to pay accrued charges and fees and to protect the confidentiality of the Software and Documentation shall survive termination. Cancellation of the license granted hereunder shall be in addition to and not in lieu of any other remedies available to CrossPointe.net. Any such termination shall also terminate CrossPointe.net's warranty and indemnity obligations and liabilities.

3. Deliveries and Installation. Promptly after receipt of the payment(s) as specified in the Product Order Price, CrossPointe will deliver to the Client one copy of the Software (if the Client's Product Order Form calls for an in-house stand alone installation of the Software) and one copy of the Documentation. Except to the extent otherwise agreed to separately in writing by the Parties, the Client is responsible, at its expense, for installation of the Software (if the Client's Product Order Form calls for an in-house stand alone installation of the Software), user training, data conversion and other services.

4. Support by CrossPointe.net. During the Support Period, CrossPointe.net will provide the Client the following support ("Support"):

b. Repair, replace or provide The Client with an upgrade of the CrossPointe.net-Supported Products to comply with the Product Warranty under Section 7.

d. Make CrossPointe.net's standard telephone support available to persons authorized by the Client, including general technical information and assistance with problem determination, isolation, verification and resolution during the hours of 8 a.m. to 5 p.m. EST (excluding weekends and CrossPointe.net designated holidays, or as specified on the Client's Product Order Form).

e. Provide the Client updates, enhancements, and new releases of the CrossPointe.net Supported Products when generally made available by CrossPointe.net for installation and use by the Client. (1) CrossPointe.net will provide support for the immediate prior Major Release for a period of 12 months after general availability of the then current Major Release. (2) CrossPointe.net will alert Client at least 6 months before the scheduled termination of Support and the Product Warranty for any Major Release. CrossPointe.net may immediately terminate Maintenance and the Product Warranty for all CrossPointe.net Supported Products if Client does not renew Support for the CrossPointe.net Supported Products designated on a Product Order Form. CrossPointe.net will have no obligation to provide support for any Client Modifications until such time as such Client Modifications have been incorporated into the CrossPointe.net Supported Products which have been made available to other CrossPointe.net customers.

d. CrossPointe.net shall exercise reasonable skill and care in the provision and performance of support. Dates given for performance of Services are good faith estimates only.

5. Client Responsibilities. CrossPointe.net Support and the Product Warranty require that:

a. Client shall ensure its hardware is kept in good working order in accordance with the manufacturer's recommendations and requirements.

b. Client shall identify and provide "key" individual contacts to serve as Client's first line of support on routine System issues for the Client's authorized users and to serve as a liaison between the Client and CrossPointe.net on the issues which need to be communicated to CrossPointe.

c. Client shall provide CrossPointe.net access to the Client's system 24 hours/day-365 days/year via a mutually agreed upon method. Such access shall allow CrossPointe.net to conduct an audit of the Software as required by CrossPointe.net, from time to time, and to support, monitor and test Client's system.

d. Client shall take all reasonable steps to ensure that no virus is loaded on the System. Virus diagnosis and removal services are not covered by Support and are billable at CrossPointe.net's then prevailing rates.

e. Client shall install all new releases of the Software within 12 months after being provided by CrossPointe.net. If the installation of a new release of Software also requires a new release of the Operating System, the Client shall also install such new release(s) at the same time that it installs any such new release of the Software, so that the newly supported CrossPointe.net release will be functional.

f. The Client shall be responsible, to the extent Client deems necessary, for the following, unless otherwise set forth in the Schedule: adherence to specified electrical requirements; running all cable and phone connections for the System; all data conversion, media, and other charges related to the transfer of the Client's data; all networking design and administration charges relating to the set-up and support of the Client's network.

g. The Client shall use the Software only in accordance with the terms and conditions set forth in this Agreement. CrossPointe.net Software may only be used within (*Client Name*) or on portable hardware owned by the Client and utilized by its employees.

h. The Client shall provide CrossPointe.net reasonably available information and technical assistance.

i. The Client's installation of all or any part of the Software shall be in accordance with the Documentation.

j. If CrossPointe.net reasonably determines that a Client reported problem is either (1) not caused by the CrossPointe.net Supported Products or (2) due to the Client's modification of the Products or noncompliance with the Documentation, and CrossPointe.net is reasonably able to correct the problem at Client's request, then Client will reimburse CrossPointe.net for that requested correction at CrossPointe.net's then current hourly rates (CrossPointe.net will notify Client before incurring those expenses).

6. Service Fees, Renewal and Reinstatement. [This Section 6 pertains only to CrossPointe.net Supported Products having a perpetual License Term. Service fees for CrossPointe.net Supported Products that have a shorter, stated License Term, are payable in the amounts and on the periodic payment dates described in the Product Order Form for those Products.] There is no Service Fee for the CrossPointe.net Supported Products during the Initial Support Period. While CrossPointe.net provides Support to other Clients, Client may renew Support for the CrossPointe.net Supported Products for one-year renewal periods by paying CrossPointe.net the applicable amounts under this Section 6 and the Product Order Form. CrossPointe.net will invoice the Client approximately 90 days before the end of the then current Support Period and notify the Client of non-payment approximately 10 days before the Support renewal date. CrossPointe.net may terminate Support if all past due, undisputed invoices are not paid by the Support renewal date. The Product Order Form states the initial fee after the Initial Support Period and relevant dates for annual Support of the CrossPointe.net Supported Products. Client will reimburse CrossPointe.net for reasonable travel and out-of-pocket expenses incurred when rendering on-site Support or Product Warranty services, if such onsite support or warranty service is required due to errors of Client which cannot be corrected remotely, (CrossPointe.net will notify Client before incurring those expenses). If Support has terminated because of non-renewal or non-payment, and Client desires to reinstate Support, CrossPointe.net will reinstate available Support within 18 months after termination of Support if Client pays CrossPointe.net: (a) all undisputed invoices, (b) the annual Support fee for the next one year Support Period, and (c) if support has been terminated for more than 90 days, a "reinstatement fee" as specified by CrossPointe.net. (d) prorated prior year's Maintenance for all the days Support was terminated.

7. Product Warranty. During the Support Period CrossPointe.net warrants that (the “Product Warranty”):

Media. The Product media as provided by CrossPointe.net will be free of material defects.

Viruses. Before Product delivery by CrossPointe.net, CrossPointe.net will use up-to-date, commercially available virus scanning and cleaning products, and will not, based on the results of that scanning and cleaning, deliver to the Client Products containing any computer viruses, time bombs, harmful and malicious data, or other undocumented programs which inhibit Product use and operation. When properly installed, the unmodified Software provided by CrossPointe.net for the CrossPointe.net Supported Products will operate materially and substantially as described in the Documentation for that Software.

THE WARRANTIES REFERENCED IN THIS AGREEMENT ARE IN LIEU OF ALL OTHER WARRANTIES, EXPRESS OR IMPLIED, INCLUDING IMPLIED WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE. CROSSPOINTE DOES NOT WARRANT THAT THE SOFTWARE IS FREE OF NONMATERIAL DEFECTS. CROSSPOINTE.NET DOES NOT REPRESENT THAT THE SYSTEM WILL MEET CLIENT'S REQUIREMENTS OR THAT THE OPERATION OF THE SOFTWARE WILL BE UNINTERRUPTED OR ERROR FREE.

8. Title.

a. CrossPointe.net warrants that it owns all rights, titles, and interests in the CrossPointe.net Supported Products and the software used by CrossPointe.net for the Subscription Services, or has the authority by license, sufficient to grant Client the License and fulfill CrossPointe.net’s obligations under the Agreement. Client’s exclusive remedies for the breach of this Section 8 by CrossPointe.net are described in Sections 9 and 11.

b. The Software, Operating System, all programs developed by CrossPointe.net for the Client hereunder, and all copies thereof are proprietary to CrossPointe.net and title thereto remains with CrossPointe.net. All applicable rights to patents, copyrights, trademarks and trade secrets in the Software, Operating System or any programs developed by or at Client’s request are and shall remain in CrossPointe.net. Client shall not modify, reverse engineer, assemble or decompile, in whole or in part, or Operating System. Client shall not sell, license, transfer, publish, disclose, display or otherwise make available the Software, or Operating System or copies thereof to any other party, individual or entity. Client agrees to secure and protect the Software and Operating System and copies thereof in a manner consistent with the maintenance of CrossPointe.net’s rights therein and to take appropriate action by instruction or agreement with its employees or consultants who are permitted access to the Software or Operating System to satisfy its obligations hereunder. Violation of any provision of this paragraph shall entitle CrossPointe.net to terminate this Agreement and the Software and Operating System licenses granted hereunder.

9. Product Warranty or Support Remedies. The Client's exclusive remedies for breach of the Product Warranty or Support are:

a. CrossPointe.net will provide Support to repair or replace the Products to enable the Products to comply with the Product Warranty.

b. If CrossPointe.net does not comply with Section 9(a) within the Cure Period (as defined below), the Client may recover direct damages for the CrossPointe.net Supported Products subject to the damage claim, including up to a refund of the License Fees or Service Fees paid by the Client to CrossPointe.net, subject to the time periods and limitations described in Section 14. Client may also elect to terminate Support, the Subscription Services, the License or the Agreement if

CrossPointe.net's breach is not cured within the Cure Period. CrossPointe.net may terminate the License and the Agreement if the undisputed License Fees are not paid by the Client within 30 days after notice of late payment or if the Client does not cure any other material breach of the Agreement within 90 days after notice of breach. CrossPointe.net may terminate Support and any Subscription Services if CrossPointe.net's undisputed invoices are not paid within 30 days after notice of late payment. Upon termination of the License by CrossPointe.net for non-payment of the Product Order Price, the License Fees or Service Fees, then Client shall promptly destroy or return the Products to CrossPointe.net. If the License and the Agreement terminate as described in this Section 9 other than for non-payment of the Product Order Price, the License Fees or Service Fees, then Client shall (if the Client's Product Order Form calls for an in-house stand alone installation of the Software) be permitted to retain and continue its right to use, for its use only, the source, object and executable Software codes, pursuant to the term, restrictions and conditions contained in this Agreement. "Cure Period" means the period of time reasonably required after notice from Client for CrossPointe.net to cure a breach in accordance with CrossPointe.net's standard and solely defined Support practices. Sections 1, 2, 5, 8b, and 10 through 22 shall survive any termination of the Agreement.

10. Confidential Information. The Client acknowledges that the System is a confidential and proprietary trade secret of CrossPointe.net. The Client, including the Client's agents and employees, shall keep the Software and all related confidential materials in strictest confidence. "Confidential Information" means object code, source code and benchmark tests for the Products, pricing, non-standard CrossPointe.net contract terms, Client data and all other information reasonably believed to be confidential, but excludes:

- a. Information made available to the general public without restriction by the disclosing Party ;
- b. Information known to the receiving Party independent of disclosures by the disclosing Party;
- c. Information independently developed by the receiving Party without access to or use of the disclosing Party's Confidential Information; and
- d. Information that the receiving Party may be required to disclose pursuant to subpoena or other lawful process, provided that the receiving Party notifies the disclosing Party in a timely manner to allow the disclosing Party to appear and protect its interests, and such disclosure complies with applicable law.

Client's Confidential Information also excludes any new features or functionality suggested by Client for the Products or Subscription Services. The Parties will use reasonable efforts to keep each other's Confidential Information secret and will use that information only to fulfill the rights and obligations under the Agreement. Either Party may disclose in confidence the other Party's Confidential Information on a need-to-know basis to other persons within the control of the disclosing party, and the Party making that disclosure will be responsible for that person's compliance with these restrictions on disclosure and use.

11. Infringement Indemnity and Remedies. CrossPointe.net will, at its expense, retain counsel and defend any suit or claim brought against the Client or software used by CrossPointe.net for the Subscription Services infringe upon any third party's Intellectual Property Rights enforceable under Canadian, United States or state law or international copyright treaty, if Client: (a) promptly notifies CrossPointe.net after Client learns of the suit or claim, and no delay by Client in providing that notice materially prejudices the rights of CrossPointe.net; (b) gives CrossPointe.net authority to defend or settle the suit or claim (provided that CrossPointe.net does not agree to any settlement that materially prejudices Client); (c) gives CrossPointe.net all available non-privileged information reasonably requested by CrossPointe.net concerning the suit or claim; and

(d) complies with this Section 11 and reasonably cooperates with CrossPointe.net in the defense (CrossPointe.net will reimburse Client's reasonable out-of-pocket costs of that requested cooperation). The Client may also retain counsel to participate in the defense ("Client's Counsel"). CrossPointe.net will reimburse Client for the reasonable fees and expenses of Client's Counsel only if CrossPointe.net fails to continue to retain legal counsel as required by this Section 11. CrossPointe.net shall have the right to control the defense of all such claims, lawsuit and other proceedings. In no event shall Client make any prejudicial statement in relation thereto, or settle any such claim, lawsuit or proceeding without CrossPointe.net's prior written approval. Client shall, if and when requested by CrossPointe.net, and at CrossPointe.net's expense, promptly provide all needed assistance in the defense of such claims. If as a result of any claims of infringement by the Software against any patent, copyright, license or the property right of a third party, CrossPointe.net or Client is enjoined from using the Software, or if CrossPointe.net believes that the Software is likely to result in a judgment of infringement, CrossPointe.net at its option and expense may: (i) procure the right for Client to continue to use the Software; (ii) replace or modify the Software so as to make it non-infringing with similar functionality; or (iii) discontinue the License granted herein and refund to Client 50% of the respective License Fees paid hereunder with respect only to the software component of the System deemed likely in a judgment of infringement and which has been paid during a three year period prior to CrossPointe.net making this election under Section 11. CrossPointe.net will have no obligations or liability for any suit or claim of infringement based on the Client's use of a superseded or Client-altered release of the CrossPointe.net Supported Products to the extent that the obligation or liability will be voided by the use of a then current release of the CrossPointe.net Supported Products which CrossPointe.net provides to Client. Client will reasonably cooperate with CrossPointe.net to mitigate infringement damages. The foregoing states the entire, sole, and exclusive liability of CrossPointe.net with respect to infringement on any third party property rights by the Software or any parts thereof. This indemnity shall not apply if the infringement is caused in whole or in part by modifications to the System made by Client or other non-CrossPointe.net personnel; use of the Software in a manner other than in accordance with the Agreement or use of the Software in combination with software not supplied by CrossPointe.net under the Agreement.

12. Excusable Delay. Neither Party will be in default of its obligations under the Agreement or liable to the other for any noncompliance arising from causes beyond the reasonable control of the Party, including without limitation, fires, floods, natural disasters. Each Party will use reasonable efforts to resolve promptly any type of excusable delay.

13. Limitations of Liability. In no event will CrossPointe.net, CrossPointe.net's Third Parties or the Client be liable for indirect, incidental, punitive, exemplary, special or consequential damages, or damages for loss of profits, revenue, data or use, incurred by either Party, whether in contract or tort, even if the other Party has been advised of the possibility of such damages. Neither Party will seek or apply for such damages. CrossPointe.net's and its Third Parties' aggregate liability for damages to the Client for the Agreement, the Products, the Product Warranty, Support or the Subscription Services, whether in contract or tort, shall be limited to actual direct money damages in an amount not to exceed: (a) the License Fees paid by the Client to CrossPointe.net for the Products subject to the damage claim if the claim arose within one year after the date of the earliest Product Order Form for those Products, (b) the most recent annual Service

Fees paid by Client to CrossPointe.net for the Products subject to the damage claim if the claim arose more than one year after the date of the earliest Product Order Form for those Products or (c) the most recent annual Subscription Services Fees paid by Client to CrossPointe.net for the Subscription Services subject to the damage claim. The Parties will each use reasonable efforts to mitigate their damages. These limitations represent the agreed allocation of risk. THE FOREGOING LIMITATION OF LIABILITY SHALL REMAIN IN FULL FORCE AND EFFECT REGARDLESS WHETHER CLIENT'S REMEDIES HEREUNDER HAVE FAILED THEIR ESSENTIAL PURPOSE.

14. Assignment. Client may not assign the License or the Agreement or transfer any rights or obligations under the Agreement without CrossPointe.net's consent under an assignment or leasing addendum, such consent may be unreasonably withheld. Any assignment or transfer in violation of this Section 15 is void. Any valid assignment of Client's rights and obligations in relation to the Software will require an additional Software License Fee paid to CrossPointe at CrossPointe.net's then prevailing rates unless otherwise specified. Assignments of this Agreement by CrossPointe.net shall not be made without prior notification to the Client.

15. Publicity. Either Party may (in any presentations, press releases, advertising or publicly-disseminated materials) refer to the other Party, to the Products licensed by the Client, or to background information, including for example: CrossPointe.net competitors and competing products considered by the Client, and the Client business needs and reasons for selecting CrossPointe.net and its Products. Before disseminating that information publicly, the disclosing Party will review the factual content of the disclosures with the other Party.

16. Remedies. If the Client has a good faith complaint concerning the Products, Support Subscription Services, the Agreement or CrossPointe.net's invoices, Client shall send CrossPointe.net a specific and complete written description of the complaint within 30 days of discovering the basis for the complaint. CrossPointe.net reserves the right, in its sole discretion, to determine if a Software breach exists, and to implement a plan and resolution time frame to resolve the issue, as defined by CrossPointe.net and to retain subject matter experts to determine whether the complaint has a reasonable basis. If the Client fails to specify a particular complaint with the Products, Support, Subscription Services, the Agreement or CrossPointe.net's invoices, Client understands and agrees that this failure will result in a waiver of Client's right to raise that complaint in any litigation. Promptly after receiving the specific and complete written description of the complaint, each of the Parties will appoint a designated representative to meet, within a reasonable time, in person or by telephone to attempt to resolve in good faith any dispute concerning the Products, Support, Subscription Services, CrossPointe.net's invoices or the Agreement. If the designated representatives do not resolve the dispute, then either Party may request that an officer of CrossPointe.net and an officer of Client meet, within a reasonable time, in person or by telephone to review and attempt to resolve the dispute in good faith. No litigation, arbitration or other action relating to the Products, Support, Subscription Services, CrossPointe.net's invoice or the Agreement may be brought: (a) if Client has not participated or agreed to participate in the above meetings or (b) if the cause of action has been known by the Client more than 30 days. Client agrees that failure to comply with this provision will entitle CrossPointe.net to seek dismissal of any litigation without prejudice and Client agrees not to oppose any motion to dismiss the litigation without prejudice. Client agrees not to initiate or re-initiate any litigation until this section is satisfied. Each Party will pay (without reimbursement) its own legal fees and expenses incurred in any dispute.

The Parties must comply with this section for any dispute, controversy or claim arising out of or relating to the rights and obligation of a party under this Agreement or the validity, interpretation, breach or termination thereof, including claims seeking redress or asserting rights under applicable law.

17. Notices. All notices required under the Agreement must be in writing and delivered electronically or by other method providing for proof of delivery, to the attention of the CEO or President, as to CrossPointe.net and to the Superintendent, as to Client, at the address on the applicable Product Order Form (unless a different address has been designated by notice to the other Party).

18. Escrow. If requested by Client, a current version of the Software source code and the accompanying documentation will be placed into escrow with a third party. Source code which has been escrowed is eligible for release in the event CrossPointe liquidates or shall be declared bankrupt. If Client receives source code under the above circumstances, such source code shall be deemed to be Software and subject to the terms and conditions herein. The source code is to be used solely for Client's maintenance of the Software.

19. General.

a. Unless otherwise specifically agreed in writing by an authorized representative of Client and a Vice President or higher ranking officer of CrossPointe.net, this Agreement will solely govern any present or future purchases/licenses by Client from CrossPointe.net. Any additional Schedules shall be attached and incorporated into this Agreement by reference.

b. Each party acknowledges that it has read this Agreement, understands it, and agrees to be bound by its terms. This Agreement, along with the respective Product Order Forms and attachments, is the complete and exclusive statement of the Agreement between the parties with respect to the System and shall supersede all prior proposals, understandings and all other agreements, oral and written. The terms and conditions in this Agreement shall take precedence over the terms and conditions included in all purchase orders and other documentation submitted by Client pursuant to this Agreement. This Agreement may not be modified or altered except by a written instrument duly executed by both parties.

c. Neither party hereto shall be liable or deemed in default for any delay or failure in performance hereunder resulting from any cause beyond its reasonable control.

d. This Agreement, and any action arising out of or related to it, shall be governed by and construed in accordance with the laws of the State of Florida; however, except as otherwise expressly stated herein, the parties specifically waive and disclaim the applicability of the Uniform Commercial Code; Unfair Trade Practices Act, Uniform Electronic Transactions Act, and Uniform Computer Information Transactions Act to this Agreement. Except for Client and CrossPointe, no other party may sue or be sued under this Agreement.

e. If any provision of this Agreement is held to be ineffective, unenforceable or illegal for any reason, such decision shall not affect the effectiveness, validity or enforceability of any or all of the remaining provisions hereof, and if any provision of this agreement is held to be ineffective, unenforceable or illegal with respect to particular circumstances, such provision shall remain in full force and effect in all other circumstances.

f. This Agreement shall be binding upon and inure to the benefit of only the parties hereto and their respective successors and permitted assigns.

g. The waiver or failure of either party to exercise any right provided for in this Agreement shall not be deemed a waiver of any further right hereunder.

h. All communications or notices permitted or required to be given or served under this Agreement shall be in writing, shall be addressed to the other Parties at the appropriate Party's address or as set forth below, and shall be deemed to have been duly given or served if delivered in person or deposited in the United States mail, certified mail, return receipt requested.

i. This Agreement shall become effective upon the signature hereof by an authorized representative of the Client and CrossPointe.net and receipt by CrossPointe.net of the initial payment specified herein.

j. All services provided by CrossPointe.net will be provided as an independent contractor, and neither Party will be, or represent itself to be, the franchiser, franchisee, agent or legal representative of the other Party.

k. The Agreement may be amended only in writing signed by the Parties, except that CrossPointe.net may, upon notice to Client and without Client's signature, amend a Product Order Form to correct errors without increasing the License Fees. All purchase orders, prior agreements, representations, statements, requests for proposal, proposals, negotiations, understandings and undertakings concerning the Products, Support or Subscription Services are superseded by the Agreement.

20. Jurisdiction, Service of Process. Any proceeding arising out of or relating to this Agreement may be brought in the courts of the State of Florida, Orange County, or, if it has or can acquire jurisdiction, in the United States District Court for the Middle District of Florida, and each of the Parties irrevocably submits to the exclusive jurisdiction of each such court in any such proceeding, waives any objection it may now or hereafter have to venue or to convenience of forum, agrees that all claims in respect of the proceeding shall be heard and determined only in any such court and agrees not to bring any proceeding arising out of or relating to this Agreement in any other court. The Parties agree that either or both of them may file a copy of this paragraph with any court as written evidence of the knowing, voluntary and bargained agreement between the Parties irrevocably to waive any objections to venue or to convenience of forum. Process in any proceeding referred to in the first sentence of this section may be served on any Party anywhere in the world.

21. Taxes and Duties. The charges covered by the License are exclusive of any tariffs, duties or taxes imposed or levied by any government or governmental agency in connection with this agreement. With the exception of taxes imposed upon CrossPointe.net which are based upon net income, Client as licensee shall, unless otherwise exempt from the payment of the following described taxes, be liable for payment of all such taxes, however designated, levied or based on the Software, its charges or its use or on this agreement, including without limitation state or local sales, use, VAT, and personal property taxes.

22. Maintenance Services. The annual charges to Client for CrossPointe.net's routine software maintenance and product support will be as specified on the most recent Product Order Form, or invoice.

23. Governing Law. This Agreement will be governed by and construed under the laws of the State of Florida without regard to conflicts-of-laws principles that would require the application of any other law.

CROSSPOINTE.NET LLC

GADSDEN COUNTY SCHOOL BOARD

(Authorized Signature)

Joan Keebler

(Printed Name)

Chief Executive Officer

(Title)

(Date)

750 S. Orlando Avenue

(Street Address Line #1)

Suite 201B

(Street Address Line #2)

Winter Park, FL 32789

(City, State, Postal Code)

(Authorized Signature)

(Printed Name)

(Title)

(Date)

35 Martin Luther King Jr. Blvd

(Street Address Line #1)

(Street Address Line #2)

Quincy, FL 32351

(City, State, Postal Code)



Gadsden County School District Quincy, FL

CrossPointe.net
Implementation Timeline

June 12, 2009

 CrossPointe.net

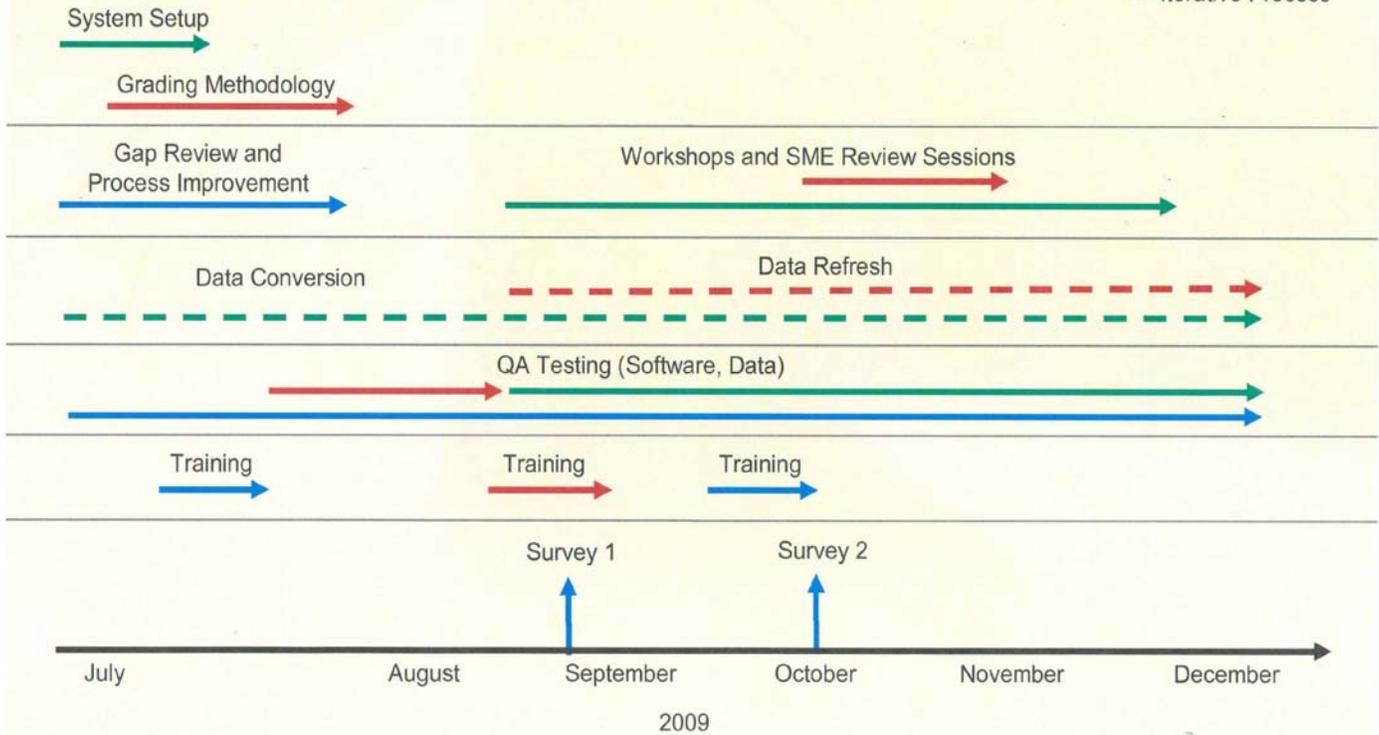


Gadsden
County
School
District

Project Timeline

SIS/Gradebook/State Reporting

- SIS
- GradeBook/Portal
- State Reporting
- - - - - Iterative Process



Slide 2

Confidential



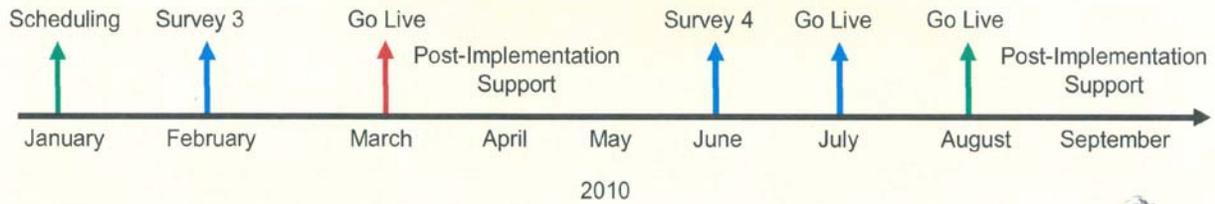
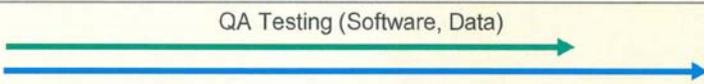


Gadsden
County
School
District

Project Timeline

SIS/Gradebook/State Reporting

- SIS
- GradeBook/Portal
- State Reporting
- - - Iterative Process



Slide 3

Confidential



SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 9a

DATE OF SCHOOL BOARD MEETING: June 23, 2009

TITLE OF AGENDA ITEM: Food and Non-Food Bid #0910-02

DIVISION: Gadsden County School Food Service

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

PURPOSE AND SUMMARY OF ITEM:

Bid #0910-02- Food and Non-Food for July 1, 2009 – December 31, 1009

FUND SOURCE: 410

AMOUNT: N/A

PREPARED BY: Paula Milton / Elizabeth Thompson

POSITION: FSMT Member / Secretary

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 _____

This form is to be duplicated on light blue paper.

REVIEWED BY: *S. Brady*

2009 JUN 16 PM 2:28
GADSDEN SCHOOL BOARD
OFFICE OF ASSISTANT
SUPERINTENDENT

The School Board of Gadsden County



"Building A Brighter Future"

REGINALD C. JAMES
SUPERINTENDENT OF SCHOOLS

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

TO: Mr. Reginald James, Superintendent / Gadsden County Schools
FROM: Mrs. Paula Milton / FSMT / Elizabeth Thompson
DATE: June 15, 2009
SUBJECT: Food and Non-Food Bid #0910-02

The Gadsden County School Food Service bid opening for the 2009-2010 school year for Food and Non-food was June 11, 2009 at 11:00 A.M.. The following vendors responded with bids:

ACC Distributors
300 Oakland Ct.
Leesburg, Ca.

Glover Foods
P. O. Box 1347
Americus, Ga.

Osceola Supply
915 commerce Blvd.
Midway, Florida

Sysco Food Service
2001 West Magnolia
Geneva, Ala

U S Foods
P. O. Box 330
Lakeland, Florida

Big Bend Restaurant
400 Capital circle SE
Tallahassee, FL

Ecolab
370 Webasha St. N
St. Paul, MN

All items are awarded on the basis of pricing, meeting bid specification, brand name and quality.

ERIC F. HINSON
DISTRICT NO. 1
HAVANA, FL 32333

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

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

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

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

BOARD MEETS FOURTH TUESDAY OF EACH MONTH
EQUAL OPPORTUNITY EMPLOYER

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 96

DATE OF SCHOOL BOARD MEETING: June 23, 2009

TITLE OF AGENDA ITEM: Milk Bid #0910-03

DIVISION: Gadsden County School Food Service

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

PURPOSE AND SUMMARY OF ITEM:

Bid #0910-03- Milk Bid for July 1, 2009- June 30, 2010 School year

FUND SOURCE: 410

AMOUNT: N/A

PREPARED BY: Paula Milton / Elizabeth Thompson

POSITION: FSMT Member / Secretary

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 _____

This form is to be duplicated on light blue paper.

REVIEWED BY: 

2009 JUN 16 PM 2:28
GADSDEN SCHOOL BOARD
OFFICE ASSISTANT
JILL WOODS, CLERK

The School Board of Gadsden County



Building A Brighter Future"

REGINALD C. JAMES
SUPERINTENDENT OF SCHOOLS

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

TO: Mr. Reginald James, Superintendent
Gadsden County Schools

FROM: School Food Service Management Team/ Elizabeth Thompson

DATE: June 15, 2009

SUBJECT: Milk Bid #0910-03

The Gadsden County School Food Service Bid Opening for the period of July 1, 2009 – June 30, 2010 for Milk was June 10, 2009 at 10:00 AM The following vendors were sent bids:

1. Velda Farms
402 S. Kentucky Avenue
Lakeland, Florida
2. Gustafson Dairy
5355 towered Road
Tallahassee, Florida 32303
3. Dairy Fresh
P. O. Box 9
Cowart, Alabama 36321

It is recommended that Dairy Fresh receive the Milk Award for the period of July 1, 2009 – June 30, 2010

ERIC F. HINSON
DISTRICT NO. 1
HAVANA, FL 32333

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

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

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

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

BOARD MEETS FOURTH TUESDAY OF EACH MONTH
EQUAL OPPORTUNITY EMPLOYER

ITEM SUMMARY WORKSHEET DOCUMENT

THE GADSDEN COUNTY SCHOOL DISTRICT
35 MARTIN LUTHER KING, JR. BLVD
QUINCY, FLORIDA 32351
850-627-9651 FAX: 850-875-4493

MILK AND MILK PRODUCTS INVITATION TO BID NO: 0910-03

Vendor Acknowledgment and Approval

I certify that this bid is made without prior understanding, agreement or connection with any corporation, firm, or person submitting a bid for the same materials, supplies or equipment, and in all respects fair and without collusion or fraud. The following information, including an authorized representative signature is required to be submitted with your bid in order to be considered for evaluation and award. The person signing below acknowledges and agrees with all proposed information as submitted and has the authorization of the said company to enter into a contractual agreement with the School Board of Leon County for the purposes as proposed and as described herein. Please print below and sign where required.

<u>Wayne Brill General Manager</u>	<u><i>Wayne Brill</i></u>	<u>June 5, 2009</u>
Authorized Representative's Name/Title	Authorized Representative's Signature	Date
<u>Dairy Fresh of AL, LLC</u>	<u>334-792-5114</u>	<u>334-677-2082</u>
Company's Name	Telephone Number	FAX Number
<u>5014 US Hwy 84 E</u>	<u>Cowarts</u>	<u>ALABAMA</u>
Address	City	State
		<u>36321</u>
		Zip Code
<u>Daryl Williams</u>	<u>850-574-1331</u>	<u>850-574-8270</u>
Area Representative	Telephone Number	FAX Number

A copy of the most recent Department of Agriculture Inspection Report must accompany this Bid.

Estimated Quantity: 4,000 8oz. containers, gabled top paper

	CARTON (UNIT PRICE)
A. Total bid per ½ pint white 2% milk	\$.1845
B. Total bid per ½ pint chocolate milk	\$.1795
C. Total bid per ½ pint white skim milk	\$.1845
D. Total bid per ½ pint strawberry milk	\$.1845
E. Total bid per gallon of white milk	\$ 2.99
F. Total bid per pint sour cream	\$ 5.35

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 9c

DATE OF SCHOOL BOARD MEETING: June 23, 2009

TITLE OF AGENDA ITEM: Bread Bid #0910-04

DIVISION: Gadsden County School Food Service

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

PURPOSE AND SUMMARY OF ITEM:

Bid #0910-04 Bread Bid for July 1, 2009- June 30, 2010 School year

FUND SOURCE: 410

AMOUNT: N/A

PREPARED BY: Paula Milton / Elizabeth Thompson

POSITION: **FSMT Member / Secretary**

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 _____

This form is to be duplicated on light blue paper.

REVIEWED BY: 

2009 JUN 16 PM 2:29
GADSDEN SCHOOL BOARD
OFFICE OF ASSISTANT
SUPERINTENDENT

The School Board of Gadsden County



"Building A Brighter Future"

REGINALD C. JAMES
SUPERINTENDENT OF SCHOOLS

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

TO: Mr. Reginald James, Superintendent
Gadsden County Schools

FROM: School Food Service Management Team/ Elizabeth Thompson

DATE: June 15, 2009

SUBJECT: Bread Bid #0910-04

The Gadsden County School Food Service Bid Opening for the period of July 1, 2009 – June 30, 2010 for Bread was June 10, 2009 at 10:30 A.M. The following vendors were sent bids:

1. Colonial Bakery
P. O. Box 1806
Dothan, AL 36301
2. Flowers Baking Company
P.O. Box 100826
Atlanta, GA 30384
3. Merita Bread
N.W. Capital Circle
Tallahassee, FL 32303

Based on quality and service from previous years, it is recommended that Flowers receive the Bread Award for the period of July 1, 2009 thru June 30, 2010

ERIC F. HINSON
DISTRICT NO. 1
HAVANA, FL 32333

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

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

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

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

BOARD MEETS FOURTH TUESDAY OF EACH MONTH
EQUAL OPPORTUNITY EMPLOYER

0910-04 – ITEM SUMMARY WORKSHEET DOCUMENT

BREAD AND BREAD PRODUCTS

ITEM #	DESCRIPTION	PACK SIZE	ESTIMATED USAGE 6 months	UNIT PRICE
1	White Pullman sandwich bread – thin to regular sliced	24 oz. loaf 28 usable 26 slices	4000 loaves	1.49
3	Hamburger Buns enriched flour sliced	30ct. 25-30 per pkg.		2.85
4	Wheat Hamburger Buns sliced (Nature's Own)	8ct. 25-30 Per pkg.		1.35
5	Hot Dog Buns 6" sliced Not less than 20 oz. per doz.	16 count Pkg.		1.71
6	Submarine Bun 6" Enriched flour	Dozen 24ct.		3.70
7	Wheat Submarine Bun 6" Wheat	Dozen 6ct.		1.85

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 9d

DATE OF SCHOOL BOARD MEETING: June 23, 2009

TITLE OF AGENDA ITEM: Produce Bid #0910-05

DIVISION: Gadsden County School Food Service

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

PURPOSE AND SUMMARY OF ITEM:

Bid #0910-05– Produce Bid for July 1, 2009- June 30, 2010 School year

FUND SOURCE: 410

AMOUNT: N/A

PREPARED BY: Paula Milton / Elizabeth Thompson

POSITION: **FSMT Member / Secretary**

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 _____

This form is to be duplicated on light blue paper.

REVIEWED BY: *S. Bridge*

2009 JUN 16 PM 2:29
OFFICE OF SCHOOL BOARD
DEPUTY ASSISTANT
SUPERINTENDENT

The School Board of Gadsden County



"Building A Brighter Future"

REGINALD C. JAMES
SUPERINTENDENT OF SCHOOLS

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

TO: Mr. Reginald James, Superintendent
Gadsden County Schools

FROM: School Food Service Management Team/ Elizabeth Thompson

DATE: June 15, 2009

SUBJECT: Produce Bid #0910-05

The Gadsden County School Food Service Bid Opening for the period of July 1, 2009 – June 30, 2010 for Produce was Friday, June 10, 2009 at 11:00 A.M. The following vendors were sent bids:

1. Tomato Man Produce
4151 Woodville Hwy.
Tallahassee, Florida 32303
2. Steve Miller Produce
P. O. Box 2775
Thomasville, Ga. 31799-2775
3. Adams Produce
3436 Weems Road
Tallahassee, Florida 32303

It is recommended that Adams Produce receive the Produce Award for the period of July 1, 2009 – June 30, 2010

ERIC F. HINSON
DISTRICT NO. 1
HAVANA, FL 32333

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

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

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

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

BOARD MEETS FOURTH TUESDAY OF EACH MONTH
EQUAL OPPORTUNITY EMPLOYER

ITEM SUMMARY WORKSHEET DOCUMENT

PRODUCE

ITEM #	DESCRIPTION	QUANTITY	UNIT PRICE
1	Apples	Case ^{125#}	25.50
2	Bananas	Case ^{40#}	26.50
3	Grapes, white	Case ^{18-20#}	31.50
4	Grapes, red	Case ^{18-20#}	35.50
5	Lemons	Case ^{20ct}	31.00
6	Oranges	Case ^{125#}	18.50
7	Broccoli	Case ^{14ct}	21.50
8	Cabbage, slaw mix with color	Case ^{20#}	17.50
9	Cabbage, green (cooking)	Case 50	18.00
10	Carrot, sticks	Case ^{20#}	32.00
11	Carrot, 1#	.50	.50
12	Cauliflower	Case ^{12ct}	29.75
13	Celery	Case ^{36ct}	29.75
14	Celery, stick	Case ^{20#}	31.00
15	Cucumbers	Case ^{50#}	19.50
16	Lettuce, shredded	Case ^{20#}	17.75
17	Onions	50#	21.00
18	Pepper, green	Case ^{25#}	19.50
19	Potatoes, baking	100ct	19.75
20	Radishes	6oz	1.00
21	Tomatoes	627 ^{25#}	23.00
22	Tomatoes, cherry	12 Pint	21.75
23	Eggs, 30 dozen	Case	35.90

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 9e

DATE OF SCHOOL BOARD MEETING: June 23, 2009

TITLE OF AGENDA ITEM: Beverage Bid #0910-06

DIVISION: Gadsden County School Food Service

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

PURPOSE AND SUMMARY OF ITEM:

Bid #0910-06– Beverage Bid for July 1, 2009- June 30, 2010 School year

FUND SOURCE: 410

AMOUNT: N/A

PREPARED BY: Paula Milton / Elizabeth Thompson

POSITION: **FSMT Member / Secretary**

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 _____

This form is to be duplicated on light blue paper.

REVIEWED BY: *Spudge*

2009 JUN 16 PM 2:29

GADSDEN COUNTY
SCHOOL BOARD ASSISTANT
SECRETARY

The School Board of Gadsden County



"Building A Brighter Future"

REGINALD C. JAMES
SUPERINTENDENT OF SCHOOLS

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

TO: Mr. Reginald James, Superintendent
Gadsden County Schools

FROM: School Food Service Management Team/ Elizabeth Thompson

DATE: June 15, 2009

SUBJECT: Non-Carbonated Drinks Bid #0910-06

The Gadsden County School Food Service Bid Opening for the period July 1, 2009 – June 30, 2010 for Non-Carbonated Drinks was Friday, June 10, 2009 at 11:30 A.M. The following vendors were sent bids:

- 1. Pepsi Cola**
3919 West Pensacola St.
Tallahassee, Florida 32304
- 2. Coca Cola**
1285 Colquitt Hwy.
Bainbridge, Ga. 39817
- 3. South East Atlantic Beverage**
4755 Capital Circle West
Tallahassee, Florida 32303

It is recommended that Coca Cola receive the Beverage Award for the period of July 1, 2009 – June 30, 2010

ERIC F. HINSON
DISTRICT NO. 1
HAVANA, FL 32333

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

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

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

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

BOARD MEETS FOURTH TUESDAY OF EACH MONTH
EQUAL OPPORTUNITY EMPLOYER

BEVERAGE BID SUBMITTAL FORM

NAME: Coca Cola Bottling Company Consolidated
 ADDRESS: 1285 Colquitt Hwy, Bainbridge, GA 39817
 PHONE: 1-800-551-9975 FAX: (229)242-8780
 E-MAIL: rhonda.ivey@ccbc.com
 SIGNATURE: Rhonda Ivey TITLE: Cold Drink Account Manager

ITEM NO.	ITEM NAME	PACK SIZE	DESCRIPTION	UNIT COUNT	BID PRICE	
1 N/A	Non Carbonated Beverage Assorted Fruit Flavors / 16 oz.	24 / Case	N/A	N/A	N/A	NOT Allowed due to New ABA Policy
2 N/A	Sports Drink: Assorted Flavors 20 oz.	24/Case N/A	N/A	N/A	N/A	NOT Allowed due to New ABA Policy
3 137999	Bottled Water 12 oz.	24 / Case	Dasani water 12oz	24/case	\$9.00	
4 514189	Bottles Water 16 oz.	24 / Case	Dasani water 16.9 oz	24/case	\$8.50	
5 030999	Bottled Water 20 oz.	24 / Case	Dasani water 20oz	24/case	\$10.00	
6 N/A	Bottled Tea N/A	24/ Case	N/A	N/A	N/A	NOT Allowed due to New ABA policy
7 N/A	100 % Fruit Juice Assorted Flavors 16 oz.	N/A	N/A	N/A	N/A	NOT Allowed due to new ABA Policy
8 32 103999	100% Fruit Juice Assorted Flavors 10oz	24/case	minute maid 100% 10oz	24/case	\$12.00	Apple Fruit Punch Orange mixed Berry
9 237999	Vitamin water 12oz	24/case	Vitamin water 12oz	24/case	\$18.00	Essential XXX Power C

10. 325999 V8 Juice 12oz 12/case V8 Juice 12oz 12/case \$15.00 Vegetable Juice Tomato Juice Strawberry Banana Pomegranate Blue Spicy Hot Apple

11. 234999 24/case Powerade 12oz 24/case \$18.00 Orange Fruit Punch mountain10 Blast

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 11a

DATE OF SCHOOL BOARD MEETING: June 23, 2009

TITLE OF AGENDA ITEM: Continuing L.P. gas service with Empire Gas
Original bid award May 22, 2007. Bid #0708-07

DIVISION: Facilities

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

PURPOSE AND SUMMARY OF ITEM: For Board approval of renewing L.P. gas contract with Empire Gas of Donaldsonville, GA. for the upcoming fiscal year (July 1, 2009-June 30, 2010) . Price will be the same as 2008-2009; current market price per gallon plus .25 markup.

FUND SOURCE: 110

AMOUNT:

PREPARED BY: Wayne Shepard

POSITION: Director of Facilities

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

Be sure that the COMPTROLLER has signed the budget page.

This form is to be duplicated on light blue paper.

The School Board of Gadsden County



"Building A Brighter Future"

Reginald C. James
SUPERINTENDENT
OF SCHOOLS

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

May 23, 2007

Empire Gas
P.O. Box 654
Donaldsonville, GA 39845

RE: LP gas for various schools – Bid # 0708-07

Dear Sir:

The School Board of Gadsden County met in its regular session on May 22, 2007 and awarded the LP gas bid to Empire Gas at **the firm markup price of .25**. The current price per gallon is \$1.47.

Contract is for the period from June 1, 2007 thru May 31, 2008.

Respectfully submitted,

Wayne Shepard
Director of Facilities

WS/mcr

c.c. Superintendent James
Dr. Brown
Bonnie Wood

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

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

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

Charlie D. Frost
DISTRICT NO. 4
GREENSBORO, FL 32330
QUINCY, FL 32352

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

BOARD MEETS FOURTH TUESDAY OF EACH MONTH
EQUAL OPPORTUNITY EMPLOYER

Bid 0708-07
LP Gas

INVITATION TO BID

Product: LP Gas
Bid No: 0708-07

Bid Opening: Friday, May 4, 2007
Time of Bid Opening: 3:00 PM

The School Board of Gadsden County, Florida, through the office of the Superintendent of Schools, Reginald C. James, 35 Martin Luther King Jr., Blvd., Quincy, Florida 32351, invites you submit a bid on LP Gas for delivery to the locations on our cover letter, subject to terms and conditions set forth herein.

Gas must meet minimum standards, State of Florida.

The successful bidder shall provide a "KEEP FULL" through regularly scheduled deliveries and additional deliveries when requested. Delivery shall be within 4 regular business hours of request at any location.

A representative of that facility will monitor each delivery. The successful vendor will need to contact the Principal of that facility, once contract is awarded to learn who will be the facilities monitor.

Each delivery MUST have a metered delivery ticket that MUST be left with the facility monitor. This metered ticket must show the total gallons delivered from truck tank to our tank at that facility.

All bids that meet the minimum specifications and/or approved equal will be considered but the School Board reserves the right to accept or reject proposals in whole or part, and to award bids in the manner in which the Board determines is in its best interest.

The vendor agrees to extend, upon mutual agreement of both parties, for successive annual renewals and under the same conditions stated herein (unless changes in conditions are agreed upon in writing by both parties), its firm mark-up. This agreement will continue in effect through June 30, 2008 and of each renewal calendar year therefore, unless canceled on thirty (30) days written notice by either party, given at any time during the contract year.

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 116

DATE OF SCHOOL BOARD MEETING: June 23, 2009

TITLE OF AGENDA ITEM: Bid #0910-08 Lawn maintenance for East Gadsden High School

DIVISION: Facilities

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

PURPOSE AND SUMMARY OF ITEM: For Board approval of lowest bid of \$700.00 bi-weekly for lawn maintenance at East Gadsden High. Specifications are the same as previous contract with the exception of weekly service to bi-weekly service.

FUND SOURCE: 110

AMOUNT: 18,200.00 (26 weeks)

PREPARED BY: Wayne Shepard

POSITION: Director of Facilities

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered

CHAIRMAN'S SIGNATURE: page(s) numbered

Be sure that the COMPTROLLER has signed the budget page.

This form is to be duplicated on light blue paper.

EVANS SURE-CUT LANDSCAPING

P.O. Box 681

Havana Fl 32333

(850)539-5658

FAX: (850)539-4007

*Evans Surecut Landscaping will furnish
all labor, material, and supplies and
mowing for \$ 700.00 Biweekly*

MAINTENANCE DEPARTMENT

SCHOOL BOARD OF GADSDEN COUNTY

PLUMBING
ELECTRICAL

CARPENTRY
HVAC

CUSTODIAL

805 SOUTH STEWART STREET, QUINCY, FLORIDA 32351 - (850) 627-9888 - FAX: (850) 875-8795

INVITATION TO BID

The School Board of Gadsden County is requesting bids for lawn maintenance at East Gadsden High School.

WHEN QUOTING YOUR PRICE - QUOTE PRICE BI-WEEKLY

All bids will be per specification as attached to this document. Your bid must be sealed and marked on the outside of the envelope as indicated below.

BID: #0910-08 Lawn Maintenance – East Gadsden High School

OPEN DATE: Tuesday June 16, 2009

OPEN TIME: 2:00 P.M. EST

All bids must be received in the office of the Superintendent at 35 Martin Luther King Jr., Blvd. Quincy, Florida 32351 by 2:00 P.M. EST, Tuesday, June 16, 2009. Bids will be opened at that time. For your bid to be valid, the MINORITY/NON-MINORITY CERTIFICATION and the SWORN STATEMENT on PUBLIC CRIMES must be SIGNED and RETURNED WITH YOUR BID. Bids received after hour and date specified will not be accepted or considered.

Bid tabulation with recommended awards will be posted for review by interested parties at the Superintendent's office on or about 11:00 A.M. Thursday June 18, 2009 and will remain posted for 72 hours. Failure to file a protest with the District within the time prescribed in Section 120.53 (5) Florida Statutes shall constitute a waiver of proceeding under Chapter 120, Florida Statutes. A recommendation will be made to the School Board at its regular Board Meeting Tuesday, June 23, 2009 at 6:00 P.M. Bidders are welcome to attend bid opening and Board Meeting.

WAYNE SHEPARD
DIRECTOR OF FACILITIES

MARY RUTTEN
OFFICE MANAGER

FREDDIE BAILEY
CUSTODIAL COORDINATOR

- Successful bidder must furnish proof of liability insurance as required by the School Board and also proof of workers comp coverage or a valid state waiver, along with other insurance as required (see bid package).
- Bidders must furnish with bid no less than (3) three commercial account references. Include name of business and phone numbers.
- Successful bidder must furnish a commercial landscape maintenance license for pesticide/herbicide application as stated in Florida Statutes Chapter 482.156
- Successful bidder and all their employees will be required to obtain a Level 2 security clearance as per the *Jessica Lunsford Act*.

Upon agreement of both parties at the end of the 1st year, this contract may be extended for an additional one-year period, at the same price as the previous year.

The School Board reserves the right to reject any part or all of the bids received and/or, is sole judge as to a substitute item being equal.

Bid package may be picked up at the office of Wayne Shepard, Director of Facilities, Maintenance Department, 805 S. Stewart Street, Quincy, Florida 32351.

If you have any questions please call (850) 627-9888 between 7:30 a.m. – 4:30 p.m., Monday – Thursday.

Respectfully submitted,



Wayne Shepard
Director of Facilities

Attachments:

Specifications
Insurance requirements
Sworn Statement of Public Entity Crimes
Certification Minority/Non-Minority Owned Firm

c.c. Mr. Reginald James
Bonnie Wood
Dr. Sonja Bridges
Mrs. Rosalyn Smith

SPECIFICATIONS

East Gadsden High

Successful bidder will furnish all labor, material, and supplies to cut grass, edge walkways, prune flowers, shrubs, and trees, re-straw flower beds at least twice a year, and apply weed killer to all fence lines and any areas not accessible by mower. The areas to be maintained are the entire school property (grounds) excluding inside the four foot (4') fenced football field and the fenced in area for baseball and softball fields. All other areas will be maintained.

GADSDEN COUNTY SCHOOL BOARD
 GRASS BID # 0910-08 Lawn Maintenance @ East Gadsden High

GADSDEN COUNTY SCHOOL BOARD
Lawn Maintenance East Gadsden High #:0910-08
OPEN DATE: June 16, 2009
OPEN TIME: 2:00 PM

Business Name	Minority/ Non-Minority	Sworn Statement of Crimes	Insurance	Bid Price
Mike Bryant Lawn Care 149 Ranch Rd. Quincy, FL 32351 (850) 509-2110				
Jared Hatcher Mowing Masters Lawn Maintenance P.O. Box 180757 Tallahassee, FL (850)728-7901				
John Evans Evans Landscaping P.O. Box Havana, FL 32333 (850)508-0096 (850)539-4007	✓	✓		700.00
Johnathon Moore J.F. Mowing Service P.O. Box Jakin, GA 39861 (229)416-6421 (229)524-5245				

Mary Tatten 6/16/09
Wayne Shepard 6-16-09

No other bids submitted. (MP) 6/16/09
 No bidders at opening (MP)

GADSDEN COUNTY SCHOOL BOARD
 GRASS BID # 0910-08 Lawn Maintenance @ East Gadsden High

Business Name	Minority/ Non-Minority	Sworn Statement of Crimes	Insurance	Bid Price
Amanda Smith Eds Lawn Care 6557 Fairbanks Ferry Havana, FL 32333 850-539-9726				
Reginald Hall H&S Services 790 Sandy Dr. Tallahassee, FL 850-544-0034	✓	✓	✓	2,100.00

Mary Carter 6/16/09
Wayne Shepard 6/16/09

No other bids submitted. (MP) 6/16/09
 No bidders at opening. (MP) 6/16/09

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 11c

DATE OF SCHOOL BOARD MEETING: June 23, 2009

TITLE OF AGENDA ITEM: HVAC – Full service agreement for West Gadsden High.

DIVISION: Facilities

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

PURPOSE AND SUMMARY OF ITEM: For Board approval of a full service agreement/contract with Brooks Air Systems for all HVAC equipment at West Gadsden High School. The contract is for all emergency calls, routine maintenance, parts and labor to diagnose, repair or replace failed components of equipment covered under this agreement.

FUND SOURCE: 110

AMOUNT: \$34,915.00 year / \$2,910.00 month

PREPARED BY: Wayne Shepard

POSITION: Director of Facilities

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

Be sure that the COMPTROLLER has signed the budget page.

This form is to be duplicated on light blue paper.



Commercial HVAC Equipment, Controls, Service, and Parts

SERVICE AGREEMENT

Presented To:

**GADSDEN COUNTY
SCHOOL BOARD
Wayne Shepard
West Gadsden High School
June 15, 2009**

11196 St. Johns Industrial Parkway, South, Jacksonville, FL 32246
(904) 642-5303 - FAX (904) 641-8722

SERVICE AGREEMENT

Customer Information:

Date: June 15, 2009

Customer Name: Gadsden County School Board
Contact Name/Title: Wayne Shepard – Director of Facilities
Street Address: 35 Martin Luther King Jr. Blvd
City, State, Zip: Quincy, Florida 32351

Locations Covered:

West Gadsden High School
200 Providence Road
Greensboro, FL 32330

Description of Service:

This is a FULL service agreement-coverage includes ALL emergency calls routine maintenance, parts and labor to diagnose, repair or replace failed components of the equipment covered under this agreement. The (2) McQuay chillers will be covered as inspections only.

Price and Billing Terms:

\$34,915.00 to be billed in equal monthly investments of \$ 2,910. 00

Proposal Expiration Date: July 15, 2009 Proposal must be accepted and returned.

This Service Agreement proposal, including the attached pages and special conditions, constitutes the entire agreement, and shall become a valid contract after your acceptance and credit approval by B.A.S. This agreement supersedes all prior presentations and agreements not incorporated herein, and no other verbal or written agreement for service exists between us.

This agreement commences on July 1, 2009 and shall continue until June 30, 2010, and may continue from year to year thereafter until terminated in writing by either party.

Proposed: Brooks Air Systems
By: Tom Zimmerly

Title: Branch Manager

Date: June 15, 2009

Accepted: _____
By: _____

Title: _____

Date: _____

HVAC EQUIPMENT COVERED

West Gadsden High School Greensboro FL

Item	Equip. Type	MFG.	Order Number	Model No.	Qty	Serial No.	Tag	Area Served	Ship Date	Start-Up Date	Belt Size/ Qty	Filter Sizes / Quantity
1	CHILLER	McQuay	E799282130	AGS170CH27	1	STNU060700220	7-2	CAMPUS		8-29-07		
2	CHILLER	McQuay	F7992F2120	AGS170CH27	1	STNU060700221	7-1	CAMPUS		3-28-07		
3	VFD	ABB		ACH550-VD-08A8-4+K465	1	2063000882	AHU		7-25-06	5-31-07		
4	VFD	ABB		ACH550-VD-012A-4+K465	1	2063000883	AHU		7-25-06	5-31-07		
5	VFD	ABB		ACG550-VD-012A-4+K465	1	2063000886	AHU		7-25-06	5-31-07		
6	VFD	ABB		ACH550-VD--023A-4+K465	1	2063000887	PUMP		7-25-06	5-31-07		
7	VFD	ABB		ACH550-VD-023A-4+K465	1	2063000888	PUMP		7-25-06	5-31-07		
8	VFD	ABB		ACH550-VD-023A-4+K465	1	2063000889	AHU		7-25-06	5-31-07		
9	VFD	ABB		ACH550-VD-023A-4+K465	1	2063000890	AHU		7-25-06	5-31-07		
10	VFD	ABB		ACH550-VD-031A-4+K465	1	2063000891	AHU		7-25-06	5-31-07		
11	VFD	ABB		ACH550-VD-031A-4+K465	1	2063000893	AHU		7-25-06	5-31-07		
12	VFD	ABB		ACH550-VD-031A-4+K465	1	2063000894	AHU		7-25-06	5-31-07		
13	VFD	ABB		ACH550-VD-031A-4+K465	1	2063000919	AHU		7-25-06	5-31-07		
14	FANCOILS	ETI		VARIOUS	87	VARIOUS	BY ROOM			6-4-07		
15	Walk-in Cooler			REFRIGATEK	1		KITCHEN			6-6-07		
16	Walk-in Freezer			REFRIGATEK	1		KITCHEN			6-6-07		
17	AHU	MCQUAY		VARIUOS	11	VARIOUS	BY BLDG			5-31-07		
18	PUMPS			PRIMARY	2	"		CAMPUS		5-31-07		
19	PUMPS			SECONDARY	2	"		CAMPUS		5-31-07		

This is the entire list of mechanical equipment to be maintained as of _____

	QUARTERLY	SEMI-ANNUALLY	ANNUALLY	AS REQUIRED BY PERFORMANCE
MAINTENANCE SCHEDULES				
AIR-COOLED SCREW CHILLER				
GENERAL				
A) Perform controller check, log, and last fault analysis	X			
B) Inspect for refrigerant and oil leaks	X			
C) Check condenser coils, clean debris from around condenser	X			
D) Verify safety controls for proper operation		X		
E) Check refrigerant system for presence of moisture/acid		X		
F) Check condenser fan motors, verify proper operation		X		
G) Inspect thermal insulation for integrity			X	
H) Inspect entire unit for noise, vibration, cleanliness, and paint			X	
ELECTRICAL				
A) Check terminals for tightness, tighten as necessary			X	
A) Clean control panel interior			X	
B) Visually inspect components for signs of overheating	X			
A) Verify compressor heater operation	X			
A) Megger compressor motor every five years				X
REFRIGERATION				
A) Leak test	X			
B) Check sight glasses for clear flow	X			
C) Check filter-drier pressure drop (see manual for spec)	X			
D) Perform compressor vibration test			X	
CONDENSER (AIR-COOLED)				
A) Clean condenser coils			X	
B) Check fan blades for tightness on shaft			X	
C) Check fans for loose rivets and cracks			X	
D) Check coil fins for damage			X	
AHU MAINTENANCE				
A) Check all moving parts for wear		X		
B) Inspect drain pans and clean as necessary	X			
C) Inspect and replace filters	X			
D) Check for tightness:				
Bearing Collar		X		
Sheave		X		
Wheel Hub Setscrews		X		
Sheave Cap screws		X		
Bearing Hold-Down Bolts		X		
E) Relubricate Motor and Fan Shaft Bearings:				
IF unit runs continuously		X		
IF unit runs 12 hours (or less) a day			X	
KEY				

M = Perform According to Manufacturer's Instructions
 O = Performed by in-house personnel
 X = Performed by service personnel

VFD MAINTENANCE				
A) Check R7/R8 Enclosure Inlet Air Filter (replace if necessary)	X			
B) Check R7/R8 Enclosure Exhaust Air Filter (replace if necessary)		X		
C) Check and Clean Heatsink		X		
D) Replace Drive Module Fan				X
E) Change Capacitor				X
F) Replace Battery in the Assistant Control Panel				X
PUMP MAINTENANCE				
A) Check Motor Lubrication	X			
B) Check Pump Lubrication	X			
AIR-COOLED SPLIT SYSTEM MAINTENANCE				
ELECTRICAL				
A) Check terminals for tightness, tighten as necessary			X	
A) Clean control panel interior			X	
B) Visually inspect components for signs of overheating	X			
A) Verify compressor heater operation	X			
A) Megger compressor motor every five years				X
REFRIGERATION				
A) Check sight glasses for clear flow	X			
C) Check filter-drier pressure drop (see manual for spec)	X			
D) Perform compressor vibration test			X	
CONDENSER (AIR-COOLED)				
A) Clean condenser coils			X	
B) Check fan blades for tightness on shaft			X	
C) Check fans for loose rivets and cracks			X	
D) Check coil fins for damage			X	
AIR HANDLING UNIT				
A) Check all moving parts for wear		X		
B) Inspect drain pans and clean as necessary	X			
C) Inspect and replace filters	X			
D) Check for tightness:				
Bearing Collar		X		
Sheave		X		
Wheel Hub Setscrews		X		
Sheave Capscrews		X		
Bearing Hold-Down Bolts		X		
E) Relubricate Motor and Fan Shaft Bearings:				
IF unit runs continuously		X		
IF unit runs 12 hours (or less) a day			X	
KEY				
O = Performed by in-house personnel				
X = Performed by service personnel				

	QUARTERLY	SEMI-ANNUALLY	ANNUALLY	AS REQUIRED BY PERFORMANCE
EMCS MAINTENANCE SCHEDULE				
GLOBAL CONTROLLER				
A) Remove accumulated dust from interior and exterior	X			
B) Check operation of Modem	X			
C) Make backup copy of database			X	
D) Check power supply voltage		X		
E) Check battery for proper charge			X	
F) Verify operation of battery backup		X		
G) Check voltage levels on communication trunks			X	
H) Check all electrical connections			X	
TERMINAL CONTROLLERS (AHU AND VAV)				
A) Perform point-point check of all connected points	X			
B) Calibrate all temperature sensors			X	
C) Verify software sequence of operation	X			
D) Check communications to Global Controller		X		
E) Check all switch settings for proper position			X	
OPERATORS TERMINAL				
A) Thoroughly clean filters, remove dust and dirt from int/ext			X	
B) Check all functions	X			
CPU POWER SUPPLY				
A) Verify operation of all software functions		X		
B) Check cables for chafing and broken insulation	X		X	
C) Check power supply voltages and surge protection		X		
A) Performance Evaluation (Superheat Control)			X	
PERFORM SYSTEM BACK-UP				
A) 1 set of disks for owner			X	
B) 1 set of disks for Brooks Air Systems			X	
C) System software updates as they become available	X			

KEY

O = Performed by in-house personnel

X = Performed by service personnel

BROOKS AIR SYSTEMS TERMS AND CONDITIONS OF SALE- SERVICE

This agreement is between Brooks Air Systems, Inc. ("B.A.S.") and the customer. This agreement applies only to equipment installed prior to effective date of this agreement and as described on attachment(s).

1. PAYMENT AND TAXES -- Payment shall be net upon receipt of invoice. Brooks Air Systems reserves the right to require cash payment or other alternative method of payment prior to completion of work if Brooks Air Systems determines, in its sole discretion, that the Customer or Customer's assignee's financial condition at any time does not justify continuance of the net 30 days payment term. Brooks Air Systems reserves the right to discontinue its service anytime payments have not been paid as agreed. In addition to the Agreement price, the Customer shall pay Brooks Air systems any applicable taxes or government charges which may be required in connection with the service or material furnished under this Agreement.

2. WORKING HOURS – All services performed under this Agreement including major repairs, are to be provided during Brooks Air Systems normal working hours unless otherwise agreed. Normal working hours (8 a.m. to 5 p.m.) Monday through Friday will apply to all services, unless otherwise stated, including major repairs performed under this agreement. Work performed beyond normal working hours for the convenience of the Customer shall be billed at the difference between overtime and straight time rates. We will respond to all calls within a four (4) hour time period or sooner.

3. ADDITIONAL SERVICE - Services or parts requested by Customer in addition to those specified in this Agreement will be provided upon receipt of Customer's written authorization and invoiced at Brooks Air Systems prevailing contract labor rate of \$ 70.00 per hour mechanical, \$ 80.00 controls and parts charges. Additional services or parts shall be supplied under the terms of this Agreement.

- In the event Brooks Air Systems is required to make any repairs and/or replacement and/or emergency calls occasioned by improper operation or misuse of equipment covered by this agreement or any cause beyond Brooks Air Systems control, the customer shall reimburse B.A.S. for expenses incurred in making repairs and/or replacements and/or replacements, and/or emergency calls in accordance with the established rate for performing such service such as calls for thermostat setting, air balancing or equipment resetting.

4. REPAIR OR REPLACEMENT - Brooks Air Systems shall not be responsible for repair or replacement of any HVAC or EMCS equipment that is damaged by any disaster or weather catastrophes (ie, floods, tornados, hurricanes, etc.), vandalism, other contractors, maintenance personnel, tenants, or any other party.

Brooks Air Systems is not responsible for the identification, detection, abatement, encapsulating or removal of asbestos, mold, or products or materials containing asbestos, mold, or similar hazardous substances. In the event that Brooks Air Systems encounters any asbestos, mold product or any hazardous material in the course of performing its work, Brooks Air Systems may suspend its work and remove its employees from the project, until such product or material, and any hazards connected with it are abated. Brooks Air Systems shall receive an extension of time to complete its work and compensation for delays encountered as a result of such situation and its correction.

Brooks Air Systems shall not be required to perform tests, install any items of equipment or make modifications that may be recommended or directed by insurance companies, government, state, municipal or other authority. However, in the event any such recommendations occur, Brooks Air Systems, at its option, may submit a proposal for Customer's consideration in addition to this Agreement. Brooks Air Systems shall not be required to repair or replace equipment that has not been properly maintained.

5. SUPPLEMENTAL CONDITIONS SECTION – This agreement presupposes that all major pieces of equipment are in proper operating condition at the signing of this agreement.

- It shall be the responsibility of Brooks Air Systems to inspect and report to the customer any malfunctions and defects within sixty (60) days after acceptance date. If equipment cannot be operated within this 60 day period due to seasonal conditions or factors beyond our control, the period for the initial inspection will be extended 60 days after the equipment can be operated and checked.
- It shall also be the responsibility of Brooks Air Systems to make recommendations and assist the customer in restoring the equipment to proper operating condition. However, all of the actual restoration costs shall be paid by the customer
- After equipment restoration to original operating conditions has been approved by Brooks Air Systems, coverage will become effective in accordance with the terms of this agreement.

6. PROPRIETARY RIGHTS– During the term of this Agreement and in combination with certain services, Brooks Air Systems may elect to install, attach to Customer equipment, or provide portable devices (hardware and/or software) that shall remain the personal proprietary property of Brooks Air Systems. No devices installed, attached to real property or portable device(s) shall become a fixture of the Customer locations. Customer shall not acquire any interest, title or equity in any hardware, software, processes, and other intellectual or proprietary rights to devices which are used in connection with providing service on Customer equipment.

7. DELAYS– Delays caused by conditions beyond the reasonable control of either party shall not be the liability of either party to this Agreement.

8. CUSTOMER OBLIGATIONS

Customer shall:

- Provide a safe work environment.
- Permit access to Customer's site, and use of building services including but not limited to: water, elevators, receiving dock facilities, electrical service and local telephone service.
- Keep areas adjacent to equipment free of extraneous material, move any stock, fixtures, walls or partitions that may be necessary to perform the specified service.
- Promptly notify Brooks Air Systems of any unusual operating conditions.
- Upon agreement of a timely mutual schedule, allow Brooks Air Systems to stop and start equipment necessary to perform service.
- Provide the daily routine equipment operation (if not part of this Agreement) including availability of routine equipment log readings.
- Operate the equipment properly and in accordance with instructions.

9. EQUIPMENT CONDITION & RECOMMENDED SERVICE – Upon the initial scheduled operating and/or initial annual stop inspection should Brooks Air Systems determines the need for repairs or replacement. Brooks Air Systems will provide the Customer in writing an "equipment condition" report, that includes recommendations for corrections and the price for repairs in addition to this Agreement.

In the event Brooks Air Systems recommends certain services (that are not included herein or upon initial inspection). If the Customer does not elect to have such services properly performed in a timely fashion, Brooks Air Systems shall not be responsible for any equipment or control failures, operability and any long-term damage that may result. Brooks Air Systems at its option will either continue to maintain equipment and/or controls to the best of its ability, without any responsibility, or remove such equipment from this Agreement, adjusting the price accordingly.

10. CUSTOMER TERMINATION– Customer shall have the right to terminate this Agreement for Brooks Air Systems non-performance provided Brooks Air Systems fails to cure such non-performance within 30 days after having been given prior written notice of the non-performance. Upon early termination or expiration of this Agreement, Brooks Air Systems shall have free access to enter Customer locations to disconnect and remove any Brooks Air Systems personal proprietary property or devices as well as remove any and all Brooks Air Systems-owned parts, tools and personal property. Additionally, Customer agrees to pay Brooks Air Systems for all incurred but unamortized service costs performed by Brooks Air Systems including overheads and a reasonable profit.

11. CUSTOMER RESPONSIBILITY – It is agreed that the customer will assume responsibility and pay extra for all service and material required for repair or replacement due to electrical power failure, low voltage, power surges, burned out main or branch fuses, or low water pressure or water damage.

12. LIMITATION OF LIABILITY– Under no circumstances shall Brooks Air Systems be held liable for any incidental, special or consequential damages, including loss of revenue, loss of use of equipment or facilities, or economic damages based on strict liability or negligence. Brooks Air Systems shall be liable for damage to property, other than the equipment provided under this Agreement, and to persons, to the extent that Brooks Air Systems negligent acts or omissions directly contributed to such injury or property damage. Brooks Air Systems maximum liability for any reason (except for personal injuries) shall consist of the refunding of all moneys paid by Customer to Brooks Air Systems under this Agreement, subject to right of removal and return of equipment provided under this Agreement to Brooks Air Systems.

B.A.S. and customer assume the non-occurrence of the following contingencies which, without limitation, might render performance by B.A.S. impractical: strikes, fires, war, late or non-delivery by suppliers of B.A.S., and all other contingencies beyond the reasonable control of B.A.S. Under no circumstances shall B.A.S. be liable for any special or consequential damages whether based upon lost goodwill, lost resale profits, work stoppage, and impairment of other goods or otherwise and whether arising out of breach of warranty, breach of contract, negligence or otherwise, except only in the case of personal injury where applicable law requires such liability. But in no event shall B.A.S.'s liability exceed the purchase price paid under this contract.

13. WASTE DISPOSAL– Contractor is wholly responsible for the removal and proper disposal of waste oil, refrigerant and any other material generated during the term of this Agreement.

14. CLAIMS – Any suits arising from the performance or non-performance of this Agreement, whether based upon contract, negligence, and strict liability or otherwise, shall be brought within one (1) year from the date the claim arose.

15. SUPERSEDURE, ASSIGNMENT and MODIFICATION- This Agreement contains the complete and exclusive statement of the agreement between the parties and supersedes all previous or contemporaneous, oral or written, statements. Customer may assign this Agreement only with Brooks Air System's prior written consent. No modification to this Agreement shall be binding unless in writing and signed by both parties.

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 12a

DATE OF SCHOOL BOARD MEETING: June 23, 2008

TITLE OF AGENDA ITEM: Discussion and Request to Advertise the Board's Intent to Amend School Board Rule 2.25, sub-section Position Descriptions.

DIVISION: Administration

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

PURPOSE AND SUMMARY OF ITEM:

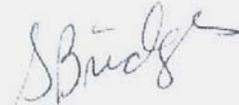
The purpose of this item is to discuss the request to amend School Board Rule 2.25, sub-section Position Descriptions, to obtain tentative approval of the proposed amendment, and to request approval to advertise the board's intent to amend School Board Rule.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Sonja Bridges, Ed.D.

POSITION: Assistant Superintendent for Academic Services



INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

Number of ORIGINAL SIGNATURES NEEDED by preparer.

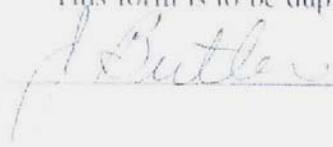
SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

Be sure that the COMPTROLLER has signed the budget page.

This form is to be duplicated on light blue paper.

Reviewed By: _____



**THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA
NOTICE OF INTENT TO AMEND A RULE**

DATE OF THIS NOTICE: June 23, 2009

The School Board of Gadsden County, Florida hereby gives notice of its intent to amend its Gadsden County School Board Rule Numbered 2.25 sub-sections Position Descriptions.

PURPOSE AND EFFECT: The purpose and effect of this rule revision is to revise/create position (job) descriptions.

RULEMAKING AUTHORITY: Subsection 1000.41, and 1000.43, Florida Statutes

LAWS IMPLEMENTED: 1000.40, 1000.42, and 1000.43, 1003.31 Florida Statutes

SUMMARY OF THE ESTIMATED ECONOMIC IMPACT: NONE

FACTS AND CIRCUMSTANCES JUSTIFYING RULE: It is necessary to amend 2.25 in an effort to meet School Board needs.

A PUBLIC HEARING WILL BE HELD DURING THE BOARD MEETING SCHEDULED FOR 6:00 P.M. ON: Tuesday, July 28 2009.

PLACE: Max D. Walker School Administration Building
35 Martin Luther King, Jr., Blvd.
Quincy, Florida 32351

IF A PERSON DESIRES TO APPEAL ANY DECISION MADE BY THE SCHOOL BOARD WITH RESPECT TO ANY MATTER CONSIDERED AT ANY SUCH HEARING, HE/SHE WILL NEED A RECORD OF THE PROCEEDINGS, AND FOR SUCH PURPOSE HE/SHE MAY NEED TO ENSURE THAT A VERBATIM RECORD OF THE PROCEEDINGS IS MADE, WHICH RECORD INCLUDES THE TESTIMONY AND EVIDENCE UPON WHICH THE APPEAL IS TO BE BASED.

NAME OF THE PERSON ORIGINATING THIS RULE: Dr. Sonja Bridges
Assistant Superintendent for Academic Services

NAME OF THE PERSON WHO APPROVED THIS RULE: Reginald C. James
Superintendent of Schools

DATE OF SUCH APPROVAL: June 23, 2009

A COPY OF THE RULE PROPOSED FOR AMENDMENT MAY BE EXAMINED DURING BUSINESS HOURS AT THE MAX D. WALKER SCHOOL ADMINISTRATION BUILDING, 35 MARTIN LUTHER KING, JR. BLVD., QUINCY, FLORIDA 32351.

Reginald C. James, Superintendent of Schools
For Gadsden County, Florida, and Secretary and
Chief Executive Officer of the School Board of
Gadsden County, Florida.

SCHOOL DISTRICT OF GADSDEN COUNTY

JOB DESCRIPTION

COMMUNITY AFFAIRS / PUBLIC RELATIONS COORDINATOR

QUALIFICATIONS:

- (1) Bachelor's Degree in any area
- (2) Three (3) years of successful teaching experience or a minimum of 5 years' experience in public relations, education, social science or related field.
- (3) Excellent organization, training, coordination, and leadership skills.
- (4) Excellent interpersonal and communications skills
- (5) Computer proficiency and other technology, i.e., cameras, projectors, and peripherals.

KNOWLEDGE, SKILLS AND ABILITIES:

Excellent oral and written communication skills. Broad knowledge base of all county programs and departments. Public speaking skills. Ability to work cooperatively with community agencies and organizations. Good organizational skills. Information gathering skills.

REPORTS TO:

Superintendent

JOB GOAL

To coordinate and implement activities that will project a positive image of schools and community affairs activities.

SUPERVISES:

Assigned Support Personnel

PHYSICAL REQUIREMENTS:

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Job Description Supplement No. 11
PERFORMANCE RESPONSIBILITIES:
Service Delivery

- * (1) Deliver Superintendent's news articles to proper media source.
- * (2) Plan and implement the Teacher of the Year celebration.
- * (3) ~~Maintain the Superintendent's Scrapbook.~~
- * (4) ~~Track all student transfers, both inside and outside the District.~~
- * (5) Serve as liaison for parents between the schools, community, District, and the Florida Department of Education regarding district assessments.

COMMUNITY AFFAIRS / PUBLIC RELATIONS COORDINATOR (Continued)

- ~~*(6) Monitor and conduct periodic surveys of parent participation and involvement in the educational process at each school.~~
- ~~*(7) Assist school advisory councils with the development, implementation, and evaluation of parent services.~~
- ~~*(8) Coordinate resources and Provide technical assistance to all parent committees of schools and special programs, ensuring that all due caution and procedures for due process have been afforded to parents of students as it relates to an individual program or situation all stakeholders fully understand administration procedures and the results of all assessments administered in Gadsden County Schools.~~

Interagency Communication and Delivery

- ~~*(9) Distribute newsletter to schools, community and agencies.~~
- ~~*(10) Serve on boards of agencies such as March of Dimes and Gadsden Education Foundation.~~
- ~~*(11) Serve as community contact for interpreting FCAT, Florida Writes, and other test results to parents.~~
- ~~*(12) Assist schools in communicating with parents through home visits by the effective use of the ParentLink System.~~
- ~~*(13) Provide assistance in channeling information throughout the District as it pertains to student assessment to parents, schools, and the community.~~
- ~~*(14) Expand the Pre-Kindergarten Parent Resource Center located at QEA to include resource materials for all parents of Pre-Kindergarten students.~~
- ~~*(15) Assist school principals in developing, improving and implementing parent services the Continuous Improvement Model as it relates to data analysis.~~
- ~~*(16) Maintain contact and a working relationship with outside agencies.~~
- ~~*(17) Develop partnerships with local business and service groups to advance student learning by involving community members in school volunteer programs.~~
- ~~*(18) Collaborate with community agencies to provide family support services and adult learning opportunities, enabling parents to more fully participate in activities that support education (literacy).~~

Professional Growth and Improvement

- ~~*(19) Attend conferences to keep abreast of changes.~~
- ~~*(20) Keep well informed of current trends in curriculum areas the area of assessment.~~
- ~~*(21) Provide inservice training opportunities for school personnel to increase school/parent communication and involvement.~~
- ~~*(22) Set high standards for self and others.~~

Systemic Functions

- ~~*(23) Recruit mentors for schools' volunteer programs.~~
- ~~*(24) Write, duplicate and distribute Superintendent's monthly newsletter.~~
- ~~*(25) Coordinate the District-wide Parent/Volunteer Appreciation and Information Seminar (Title I, ESE, Pre-Kindergarten).~~
- ~~*(26) Set up awards programs for CTBS SAT-10, FCAT, Florida Writes, and HSCF. Superintendent's Superlatives.~~
- ~~*(27) Provide schools with written communication for parents (Spanish and English versions of a District-wide parent newsletter from the Superintendent).~~
- ~~*(28) Schedule the "Superintendent's Community Chats" with parents, communities, and civic groups.~~
- ~~*(29) Hold group meetings with parents to help them deal with developmental problems and individual needs of their children.~~
- ~~*(30) Prepare or oversee the preparation of all required reports and maintain appropriate records.~~
- ~~(31) Perform other duties as assigned.~~

Leadership and Strategic Orientation

- ~~*(32) Provide workshops/training for school advisory councils regarding understanding test data.~~
- ~~*(33) Set up and coordinate parent involvement activities to include data analysis.~~
- ~~*(34) Develop a parent guide/handbook for schools that will contain pertinent telephone numbers, contact persons, and other resources.~~
- ~~*(35) Assist school advisory councils, improvement teams, special programs, and parent teacher organizations in the planning and co-sponsoring of meetings for the parents to provide support,~~

COMMUNITY AFFAIRS / PUBLIC RELATIONS COORDINATOR (Continued)

and Help parents gain knowledge about educational issues, policies, materials, and resources as it relates to student assessment.

- *~~(36) Form a District parent advisory council to include parent representation from each school/community and/or special program.~~
- *~~(37) Assist teachers in developing family kits built around relevant themes with games, videos, conversation starters, or other tools for parents to interact with their children on a specific topic. For example, a kit could be built around the theme of setting family goals or developing house rules, Peer Assisted Learning Strategies (PALS) reading kits, and research paper writing tips, FCAT tips, and ACT/SAT preparation. for the older child.~~
- *~~(38) Promote District goals and priorities.~~

*Essential Performance Responsibilities.