

AGENDA

TENTATIVE BUDGET HEARING

GADSDEN COUNTY SCHOOL BOARD  
MAX D. WALKER ADMINISTRATION BUILDING  
35 MARTIN LUTHER KING, JR. BLVD.  
QUINCY, FLORIDA 32351

July 30, 2019

6:00 P.M.

THIS TENTATIVE BUDGET HEARING IS OPEN TO THE PUBLIC

1. CALL TO ORDER

2. PUBLIC HEARING – Tentative Budget and Millage Rate

- a. Approval of Resolution Number 19-01 for the Tentative Millage Rates for the 2019 – 2020 fiscal year – **SEE PAGE #4**

Fund Source: General Fund and Capital Project

Amount: Refer to millage rates and amounts stated in the Resolution

ACTION REQUESTED: The Superintendent recommends approval.

- b. Approval of Resolution Number 19-02 for the 2019 -2020 Tentative Budget for fiscal year 2019 – 2020 – **SEE PAGE #6**

Fund Source: All Funds Budget

Amount: Refer to tentative budget

ACTION REQUESTED: The Superintendent recommends approval.

3. FINANCIAL STATEMENTS

- a. Board Review Requested for Financial Statements from Charter School  
**SEE PAGE #9**

Fund Source: All Public Funds at Crossroad Academy Charter School

Amount: Crossroad Academy Charter School Financial Statements Attached

ACTION REQUESTED: The Superintendent recommends approval.

4. AGREEMENTS / CONTRACTS

- a. Letter Purchase Order for Services – **SEE PAGE #13**

Fund Source: General Fund

Amount: \$23,122.65

ACTION REQUESTED: The Superintendent recommends approval.

- b. Panhandle Area Educational Consortium Contract – **SEE PAGE #16**
- Fund Source: General Revenue  
Amount: TBD as students enroll
- ACTION REQUESTED: The Superintendent recommends approval.
- c. Memorandum of Understanding (MOU) The Gadsden County Classroom Teachers Association and The Gadsden County School District – **SEE PAGE #24**
- Fund Source: N/A  
Amount: N/A
- ACTION REQUESTED: The Superintendent recommends approval.
- d. Cooperative Agreement for Inter-County Transfer of Exceptional Students Between Leon County School Board and Gadsden County School Board **SEE PAGE #29**
- Fund Source: State FTE Funds  
Amount: (determined by formula)
- ACTION REQUESTED: The Superintendent recommends approval.
- e. Agreement between The School Board of Gadsden County Public Schools and Soliant Health, Inc. – **SEE PAGE #34**
- Fund Source: FEFP Dollars  
Amount: \$58.00 - \$62.00 per hour
- ACTION REQUESTED: The Superintendent recommends approval.
- f. Gadsden County School District’s Mental Health Allocation Plan **SEE PAGE #42**
- Fund Source: Safe School Mental Health Assistance Allocation  
Amount: \$192,753.00
- ACTION REQUESTED: The Superintendent recommends approval.
- g. Crossroad Academy Charter School’s Mental Health Allocation Plan **SEE PAGE #64**
- Fund Source: Safe School Mental Health Assistance Allocation  
Amount: \$21,753.00
- ACTION REQUESTED: The Superintendent recommends approval.

- h. Contract between GCSD and K12 Florida (FuelEd) – **SEE PAGE #80**

Fund Source: General Revenue

Amount: TBD as students enroll

ACTION REQUESTED: The Superintendent recommends approval.

- i. Purchase of Four Buses – **SEE PAGE #127**

Fund Source: Capital Improvements Fund 3790 and General Fund 1100

Amount: \$433,532.00

ACTION REQUESTED: The Superintendent recommends approval.

- j. Appraisal Agreement Between Keys Claims Consultants, LLC and The School Board of Gadsden County – **SEE PAGE #139**

Fund Source: N/A

Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- k. Turnaround School Supplemental Services Allocation (TSSSA)  
**SEE PAGE #150**

Fund Source: General Revenue

Amount: \$1,077,312.00

ACTION REQUESTED: The Superintendent recommends approval.

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

- a. Approval of Job Descriptions – **SEE PAGE #187**

Fund Source: N/A

Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

6. EDUCATIONAL ITEMS BY THE SUPERINTENDENT

7. SCHOOL BOARD REQUESTS AND CONCERNS

8. ADJOURNMENT



## Resolution Number 19-01

WHEREAS, the School Board of Gadsden County, Florida, did, pursuant to Chapters 200 and 1011, Florida Statutes, approve tentative millage rates for the fiscal year July 1, 2019 to June 30, 2020; and

WHEREAS, at the public hearing and in full compliance with Chapter 200, Florida Statutes, the Gadsden County School Board adopted the tentative millage rates for the fiscal year 2019-2020 in the amounts of:

	Tentative Millage Levy	Proposed Amount To Be Raised
Required Local Effort including Prior Period Funding Adjustment	3.9860	\$6,151,561
Capital Outlay	1.5000	\$2,314,938
Discretionary Operating	0.7480	\$1,154,382
Discretionary Capital Improvement	0.0000	\$
Additional Voted Millage	0.0000	\$
Debt	0.0000	\$

**The total millage rate to be levied is less than the roll-back rate computed pursuant to Section 200.065(1), F.S. by 4.17 percent.**

NOW THEREFORE, BE IT RESOLVED:

That the Gadsden County School Board, adopted each tentative millage rate for the fiscal year July 1, 2019 to June 30, 2020 on July 30, 2019 by separate vote prior to adopting the tentative budget.

\_\_\_\_\_  
Chairman



**Resolution Number 19-02**

A RESOLUTION OF THE GADSDEN COUNTY SCHOOL BOARD ADOPTING THE TENTATIVE BUDGET FOR FISCAL YEAR 2019-2020.

WHEREAS, the School Board of Gadsden County, Florida, did, pursuant to Chapters 200 and 1011, Florida Statutes, approve tentative millage rates and tentative budget for the fiscal year July 1, 2019 to June 30, 2020; and

WHEREAS, the Gadsden County School Board set forth the appropriations and revenue estimate for the Budget for fiscal year 2019-2020.

WHEREAS, at the public hearing and in full compliance with Chapter 200, Florida Statutes, the Gadsden County School Board adopted the tentative millage rates and the budget in amount of \$62,957,681.54 for the fiscal year 2019-2020.

NOW THEREFORE, BE IT RESOLVED:

That the attached budget of Gadsden County School Board, including the millage rates as set forth therein, is hereby adopted by the School Board of Gadsden County as a tentative budget for the categories indicated for the fiscal year July 1, 2019 to June 30, 2020.

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Chairman

**BUDGET SUMMARY**  
**DISTRICT SCHOOL BOARD OF GADSDEN COUNTY**  
**FISCAL YEAR 2019 - 2020**

**THE PROPOSED OPERATING BUDGET EXPENDITURES OF THE DISTRICT SCHOOL BOARD OF GADSDEN COUNTY ARE 6.3 PERCENT MORE THAN LAST YEAR'S TOTAL OPERATING EXPENDITURES.**

PROPOSED MILLAGE LEVY			
REQUIRED LOCAL EFFORT (including Prior P. Period Adjustment Millage)	3.9860	BASIC DISCRETIONARY OPERATING	0.7480
		ADDITIONAL OPERATING or CAPITAL MILLAGE (not to exceed 2 years VOTED)	0.0000
BASIC DISCRETIONARY CAPITAL OUTLAY	1.5000	DEBT SERVICE (VOTED)	0.0000
		<b>TOTAL MILLAGE</b>	<b>6.2340</b>

	GENERAL	SPECIAL REVENUE	DEBT SERVICE	CAPITAL PROJECTS	TOTAL ALL FUNDS
<b>Revenues</b>					
Federal	121,018.42	15,598,608.51			15,719,626.93
State Sources	30,797,433.15	69,713.00	217,117.19	536,753.20	31,621,016.54
Local Sources	8,726,000.79	150,000.00		2,290,773.17	11,166,773.96
<b>TOTAL REVENUES</b>	<b>39,644,452.36</b>	<b>15,818,321.51</b>	<b>217,117.19</b>	<b>2,827,526.37</b>	<b>58,507,417.43</b>
Transfers In	1,770,048.49		201,366.62		1,971,415.11
Other Financing Sources	739,226.14				739,226.14
FUND BALANCES - (July 1, 2019)	1,239,622.86	200,000.00		300,000.00	1,739,622.86
<b>TOTAL REVENUES AND BALANCES</b>	<b>43,393,349.85</b>	<b>16,018,321.51</b>	<b>418,483.81</b>	<b>3,127,526.37</b>	<b>62,957,681.54</b>
<b>Expenditures</b>					
Instruction	22,872,256.58	6,360,609.16			29,232,865.74
Pupil Personnel Services	1,689,209.30	1,223,615.13			2,912,824.43
Instructional Media Services	479,202.72	6,639.90			485,842.62
Instructional & Curriculum Development Services	1,121,870.28	1,217,701.32			2,339,571.60
Instructional Staff Training	230,680.63	1,431,131.88			1,661,812.51
Instructional Related Technology	53,186.66	108,101.00			161,287.66
Board of Education	415,666.48				415,666.48
General Administration	492,493.64	356,477.39			848,971.03
School Administration	2,163,982.55	36,442.76			2,200,425.31
Facilities Acquisition Construction	101,291.49	13,438.00		1,386,736.41	1,501,465.90
Fiscal Services	662,780.10	0.00			662,780.10
Food Service	38,809.91	4,137,072.15			4,175,882.06
Central Services	325,003.77	57,317.48			382,321.25
Pupil Transportation Services	2,815,554.68	422,523.67			3,238,078.35
Operation of Plant	4,178,710.83	85,751.65			4,264,462.48
Maintenance of Plant	2,242,395.97	4,841.61			2,247,237.58
Administrative Technology Services	1,069,264.78	558.09			1,069,822.87
Community Services	0.00	56,100.32			56,100.32
Debt Services			418,483.81		418,483.81
<b>TOTAL EXPENDITURES</b>	<b>40,952,360.37</b>	<b>15,518,321.51</b>	<b>418,483.81</b>	<b>1,386,736.41</b>	<b>58,275,902.10</b>
Transfers Out	201,366.62			1,671,213.66	1,872,580.28
FUND BALANCES - (June 30, 2020)	2,239,622.86	500,000.00		69,576.30	2,809,199.16
<b>TOTAL EXPENDITURES, TRANSFERS, &amp; BALANCES</b>	<b>43,393,349.85</b>	<b>16,018,321.51</b>	<b>418,483.81</b>	<b>3,127,526.37</b>	<b>62,957,681.54</b>

THE TENTATIVE, ADOPTED, AND/OR FINAL BUDGET ARE ON FILE IN THE OFFICE OF THE ABOVE MENTIONED TAXING AUTHORITY AS A PUBLIC RECORD.



**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 3a

**DATE OF SCHOOL BOARD MEETING:** July 30, 2019

**TITLE OF AGENDA ITEMS:** Board Review Requested for Financial Statements from Charter School

**DIVISION:** Finance Department

**PURPOSE AND SUMMARY OF ITEMS:** Board review is requested for the Income/Expense Statement for the period July 1, 2018 through June 30, 2019, and the Balance Sheet as of June 30, 2019, for Crossroad Academy Charter School.

**FUND SOURCE:** All Public Funds at Crossroad Academy Charter School

**AMOUNT:** Crossroad Academy Charter School Financial Statements attached

**PREPARED BY:** Bonnie Wood

**POSITION:** Finance Director

**CROSSROAD ACADEMY CHARTER SCHOOL****Profit & Loss**

July 2018 through June 2019

	<u>Jul '18 - Jun ...</u>
<b>Ordinary Income/Expense</b>	
<b>Income</b>	
3200 · Federal Indirect Grant	121,444.71
3310 · FEFP Program	3,137,242.00
3334 · State Teacher Lead Program	50,299.33
3361 · School Recognition Funds	48,005.00
3399 · Other Misc. State Revenue	5,720.00
3430 · Interest Income	4,569.59
3450 · Food Service Income	280.00
3472 · Pre-Kindergarten	181,767.00
34721 · Pre-K 3 Year Olds	43,164.83
3490 · Other local revenue	-4,767.56
<b>Total Income</b>	<u>3,587,724.90</u>
<b>Gross Profit</b>	3,587,724.90
<b>Expense</b>	
5000 · Instruction	1,750,396.50
6000 · Instructional Support Services	283,191.26
7100 · Board	177,985.44
7200 · General Administration	29,549.16
7300 · School Administration	549,769.34
7400 · Facilities and Acquisition	74,583.84
7500 · Fiscal Services	-1,222.12
7600 · Food Services	99,285.09
7700 · Central Services	8,842.58
7800 · Student Transportation Servi...	1,543.00
7900 · Operation of Plant	285,001.41
8100 · Maintenance of Plant	51,476.49
8200 · Administrative Technology Svcs	153.85
<b>Total Expense</b>	<u>3,310,555.84</u>
<b>Net Ordinary Income</b>	277,169.06

**CROSSROAD ACADEMY CHARTER SCHOOL**  
**Profit & Loss**  
July 2018 through June 2019

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	<u>Jul '18 - Jun ...</u>
<b>Other Income/Expense</b>	
<b>Other Income</b>	
3397 · Capital Outlay	293,099.00
<b>Total Other Income</b>	293,099.00
<b>Other Expense</b>	
9200 · Debt Service	147,870.00
<b>Total Other Expense</b>	147,870.00
<b>Net Other Income</b>	145,229.00
<b>Net Income</b>	<u><u>422,398.06</u></u>

**CROSSROAD ACADEMY CHARTER SCHOOL**  
**Balance Sheet**  
As of June 30, 2019

	<u>Jun 30, 19</u>
<b>ASSETS</b>	
<b>Current Assets</b>	
<b>Checking/Savings</b>	
1100 · Cash & cash equivalents	4,389,484.40
<b>Total Checking/Savings</b>	4,389,484.40
<b>Other Current Assets</b>	
1130 · Accounts receivable - net	121,444.71
<b>Total Other Current Assets</b>	121,444.71
<b>Total Current Assets</b>	4,510,929.11
<b>Fixed Assets</b>	
1300 · Property, plant, and equip- net	3,903,225.35
<b>Total Fixed Assets</b>	3,903,225.35
<b>TOTAL ASSETS</b>	<b><u>8,414,154.46</u></b>
<b>LIABILITIES &amp; EQUITY</b>	
<b>Liabilities</b>	
<b>Current Liabilities</b>	
<b>Other Current Liabilities</b>	
2160 · Due to other funds	30,877.81
2170 · Salaries, benefits, p/r payable	156,160.92
2175 · Accrued expenses	38,258.73
2250 · Current Notes Payable	72,887.53
<b>Total Other Current Liabilities</b>	298,184.99
<b>Total Current Liabilities</b>	298,184.99
<b>Long Term Liabilities</b>	
2300 · Notes payable - long term	1,691,405.84
<b>Total Long Term Liabilities</b>	1,691,405.84
<b>Total Liabilities</b>	1,989,590.83
<b>Equity</b>	
2760 · Net Assets Unrestricted	6,002,165.57
Net Income	422,398.06
<b>Total Equity</b>	6,424,563.63
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<b><u>8,414,154.46</u></b>





## LETTER PURCHASE ORDER

This Letter Purchase Order (LPO) for services to be provided by DES of Florida, LLC (DESF/Seller) to Gadsden County School Board (GCSB/Buyer) is issued pursuant to the above-referenced General or Master Agreement between the Panhandle Area Educational Consortium and DESF. Buyer hereby authorizes Seller to perform the following described services:

1. **Scope of Work:** Power Equipment Technology Teacher [Gadsden Technical Institute]
2. **Seller Contact:** Roy F. DeCastro, Managing Partner  
DES of Florida, LLC  
P.O. Box 13935  
Tallahassee, FL 32317-3935  
P: 850/893-1315 \* F: 888/219-7972 \* Email: [rdecastro@desfsolutions.com](mailto:rdecastro@desfsolutions.com)
3. **Buyer Contact:** Bonnie Wood, Director of Finance  
Gadsden County School Board  
35 Martin Luther King Jr. Blvd.  
Quincy, FL 32351  
P: 850/627-9651 \* Email: [woodb@gcpsmail.com](mailto:woodb@gcpsmail.com)
4. **LPO Term:** August 5, 2019 – December 20, 2019. This LPO may be terminated without cause by Buyer upon 30 days' written notice to Seller. Buyer shall be required to pay Seller for services rendered to the effective date of termination. During the term of this LPO, Buyer may terminate or discontinue the items covered in this LPO for lack of appropriated funds.
5. **LPO Cost:** The total cost of this LPO, excluding expenses, shall not exceed \$23,122.65. Invoices will be billed at a rate of \$4,624.53 per billable month. Without exception, the fees listed in this LPO shall be in effect throughout the term of this LPO. Any additional compensation Buyer may elect to pay Seller beyond the terms specified in this LPO shall be preapproved, in writing, by Buyer to Seller and will be billed at the same markup percentage used to determine the total cost of this LPO. No overtime will be required with this LPO. All expenses, including travel, will be reasonable, verifiable and documented and must be pre-approved by Buyer. Included in the total cost is Paid Time Off (PTO), as follows:
  - Paid Holidays to match Buyer's holiday schedule;
  - Sick/Personal hours/days will follow Buyer's policy; and
  - Any unused PTO at the completion of this LPO will be considered "used, paid and all obligations fulfilled."
6. **Invoicing:** Invoices detailing the fees and expenses, including a reference to this LPO number, shall be submitted to the Buyer monthly. The normal terms of payment will be "Net 30 Days" from receipt of Seller's invoice.

PRIVATE/PROPRIETARY: MUST BE STORED IN LOCKED FILE WHEN NOT IN USE.  
Contains Private and/or Proprietary Information. May not be used or disclosed outside DES of Florida, LLC except pursuant to written agreement.

*"Providing Professional Staffing Solutions"*

7. **Deliverables:** Deliverables shall be those items described in Item 1 of this LPO and shall be further defined on an ongoing basis throughout the term of this LPO. In addition, deliverables shall be due as requested by the Buyer or Buyer-designated representatives associated with the Scope of Work referenced by this LPO.
  
8. **Public Records:** Seller specifically acknowledges its obligation to comply with State of Florida public records laws that require Seller to keep and maintain public records that Buyer would ordinarily and necessarily require in order to perform the services under this LPO; provide public access to such records on the same terms and conditions that Buyer would provide such public records, at a cost that does not exceed that provided by law; ensure that public records that are exempt, or confidential and exempt, from public records are not disclosed, except as authorized by law for the duration of the contract term and following completion of the contract if Seller does not transfer the records to Buyer; comply with all requirements for retaining public records and transfer, at no cost to Buyer, all public records in Seller's possession upon termination of this LPO; and destroy any duplicate public records which are exempt, or confidential and exempt, from public records disclosure requirements in accordance with §119.0701, Fla. Stats. (2015). If Seller keeps and maintains public records upon completion of the LPO, Seller shall meet all applicable requirements for retaining public records. All records stored electronically will be provided to Buyer, upon request, in a format that is compatible with the information technology systems of Buyer.

**IF SELLER HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO THE SELLER'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS LPO, SELLER SHOULD CONTACT THE CUSTODIAN OF PUBLIC RECORDS AT Gadsden County Public Schools, Attn: Jane Butler, 35 Martin Luther King Jr. Boulevard, Quincy, Florida 32351, Phone: 850/627-9651, Email: butlerj@gcpsmail.com.**

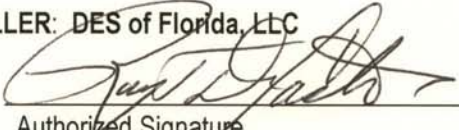
**BUYER: Gadsden County School Board**

By: \_\_\_\_\_  
Authorized Signature

Name: **Roger P. Milton**  
Title: Superintendent

Date: \_\_\_\_\_

**SELLER: DES of Florida, LLC**

By:   
Authorized Signature

Name: **Roy F. DeCastro**  
Title: Managing Partner

Date: 07/20/2019

By: \_\_\_\_\_  
(Authorized Signature)

Name: **Steve Scott**  
Title: Chairman

Date: \_\_\_\_\_

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

**AGENDA ITEM NO.** 4b

**DATE OF SCHOOL BOARD MEETING:** July 30, 2019

**TITLE OF AGENDA ITEM:** Panhandle Area Educational Consortium Contract  
Agreement

**DIVISION:**

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

**PURPOSE AND SUMMARY OF ITEM:**

Approval is requested of the VIP contract between PAEC and Gadsden County School Board. This is a virtual school contract and is renewed annually. As students enroll into it, charges accrue. The program is totally managed by the contractor but GCPS monitors student progress.

**FUND SOURCE:** General Revenue

**AMOUNT:** TBD as students enroll

**PREPARED BY:** Rose Raynak

**POSITION:** Area Director, Federal Programs

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INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

       Number of ORIGINAL SIGNATURES NEEDED by preparer.

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

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

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



## Panhandle Area Educational Consortium Contract Agreement

**THIS CONTRACT** is entered into by and between The Gadsden County School Board, 35 Martin Luther King Jr. Blvd., Quincy, Florida 32351 hereinafter called "Contractee", and Panhandle Area Educational Consortium, through its District of Record, the Washington County School Board, 753 West Boulevard, Chipley, Florida 32428 hereinafter called "Contractor," entitled My Virtual Classroom.

The contract will commence July 1, 2019 and will continue until June 30, 2020. Bonnie Wertenberger will direct the activities of the contract.

The Contractee agrees to compensate Contractor for the amount of outlined in Attachment A depending on curriculum provider. The payment schedule will be up to four times per fiscal year. The invoice should be signed by the Contractor, reference the PAEC contract number, as shown above, include appropriate supporting documentation, and should be forwarded to the Finance Office, PAEC, 753 West Boulevard, Chipley, FL 32428.

If applicable, verification of Level 2 screening, as stated in F.S. 1012.465, must be submitted to the PAEC Risk Management Department and approved before contract can be presented to the Washington County School Board for approval.

The services provided through this contract are stipulated as follows:

The Contractor, Panhandle Area Educational Consortium, through its District of Record, the Washington County School Board will:

1. Recruit, train, provide, and pay virtual instructors for PAEC My Virtual Classroom, for students grades K-12.
2. Assign teachers to courses and students.
3. Supervise PAEC-contracted teachers.
4. The Contractor will maintain the student teacher ratio average of all instructors for K-12 at 30:1 with no single teacher classroom exceeding 150 active students at any one time.
5. Pay franchise providers the contracted fees pursuant to student participation.
6. Upload required teacher background screen dates and demographics to a secure site for district retrieval.
7. Upload student enrollment reports once a month to a secure site for district retrieval.
8. Invoice the Contractee.

The Contractee, The Gadsden County School Board, will:

1. Establish a district MIS Virtual Education contact.
2. Establish a district Instructional Virtual Education contact.
3. Establish and maintain the school/reporting designations determined by the Florida Department of Education to report students participating in My Virtual Classroom courses in programs such as 7001, 7004, and 7006.
4. Approve virtual student course requests, including VIP and Home Education.
5. Provide students access to franchise courses.
6. Monitor virtual student progress.
7. Notify Contractor when a student withdraws from their brick and mortar school.
8. Communicate with and schedule students for state-required assessments.

9. Report FTE and all other DOE survey information to the state.
10. Recommend the appropriate provider option for K-12 students based on their academic needs.
11. Make timely payment of PAEC invoices per the fees noted in this contract.
12. Complete Attachment A for provider FLVS.

This contract is subject to 2 CFR 200 Code of Federal Regulations

No award will be made to parties that have been suspended or debarred from participation in federal assistance programs. A review of the official site for debarred and suspended parties or otherwise ineligible parties will be made prior to approval of this contract. Evidence of parties of this contract being included in such listings will deem the Contractor ineligible making this contract null and void, by 2 CFR Appendix II to Part 200, Section (H), "Debarment and Suspension."

The Contractor, as defined by the Attorney General Opinion No. 062-120, will perform all services and furnish all labor at the Payee/Contractor's risk assuming full responsibility for completion of services stipulated. The Contractor is the party providing the services; the Contractee is the party receiving the services and providing the payment for the services.

This Agreement is subject to the Laws of the State of Florida, in particular, the below listed provisions found in Florida Statutes 287.058, 287.0582, 216.347 and 215.422:

287.058 -

- (1) a. A provision that bills for fees or other compensation for services or expenses be submitted in detail sufficient for a proper preaudit and postaudit thereof.
- c. A provision allowing unilateral cancellation by the agency for refusal by the Contractor to allow public access to all documents, papers, letters, or other material made or received by the Contractor in conjunction with the contract, unless the records are exempt from s. 24(a) of Art. I of the State Constitution and s. 119.07(1).
- (2) The agency head and the Contractor prior to the rendering of any contractual service shall sign the written agreement.

287.0582 -

The State of Florida's performance and obligation to pay under this contract is contingent upon an annual appropriation by the Legislature.

216.347 -

The terms of this agreement prohibit the expenditure of funds for the purpose of lobbying the Legislature or a state agency.

215.422 -

Agencies have 5 working days to inspect and approve goods and services, unless bid specifications or the P.O. specifies otherwise. With the exception of payments to health care providers for hospital, medical, or other health care services, if payment is not available within 40 days, measured from the latter of the date the invoice is received or the goods or services are received, inspected and approved, a separate interest penalty set by the Comptroller pursuant to Section 55.03, F.S., will be due and payable in addition to the invoice amount. To obtain the applicable interest rate, please contact the Agency's Fiscal Section at the agency's main office. Payments to health care providers for hospitals, medical or other health care services, shall be made not more than 35 days from the date of eligibility for payment is determined, and the daily interest rate is .033333%. Invoices returned to a vendor due to preparation errors will result in a payment delay. Invoice payment requirements do not start until a properly completed invoice is provided to the agency. A Vendor Ombudsman, whose duties include acting as an advocate for vendors who may be experiencing problems in obtaining timely payment(s) from a State Agency, may be contacted at the agency's main office.

1012.465-

- (1) Non-instructional school district employees or contractual personnel who are permitted access on school grounds when students are present, who have direct contact with students or who have access to or control of school funds must meet Level 2 screening requirements as described in s. 1012.32, F.S. Contractual personnel shall include any vendor, individual, or entity under contract with the school board.

This Contract is also subject to the Federal Code of Regulations CFR 200.326 provisions for procurement - Contract Administration described in CFR 200.326 Code of Federal Regulations not previously covered in the above references to Florida Statutes. These provisions are:

- a. All records supporting project activities and the expenditure of funds must be maintained for a minimum of three years after the final payments and all other pending matters are closed.
- b. Access will be allowed by the Contractee to any books, documents, papers, and records of the Contractor which are directly pertinent to that specific contract for the purpose of making audit, examination, excerpts, and transcriptions.

- c. The Contractor understands that Contractee will give the Contractor thirty (30) days to take corrective action should it be determined that there is a violation of the contract. If corrective action is not taken by the Contractor, funding will be withheld or revoked.
- d. For a contract in excess of \$10,000, the Contractor understands that modifications and/or revisions to the financial and/or program aspects of this contract may be required as a result of changes in funding. The Contractor understands and agrees that if either party desires to change, modify, or terminate this Agreement, the proposed changes shall be negotiated and shall be written documents executed by both parties.

**IN WITNESS WHEREFORE**, the parties have executed this CONTRACT/MODIFICATION and signing, thereby validating this CONTRACT/MODIFICATION, the parties also certify that each possesses legal authority to contractually bind their respective organizations in their capacity as a signatory official.

**Contractee**

**Contractor**

\_\_\_\_\_, Board Chairman

Herbert J. Taylor, Superintendent  
Panhandle Area Educational Consortium, through its  
District of Record, the Washington County School  
Board

Date

Date

Roger P. Milton, Superintendent

John T. Selover, Executive Director

Date

Date

59-6000615  
Federal ID#

59-6000898  
Federal ID #

WCSB Date: May 13, 2019

20-015



## My Virtual Classroom Attachment A: Fee Structure



The payment schedule to the district will be up to four times a year. The contractee assumes responsibility for the student completion or withdrawal fee upon verification of a course enrollment or when PAEC is directed to verify a student enrollment (via email or phone).

### **PAEC – FLVS Franchise for grades K – 12 enrollments:**

A \$275 fee per student enrollment will be assessed for students who successfully complete a single course segment. A \$75 fee will be charged if a student is withdrawn after the 28-day grace period or completed 20% or more of the course during the grace period.

A \$150 fee per student enrollment will be assessed for students who successfully complete a single course segment in which the district makes use of the curriculum only and a PAEC instructor is not compensated for the instruction of the course. A \$75 fee will be charged if a student is withdrawn after the 28-day grace period or completed 20% or more of the course during the grace period.

### **Apex Learning**

A \$50 fee for a single enrollment subscription to courses for access through June 30, 2020. Plus \$180 instructor/admin fee per successful course completion.

A \$40 fee for a single tutorial subscription provides access through June 30, 2020.

A \$20 fee for a single AP exam review subscription provides access through June 30, 2020.

Each course single enrollment, tutorial, or AP exam review subscription provides access for one student enrolled in any one course, tutorial, or AP exam review. If a student completes or withdraws from the course, tutorial, or AP exam review in which he or she is enrolled, the subscription may be used to enroll that student or another in any other one course, tutorial, or AP exam review. The of number of course enrollments, tutorials, or AP exam reviews at the same time may not exceed the number of single subscriptions purchased.

### **CyberActive**

A \$250 fee per student enrollment will be assessed for 6-12 grade students who successfully complete a single course segment. The \$250 fee includes a one-time attempt of Florida Permit/Knowledge Test. A \$50 fee will be charged if a student is withdrawn after the 28-day grace period. The driver education course includes a PAEC contracted and certified instructor.

### **eDynamic Learning\***

A \$275 fee per student enrollment will be assessed for 6-12 grade students who successfully complete a single course segment (MS, HS, AP, and CR). A \$75 fee will be charged if a student is withdrawn after the 28-day grace period. These courses include a PAEC contracted and certified instructor.

\*eDynamic Courses are not included on the state approved provider list. It is the responsibility of the district to monitor and provide any additional curriculum needed to meet the states standards.

### **K12/Fuel Education**

A \$225 fee per student enrollment will be assessed for 6-12 grade students who successfully complete a single course segment (MS, HS, AP, and CR). A \$75 fee will be charged if a student is withdrawn after the 28-day grace period. These courses include a PAEC contracted and certified instructor.

A \$4,320 (\$360 per semester enrollment if less than full-time) fee will be assessed for the K-5 Elementary Full-Time Option using PAEC contracted and certified instructor. This full-time enrollment includes six full year courses. The district will be charged a \$100 admin fee for each K-5 student enrolled in a full-time class load who does not successfully complete or withdraw.

- d. For a contract in excess of \$10,000, the Contractor understands that modifications and/or revisions to the financial and/or program aspects of this contract may be required as a result of changes in funding. The Contractor understands and agrees that if either party desires to change, modify, or terminate this Agreement, the proposed changes shall be negotiated and shall be written documents executed by both parties.

**IN WITNESS WHEREFORE**, the parties have executed this CONTRACT/MODIFICATION and signing, thereby validating this CONTRACT/MODIFICATION, the parties also certify that each possesses legal authority to contractually bind their respective organizations in their capacity as a signatory official.

**Contractee**

**Contractor**

\_\_\_\_\_  
Steve Scott, Board Chairman

\_\_\_\_\_  
Herbert J. Taylor, Superintendent  
Panhandle Area Educational Consortium, through its  
District of Record, the Washington County School  
Board

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
Roger P. Milton, Superintendent

\_\_\_\_\_  
John T. Selover, Executive Director

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

59-6000615  
Federal ID#

59-6000898  
Federal ID #

WCSB Date: May 13, 2019

20-015



**My Virtual Classroom  
Attachment B: District Specific Information 2019-2020**



Please complete the items below which will be specific to the service of your district.

District Name: Gadsden First Semester Begins: August 12, 2019 Ends: December 20, 2019  
 Second Semester Begins: January 6, 2020 Ends: May 29, 2020

1. What Grade Levels will be served, check all that apply:

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> K               | <input checked="" type="checkbox"/> 6 <sup>th</sup>  |
| <input checked="" type="checkbox"/> 1 <sup>st</sup> | <input checked="" type="checkbox"/> 7 <sup>th</sup>  |
| <input checked="" type="checkbox"/> 2 <sup>nd</sup> | <input checked="" type="checkbox"/> 8 <sup>th</sup>  |
| <input checked="" type="checkbox"/> 3 <sup>rd</sup> | <input checked="" type="checkbox"/> 9 <sup>th</sup>  |
| <input checked="" type="checkbox"/> 4 <sup>th</sup> | <input checked="" type="checkbox"/> 10 <sup>th</sup> |
| <input checked="" type="checkbox"/> 5 <sup>th</sup> | <input checked="" type="checkbox"/> 11 <sup>th</sup> |
|   | <input checked="" type="checkbox"/> 12 <sup>th</sup> |

2. If available, would you like to participate in AP courses?  Yes  No
3. Would you like PAEC to have access to all of your virtual enrollments (both PAEC and FLVS)? This will require allowing FLVS to assign login and password for PAEC to use.  Yes  No
4. PAEC uses instructors from throughout the state, including from your own district. Do you wish for students to have an instructor that is also employed at their home school?  Yes  No
5. Do you want your Home Education students to be served through the PAEC Franchise?  
 Yes  No  We will decide on a case by case basis.
6. Do you want your summer school students served through the PAEC Franchise?  
 Yes  No  We will decide on a case by case basis.
7. We would like to schedule a training for our district virtual personnel.  
 Yes  No  
 If Yes, who do we need to contact? \_\_\_\_\_
8. We have a single contract to the district with the following providers. You have a choice for PAEC to manage the enrollments with these providers or you can manage it with an independent contract with the provider. Please check those providers you would like PAEC to manage for your district.

- |  |   |
|--|---|
| <input type="checkbox"/> FLVS          | <input type="checkbox"/> CyberActive – Driver Education |
| <input type="checkbox"/> Apex Learning | <input type="checkbox"/> eDynamics                      |
|  | <input type="checkbox"/> K12                            |

9. Do you foresee a need for a lab course?  
 A lab course is defined as one instructor teaching one subject to a lab of students that meets regularly. If this is the case, we need to plan ahead so that the assigned instructor is available during that time to make contact with the students during that lab time. The instructor will work directly with the lab monitor in the classroom to help facilitate the course.  
 Yes  No  
 If yes, what is the course that will be taught \_\_\_\_\_?  
 What time will the lab meet? \_\_\_\_\_?

10. District Contacts: Please provide an attached list of the names and contact email for the following.  
 District Virtual Education Coordinator: Carolyn Francis (francisc@gcpsmail.com)  
 District MIS Coordinator: Desmona Hale (hale@d@gcpsmail.com)  
 District Home Education Coordinator: Vicki Muse Johnson (johnsonv@gcpsmail.com)

Names of Counselors, including Name of School and email  
Carter Parramore Academy  
 Jeanne Gunn (Gunnj@gcpsmail.com)  
James A. Shanks Middle

Rosita Ali ([Alir@gcpsmail.com](mailto:Alir@gcpsmail.com))

**West Gadsden Middle**

Cynthia Hagins ([Haginsc@gcpsmail.com](mailto:Haginsc@gcpsmail.com))

**Havana Magnet**

Quashier Flood-Strouble ([Floodq@gcpsmail.com](mailto:Floodq@gcpsmail.com))

**Gadsden County High School**

Maresha Alexander ([Alexanderm@gcpsmail.com](mailto:Alexanderm@gcpsmail.com))

Edna Henson ([Hensone@gcpsmail.com](mailto:Hensone@gcpsmail.com))

Tamela Hinson-Maynor ([Hinsont@gcpsmail.com](mailto:Hinsont@gcpsmail.com))

Roshni Amin ([Aminr@gcpsmail.com](mailto:Aminr@gcpsmail.com))

Names of Lab Monitors, school name and email

**Gadsden County High**

Anthony James ([Jamesa@gcpsmail.com](mailto:Jamesa@gcpsmail.com))

**Carter Parramore Academy**

Vann Riggins ([Rigginsv@gcpsmail.com](mailto:Rigginsv@gcpsmail.com))





**MEMORANDUM OF UNDERSTANDING (MOU)**  
**The Gadsden County Classroom Teachers Association**  
**and**  
**The Gadsden County School District**

The Gadsden County Classroom Teachers Association (GCCTA), and the Gadsden County School District (GCSD) acknowledge that the Gadsden County School District has been placed under an ‘educational emergency’ (Section 1001.42(21) F.S.) and, hereby agree to this Memorandum of Understanding to address any changes in the Collective Bargaining Agreement (CBA) between the parties and the effect of these changes on the employees of any Gadsden County Public Schools.

The parties further recognize that the successful execution of the Turnaround Plan for the district is wholly dependent upon the cooperative and collaborative efforts of the parties.

Therefore, the parties agree as follows:

1. The Parties agree that the execution of this MOU constitutes support of the goals and objectives of the District-Managed Turnaround Plans for schools in Gadsden County identified by Florida Department of Education as schools requiring intensive intervention and support because they have earned two consecutive grades of “D” or “F” (SB 7070). Schools identified by 2018-2019 School Grades include:
  - a. West Gadsden Middle School
2. The Parties agree that Gadsden County should apply for the Turnaround School Supplemental Services Allocation (TSSSA) provided for under SB 7070 which has identified eligible schools as those who are implementing a district-managed turnaround plan; a school who has earned three consecutive grades below a “C”; or a school that has improved to a “C” or higher and is no longer in turnaround status within the last two years identified as 2017-18 and 2018-19 School Grades. Schools identified by 2018-19 School Grades who are eligible for TSSA include:
  - a. West Gadsden Middle School (district-managed turnaround)
  - b. James A. Shanks Middle School (improved to C or higher)
  - c. George W. Munroe Elementary School (improved to C or higher)
  - d. Gadsden County High School (improved to C or higher)
3. The parties agree to engage and use their best efforts to develop a mutually agreeable implementation plan to address reforms consistent with the requirements of SB7070, the District Managed Turnaround Option Plans for identified schools and according to Article IX, section G of the GCCTA CBA.
4. In the event that negotiations result in modification to the existing CBA, the Gadsden County Classroom Teachers Association and the Gadsden County School Board agree that such modifications will expire upon the school exiting the ‘educational emergency’ status defined in HB7069/HB7055.

The parties hereby agree to the following for the 2019-2020 school year: The parties will meet annually to address possible changes to the MOU necessary to implementing the State Board of Education requirements and timelines of the Gadsden County Turnaround Option Plans for identified schools if changes are made by Florida Department of Education for eligible schools.

- **Common Planning Time:** Common planning time at turnaround schools will be scheduled during the regular school day one (1) period per week to provide for structured common planning time that does not encroach on the contractual planning time. Common Planning will be in addition to individual planning time. Common Planning will take place one time per week for one hour per week where **grade level/subject area groups (a.k.a. departmental/grade level planning)** meet to review data from formative assessments, identify strategies to differentiate instruction, assign instructional specialists to model instruction, and assign progress monitoring expectations and timelines for implementation.
- **Recruitment and retention:** The recruitment and retention incentives shall be as follows (all supplemental amounts are gross amounts before deductions):

<b>Turnaround School Recruitment and Retention Flexibility and Incentives</b>
<i>Teachers</i>

The Superintendent will review all teacher credentials before their appointment to turnaround schools. Based on teacher qualifications, experience with turnaround schools, highly effective VAM scores and/or highly effective teacher evaluations (if the teacher does not have a VAM score), the Superintendent may authorize up to a \$2,500 recruitment bonus to go to a turnaround school.

If a candidate has a documented history of raising student Level 3 or higher on other widely approved state assessments that are used for students, that candidate would be eligible for initial starting pay incentives as long as the candidate can prove that at least 50% of the students they have taught in the prior three years have mastered the state standards for the next grade level the students are entering. Documentation would include test results and portfolios that have been reviewed and signed off on by each school’s principal as being evidence of effective instruction resulting in increased student achievement.

If appointed to teach science, the candidate must have a documented history of at least 50% of students reaching Level 3 or higher in Science on the FCAT or at least 50% of students reaching Level 3 or higher using the Interactive Science program in non-tested grades.

<i>Teacher Retention</i>
--------------------------

The Superintendent will review all teacher credentials before re-appointment to a turnaround school. If there is no evidence that the teacher impacted student achievement positively, they will not be reappointed to a turnaround school, in accordance with the GCPS/GCCTA Master Contract. Based on teacher qualifications, experience with turnaround schools, highly effective VAM scores and/or highly effective teacher evaluations (if the teacher does not have a VAM score), the Superintendent may authorize up to an additional \$2,500 retention bonus. Reappointment decisions will be based on teacher qualifications, experience with turnaround schools, highly effective VAM scores and/or highly effective teacher evaluations if a teacher does not have a VAM score.

The retained teacher for reading, mathematics, and/or English/language arts in the tested grades, must have a documented history of 50% or higher learning gains as evidenced by FSA performance data. It is understood that “retained” teachers are teachers who increased student performance at turnaround schools in the 2018-2019 school year and are still employed at a turnaround school on May 21, 2020.

If appointed to teach science, the retained teacher must have a documented history of at least 50% Level 3 or higher in Science on the FCAT or at least 50% student Level 3 or higher using the Interactive Science program in non-tested grades.

1. *Teachers who qualify for Recruitment* incentives include staff who are new to the district or who move from a higher performing school to a turnaround school. To be eligible for the recruitment incentives, transferring staff must meet the specified criteria above.
  2. *Retention* incentives will be paid only if the criteria determined by the Superintendent are met or exceeded.
  3. Other rewards/incentives/stipends that are already in place for professional development, continuing education units and additional certification shall be utilized as enhancements to the aforementioned supplements if they are met.
- **Performance Pay** (all performance pay amounts are gross pay before deductions and will not become part of the base salary).

<b>Turnaround School Performance Pay</b>
<i>Teachers</i>

Mathematics teachers at a turnaround school who achieve at least 50% learning gains as evidenced by FSA and/or End-of-Course (EOC) performance data shall receive a \$1,500 bonus after data is analyzed and school grades are assigned.

Science teachers at a turnaround school and Science Teachers who have students take the Biology End-of-Course (EOC) shall receive a \$1,500 bonus if at least 50% of tested students achieve Level 3 or higher after data is analyzed and school grade is assigned.

1. To qualify for performance bonuses, teachers must instruct at least 20 students at the turnaround school in their grade assignments.
  2. To qualify for performance bonuses, instructional specialists must have at least 3 teachers assigned to them at the turnaround school.
  3. Learning gains will be computed based on the total number of FSA and/or End-of-Course (EOC) tested students that were assigned to a teacher at BOTH Survey 2 and Survey 3, inclusive.
  4. Level 3 or higher on non-tested grades will include meeting 50% or higher on FSA or other district approved tests related to Level 3 or higher rather than learning gains (i.e., Journeys Unit 1, 3, 5; iReady diagnostics; STAR diagnostics; Interactive Science, Acaletics, etc.)
  5. Teachers are not eligible for the same performance pay for two different levels/categories of performance pay from the same program.
  6. Teachers are not eligible for incentive pay for the same measures of performance from two different programs or initiatives.
- **Failure to Improve:** Teachers at turnaround schools who fail to improve student achievement or school level achievement will be replaced in accordance with the GCPS/GCCTA Master Contract. Teachers will be given the time allowed by the State Board of Education for a turnaround school to improve professional practices before replacement at the school.

**Performance Pay Dispute/Resolution:**

All pay for performance disputes and evaluations will be resolved through the CBA grievance process.


This Memorandum of Understanding shall expire July 1, 2020.

**Gadsden County School District**


**Gadsden County Classroom Teachers Association**

Signed this day: \_\_\_\_\_  
Date

\_\_\_\_\_  
Roger P. Milton  
Superintendent

  
\_\_\_\_\_  
Rocky Pace  
Chief Negotiator

\_\_\_\_\_  
Judith Mandela  
President GCCTA

  
\_\_\_\_\_  
Michael Monroe  
Bargaining Chair, GCCTA

DRAFT

# SUMMARY SHEET

## RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 4d

Date of School Board Meeting: July 30, 2019

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)

This is an 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: Sharon B. Thomas  
POSITION: Director, Exceptional Student Education

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer

SUPERINTENDENT'S SIGNATURE: page(s) numbered 4

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: Kevin R. Francis

BOARD CHAIR  
Rosanne Wood

BOARD VICE CHAIR  
DeeDee Rasmussen



BOARD MEMBERS  
Georgia "Joy" Bowen  
Darryl Jones  
Alva Swafford Striplin

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

This agreement entered into the **twelfth day of August, 2019**, 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 ASSIGNMENT</u>	<u>GRADE LEVEL</u>	<u>SITE</u>
Special Day School	PK-12	Everhart
Resource/Special Class	PK-5	Moore
Resource Class	6-8	Swift Creek
Resource/Special Class	9-12	Lincoln

Parents and home zone school sites must in all cases contact the **Gadsden County** ESE Director. The ESE Director will contact the Leon County School ESE Director for all Leon County school assignments. **Gadsden County** school sites may not directly contact Leon County school site administrators.

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.

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*"The Leon County School District does not discriminate against any person on the basis of gender, marital status, sexual orientation, race, religion, ethnicity, national origin, age, color, pregnancy disability or genetic information."*

**Building the Future Together**

- 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;
  - 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 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-6.0331, FAC, 6A-6.03011, FAC and 6A-6.03013, FAC;
  - C. Provision of the assignment and dismissal process in accordance with 6A-6.03028, FAC, 6A-6.0311, FAC and 6A-6.0331, FAC;
  - D. Initiating and conducting an Individual Education Plan meeting in accordance with 6A-6.0331, FAC 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 **2019-2020** formula calculation for the Regional Funding Fee;
2. 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 individual instruction as a result of the behavior and/or communication needs of a **Gadsden County** student;
3. 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; **all community based instruction and/or field trips will be invoiced separately by the Leon County Transportation Department.**
2. 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, 2020**;
3. 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, 2020.

This Agreement shall take effect **August 12, 2019** and continue until **May 29, 2020**. This contract supersedes any previous agreements. The School Board of Leon County and the School Board of **Gadsden County** shall abide by Section 1001.42(4)(d)(3.), Florida Statutes, for Settlement of Disagreements, which states "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".

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

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**Extended School Year Services (ESY)**

V. Services for Extended School Year (ESY) will be determined. Based on the indicators by the state of Florida for Extended School Year.

- 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 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 ESY.

The agreement executed the day and year first written above.

**THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA**

BY: \_\_\_\_\_ DATE: \_\_\_\_\_  
 Board Chairperson

**THE SCHOOL BOARD OF LEON COUNTY, FLORIDA**

BY: \_\_\_\_\_ DATE: \_\_\_\_\_  
 Rosanne Wood, Chair

BY: \_\_\_\_\_ DATE: \_\_\_\_\_  
 Rocky Hanna, Superintendent

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

**Building the Future Together**

SUMMARY SHEET SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 4e

DATE OF SCHOOL BOARD MEETING: July 30, 2019

TITLE OF AGENDA ITEM: Agreement between The School Board of Gadsden County Public Schools and Soliant Health, 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 Speech/Language services and Psychological services (including, but not limited to assessments, evaluations, counseling, consulting, collaboration, intervention services, and support to families, school staff and administrators).**

SOURCE: **FEFP Dollars**  
AMOUNT: **\$58.00 – 62.00 per hour**

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

**INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER**

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 5

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

This form is to be  duplicated on light blue paper.

PROOF READ BY: *Keelan R. Francis*

**CLIENT SERVICES AGREEMENT**

Soliant Health, Inc., a Georgia corporation (hereafter referred to as "Soliant"), and

Gadsden County School District

whose location is

(Client Name)

35 Martin Luther King, Jr. Blvd

Quincy, Florida 32351

(Street Address)

(City, State, Zip)

(hereafter referred to as "Client")

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

**1. Scope of Services.**

Soliant, a licensed staffing agency in the business of providing supplemental staffing to the public and private education sector and not a healthcare provider, will use its commercially reasonable efforts to provide Consultants for assignment with Client. Soliant will be responsible for payment of each Consultant's wages and applicable payroll taxes, deductions, and insurance, including workers' compensation, general liability and professional liability coverage for the benefit of the Consultants. If a Consultant is unable to complete the specified assignment, Soliant will use its commercially reasonable efforts to find a replacement in a timely manner.

**2. Independent Contractor.**

The parties hereto specify and intend that the relationship of each to the other is that of an independent contractor, that each Consultant shall be an employee of Soliant and that no qualified Consultant shall at any time be an employee of Client, unless the parties shall otherwise agree in writing. Soliant agrees to provide and maintain all payroll services for any qualified Consultant placed with Client, to maintain payroll records and to withhold and remit all payroll taxes and social security payments. Soliant does not ordinarily use subcontractors in providing services. Should the need to use a separate staffing firm or independent contractor arise, Soliant will notify Client in advance of the assignment in order to receive approval of this arrangement.

**3. Telepractice Services.**

Soliant, at Client's specific request, may provide telepractice services through VocoVision. Should utilization of VocoVision occur, Client shall, at that time, receive in addition to Addendum A – Client Assignment Confirmation, an Addendum B – Teleservices Provisions, Addendum C – Duties and Responsibilities and Addendum D – VocoVision Equipment Policies which, collectively, outline specific terms and conditions regarding VocoVision's telepractice services.

**4. Insurance.**

Soliant will maintain at least the following minimum amounts of insurance:

General Liability - \$2,000,000 per occurrence and \$4,000,000 aggregate.

Workers Compensation - in accordance with state regulations.

Employers Liability - \$2,000,000.

Excess Liability over General Liability and Employer's Liability - \$5,000,000 per occurrence and \$5,000,000 aggregate.

Professional Liability of \$1,000,000 per occurrence and \$3,000,000 aggregate.

**5. Competency and Licensing.**

Soliant will conduct comprehensive pre-employment screening to provide licensed Consultants who meet applicable professional standards. Soliant will endeavor to present only Consultants who are qualified for Client's open position(s) on job requirements established by Client either verbally or in writing. While Soliant will make every effort to pre-screen job candidates based on these requirements, Client acknowledges the candidate assignment decision is ultimately the responsibility of the Client. To this end, Soliant will make available to Client all appropriate Consultant records that Soliant may permissibly disclose and will facilitate an interview between Client and Consultant in order to assist Client in the hiring decision. Soliant will do its due diligence to ascertain the professional and applicable Department of Education licensing and certification requirements for the Consultant discipline placed with Client, however, it is ultimately the responsibility of the Client to approve the Consultant's licensure and certifications as acceptable.

**6. On-Site Responsibility.**

Client is responsible for providing all orientation, support, facilities, training, direction, and means for the Consultant to complete the assignment. Client acknowledges that Soliant is not providing nursing or healthcare services, but rather is providing candidate identification and placement services. As such, Client is responsible for the Consultant's adherence to the applicable standard of practice and acknowledges that Soliant is not responsible for the Consultant's on-site performance given that Soliant does not have the capacity to provide direct, on-site supervision of daily activity. Client

## CLIENT SERVICES AGREEMENT



acknowledges that any deviation of the Client's policies and procedures as orientated to Soliant's Consultant should be reported in writing and directly to Soliant immediately so that Soliant may be provided an opportunity to offer correction and/or counseling of unacceptable practices by Consultant. Client warrants that its facilities and operations will comply at all times with all federal, state and local safety and health laws, regulations and standards, including OSHA standards, and that Client will be responsible for providing all safety training and equipment, and for each Consultant's compliance with health and safety requirements, including those instituted by Client.

### 7. Employment of Consultants.

Client agrees that it will not directly or indirectly, personally or through an agent or agency, contract with or employ any Consultant introduced or referred by Soliant for a period of one year after the latest date of introduction, referral, placement, or end of the contract assignment. If Client or its affiliate enters into such a relationship or refers Consultant to a third party for employment, Client agrees to pay an amount equal to \$21,500 or thirty-five (35) percent (whichever is greater) of the Consultant's first year's annual salary, including any signing bonus, as agreed upon at the time of hiring. Payment is due and payable to Soliant upon start date.

### 8. Equal Opportunity.

It is the policy of Soliant to provide equal opportunity to all Consultants for employment. Soliant and Client will screen based on merit only. All Consultants will be free from discrimination due to race, religion, color, sex, national origin, age, or disability.

### 9. Payment Terms.

Client will pay Soliant based on the service charges specified in the Consultant Assignment Confirmation included as an addendum to this Agreement. All hours worked over forty (40) hours in a one-week work period will be billed at one and one-half times the regular bill rate. It is Client's responsibility to notify Soliant if pre-approval is required for any or all overtime hours prior to any such hours being worked. **Payment is due within fifteen (15) days of receipt of invoice.**

### 10. Default Charges.

Invoices shall be considered past due if not paid by the agreed-upon due date. Client agrees to pay all necessary collection costs of amounts past due, including reasonable attorney's fees and costs. Additionally, Soliant reserves the right to approve or to discontinue any extension of credit and the terms governing such credit.

### 11. Limitation of Liability.

NEITHER PARTY SHALL BE LIABLE TO THE OTHER WHATSOEVER FOR ANY SPECIAL, CONSEQUENTIAL, INDIRECT, EXEMPLARY OR PUNITIVE DAMAGES, INCLUDING ANY DAMAGES ON ACCOUNT OF LOST PROFITS, LOST DATA, LOSS OF USE OF DATA, OR LOST OPPORTUNITY, WHETHER OR NOT PLACED ON NOTICE OF ANY SUCH ALLEGED DAMAGES AND REGARDLESS OF THE FORM OF ACTION IN WHICH SUCH DAMAGES MAY BE SOUGHT. THE FEES AND BILLINGS DUE UNDER THIS AGREEMENT ARE NOT CONSIDERED SPECIAL DAMAGES OR LOST PROFITS AND SHALL NOT BE LIMITED BY THESE PROVISIONS.

### 12. Administrative Responsibilities.

Client shall be responsible for orienting Consultant to Client's policies and procedures regarding the submission of any requisite paperwork which must be tendered for reimbursement by funding entities such as Medicare, Medicaid, or health insurance. Such paperwork may include, but is not limited to, patient care plans, comprehensive patient histories, individual education plans, or Client specific program plans. During the contracted assignment, should Consultant fail to submit paperwork as required per Client's policies and procedures, Client must notify Soliant in writing within three (3) business days of alleged failure. Failure to notify Soliant within the three (3) day period shall negate any Client claim to withhold payment due to paperwork non-compliance by Consultant. Within three (3) business days following the conclusion of a contracted assignment, Client shall conduct a final review to determine whether the completion of additional paperwork is needed from the Consultant. Failure to notify Soliant prior to the fourth (4<sup>th</sup>) day after conclusion of the assignment will negate any Client claim to withhold payment due to paperwork non-compliance by Consultant.

### 13. Incident and Error Tracking.

Client will report to Soliant any performance issues, incidents, errors and other events related to the care and services provided by Soliant employees. Soliant will document reported incidents in employee's personnel file and track all such events for quality assurance purposes. All supporting documentation is required within seventy-two (72) hours of the occurrence.

### 14. Reporting of Work-Related Injuries.

Client will maintain a safe working environment and provide all appropriate personal protective equipment as deemed appropriate for unit to which Soliant Health's Consultant has been assigned. Client ensures compliance with all applicable OSHA or state Department of Labor obligations to include general training on the reporting of work-place injuries, incidents, and occupational exposure to bloodborne pathogens occurring at Client facility. Records of such occurrences must be maintained by the Client and accessible to Soliant Health within guidelines set forth by governing entities. In the

**CLIENT SERVICES AGREEMENT**

event of work-place injury, incident or exposure, each affected Consultant will contact their immediate Client-appointed supervisor and report to the applicable treating department as per Client protocol. Consultant shall also report work-place injury, incident or exposure to Soliant Health concurrently with Client. If Client's reporting requirements change during the term of this Agreement, Client is responsible for written notification of such information to both Soliant Health and Soliant Health's Consultant.

**15. Termination of Contracted Assignment with Cause.**

Immediately upon occurrence, Client has the obligation to report each deviation from the accepted standard of practice, policies and procedures as orientated to Consultant, behavior, and or any incident that would be considered adverse to the overall operation of Client. Client may request that Soliant facilitate the immediate removal of Consultant due to any of the issues preceding with written and/or verbal notice. The Client, however, may not immediately terminate a Consultant unless Soliant has been notified prior to final incident or unless a single incident warrants immediate dismissal prior to Soliant's notification. All supporting documentation specifying the reasons and facts of the termination is required within forty-eight (48) hours of termination. If the Client does not report such deviation(s) and subsequently terminates Consultant or if Client does not provide required documentation following a termination within the required timeframe, Client will be assessed as liquidated damages and not as a penalty, an amount equal to one (1) week of billing. The parties agree that Soliant's Consultants are an integral part of its operation and a resource that may have been developed over a number of years. Any delay or absence of a written and verbal notice could result in lost revenue or other consequences not foreseen at this time and therefore the liquidated damages are not unreasonable to the probable loss to be suffered by Soliant in the event of your breach of this provision. Client will be responsible for all professional fees (and expenses if applicable) up to the point of termination. Termination with cause must be documented prior to termination in accordance with the Incident and Error Tracking procedures set forth in paragraph 13 of this agreement. Soliant shall have five (5) business days to refill the position in the event of termination with cause. Should Soliant identify a suitable Consultant, Client agrees to original terms or extended terms of the terminated Consultant's assignment.

**16. Termination of Contracted Assignment without Cause.**

Client may cancel an assignment with thirty (30) days written notice. Client is responsible for all charges and fees prior to cancellation date and through the 30-day period of notice. In the event Client is unable to provide thirty (30) days' notice of termination, Client will be billed for thirty (30) days at the agreed upon regular bill rate and minimum hours. In the event of termination without cause, Client will be responsible for any housing and travel costs actually incurred by Soliant as a result of such cancellation.

**17. Guaranteed Minimum Hours.**

Client agrees to provide Consultant the guaranteed number of work hours per week specified in the attached Assignment Confirmation Addendum A. Cancellation of prescheduled workdays or reduction in work hours by Client will be billed reflecting the guaranteed minimum work hours. Minimum work hours shall be reduced to reflect scheduled school closings for holidays and planning days.

**18. Paid Sick Leave.**

For those jurisdictions that have passed or will pass legislation requiring Paid Sick Leave, Paid Sick Time will be billed back to Client at the straight-time bill rate for all hours taken by any Consultant assigned to Client. This section is not applicable until the effective date of such legislation has been reached.

**19. Unscheduled Facility Closure Policy.**

Soliant will incur fixed expenses over the entire course of a Consultant's contract assignment with Client related to the Consultant's housing and per diem costs. The parties agree that in the event of an unforeseen or unexpected interruption in a Consultant's assignment resulting from an unscheduled closure, complete or partial, of Client's facilities due to natural or manmade disasters, such as, and without limiting the generality of the foregoing, fire, storms, flooding, earthquake, labor unrest, riots, and/or acts of terrorism or war (each an "Unscheduled Closure"), Client will be invoiced and shall pay for each such affected Consultant's services at the reduced rate of \$100/day for each day that the Consultant (s) is unable to work by virtue of such Unscheduled Closure.

**20. Multiple Locations.**

If client requires Consultant to travel to and perform services at more than one location, Client will compensate Soliant for travel time between facilities at the regular hourly bill rate and for mileage up to the current acceptable IRS reimbursement rate.

**21. Issue Resolution.**

In the event Client encounters an issue that is not satisfactorily resolved by its Soliant representative, Client should escalate the issue to the appropriate Soliant manager by calling 800-849-5502. Please ask for your account representative's manager.

**CLIENT SERVICES AGREEMENT****22. Indemnification.**

To the extent permitted by law, each party will indemnify, defend and hold harmless the other against third party claims arising from breaches of the parties' respective obligations under this Agreement.

**23. Confidentiality.**

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

**24. Family Education Rights and Privacy Act.**

Soliant shall comply with all laws, rules and regulations pursuant to the Family Educational Rights and Privacy Act, 20 USC 1232g ("FERPA") and acknowledges that certain information about the Client's students is contained in records maintained by Soliant and the Consultant and that this information can be confidential by reason of FERPA and related Client policies. Both parties agree to protect these records in accordance with FERPA and Client policy. To the extent permitted by law, nothing contained herein shall be construed as precluding either party from releasing such information to the other so that each can perform its respective responsibilities. As it applies, Consultant s assigned to Client will execute a FERPA Statement of Understanding outlining appropriate guidelines.

**25. State Retirement System Notice.**

This notice is intended to clarify the manner of payment in contemplation of a Consultant's mandatory or permissive participation in a state teacher retirement system, school employees' retirement system, and/or any similar or successor system applicable to the professionals provided by Soliant. Client acknowledges and agrees that if formal notice is required to be given to any Consultant that participation in any such retirement system/pension is either: 1) permitted by Consultant's election; or 2) is required by law, then Client is solely responsible for providing such notice to Consultant s and fulfilling all associated administrative duties. Client shall immediately notify Soliant if any Consultant is required to, or voluntarily elects to participate in any such system. In such event, Client shall advise Soliant of the withholding obligation percentages (both employer and employee share) so that invoices to Client and payment to the Consultant may be adjusted accordingly. The parties agree that Client shall withhold and pay to the retirement/pension both the employee and employer shares. The parties agree that the applicable employee and employer shares paid to the system by the Client shall be deducted from the amount owed to Soliant by the Client hereunder. The parties agree that the applicable employee share paid to the system by the Client shall be deducted from the amount due the Consultant by Soliant. The Client and Soliant expressly acknowledge and agree that if any Consultant is required to, or elects to participate in a retirement system/pension, the Client shall be solely responsible for: 1) creating an account for Consultant with the appropriate retirement system/pension; 2) all present and/or future obligations to make employee and employer cash payments/ contributions to the retirement system/pension as required by law and/or set by the retirement system/pension; and 3) otherwise administering all employer functions pertaining to the Consultant's interest in retirement system/pension..

**26. Conflicts of Interest.**

The parties acknowledge their respective obligation to report any conflict of interest and/or apparent conflict of interest that may interfere with their ability to perform their obligations hereunder objectively and effectively. To that end, the Parties hereby certify and represent that their officials, employees and agents do not have any significant financial or other pecuniary interest in the other party's business enterprise, and that no inducements of monetary or other value were offered or given to any officer, employee or agent of the other party. Each party agrees to promptly notify the other in the event it becomes aware of any conflict of interest or apparent conflict of interest.

**27. Survival.**

The parties' obligations under this Agreement which by their nature continue beyond termination, cancellation or expiration of this Agreement, shall survive termination, cancellation or expiration of this Agreement.

**28. Governing Law.**

This Agreement shall be governed by the laws of the state of Florida.

# CLIENT SERVICES AGREEMENT



## 29. Entire Agreement.

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

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

### Gadsden County School District

### SOLIANT HEALTH, INC

DocuSigned by:  
\_\_\_\_\_  
Client Representative Signature Date

DocuSigned by:  
  
Soliant Representative Signature Date 7/11/2019

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

Khannan Teyf  
\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Title

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

## CLIENT REQUIRED DOCUMENTS CHECKLIST



Client: Gadsden County School District

City, State: Quincy, Florida 32351

In an effort to provide all necessary documentation for travel healthcare professionals assigned to your facility, we ask that you complete this form to be used as a reference for all personnel placed in your facility.

### Standard Credentialing Package

As part of our Standard Credentialing Package, Soliant will provide the following prior to the start of a contracted assignment.

**PROFESSIONAL:**

- Current CV / Resume
- Current Skills Checklist, if applicable
- References

**LICENSURE**

- Professional License, as applicable
- Professional Certification, as applicable
- License and/or Certification Verification

**EDUCATION:**

- CDC Guidelines for School Professionals
- FERPA Guidelines
- HIPAA Regulations

**BACKGROUND:**

- Criminal Background Check
- GSA Exclusion Search
- HHS/OIG Search
- Sexual Offender Search

**MEDICAL:**

- Hepatitis B Vaccination / Declination form
- MMR Declination
- Physical Examination Waiver
- 10-Panel Drug Screen

### Optional Credentialing

If your district requires any additional credentialing items above what is contained in the Standard Credentialing Package, please indicate below. If no additional items are noted, the Standard Credentialing Package will be provided.

For auditing purposes, Gadsden County School District requires and requests a copy of the Credentialing Documents.

Credentialing Documents will be held on file at Soliant and unless specifically requested, will not be forwarded to Client.

### Orientation Details

- Will the contracted professional be permitted to attend Orientation while license is in process?       YES       NO
- Will the contracted professional be permitted to start their assignment while license is in process?       YES       NO



### CLIENT INFORMATION REQUEST



### CLIENT

In an effort to increase efficiency for our Clients, Soliant Health will email service invoices. Should you wish to opt out of this process, please check here

Client Name: Gadsden County School District

Invoice Contact: Lealer Francis

Invoice Email: lealerf@gcpsmail.com

Invoice Email CC: thomass@gcpsmail.com

Billing Address: \_\_\_\_\_

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

Telephone: \_\_\_\_\_

Placement Contact Name: Sharon B. Thomas Email: thomass@gcpsmail.com

Phone: (850) 627-9651 Fax: (850) 627-5327

Accts Payable Contact Name: Lealer Francis Email: lealerf@gcpsmail.com

Phone: (850) 627-9651 Fax: (850) 627-5327

Credentialing Contact Name: Sharon B. Thomas Email: thomass@gcpsmail.com

Phone: (850) 627-9651 Fax: (850) 627-5327

### SOLIANT HEALTH, INC.

**Correspondence Address**  
*Contracts, Notices, etc.*

1979 Lakeside Parkway, Suite 800  
Tucker GA 30084  
Attention: Rachel Holliday  
Email: [rachel.holliday@soliant.com](mailto:rachel.holliday@soliant.com)  
Telephone: 770.325.0566

**Remittance Address**

*Only payments should be sent to this address*

Dept. CH 14430  
Palatine IL 60055-4430  
Attention: Rosina Carlos  
Email: [cashapplication@adeccona.com](mailto:cashapplication@adeccona.com)  
Telephone: 904-360-2025

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. \_\_\_\_\_

4

DATE OF SCHOOL BOARD MEETING: July 30, 2019

TITLE OF AGENDA ITEM: **Gadsden County School District's Mental Health Allocation Plan**

**DIVISION: EXCEPTIONAL STUDENT EDUCATION AND STUDENT SERVICES**

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

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

The Gadsden County School District's Mental Health Allocation Plan provides a continuum of services for mental health needs of students. The continuum provides a systemic approach to identifying, assessing, diagnosing, intervention, treatment, and monitoring recovery of our students. This Plan is mandated by SB7026.

SOURCE: **Safe School Mental Health Assistance Allocation**

AMOUNT: **\$ 192,753.00**

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

POSITION: **Director of Exceptional Student Education**

**INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER**

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

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

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

SCHOOL BOARD ATTORNEY: page(s) numbered \_\_\_\_\_

This form is to be  duplicated on light blue paper.

PROOF READ BY: *Regina* \_\_\_\_\_



# THE SCHOOL BOARD OF GADSDEN COUNTY

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

**Roger P. Milton**  
*Superintendent*  
miltonr@gcpsmail.com

*"Putting Children First"*

July 30, 2019

## DISTRICT CERTIFICATION OF 2019-2020 MENTAL HEALTH ASSISTANCE ALLOCATION PLAN

ATTENTION: Andrew Weatherill ([Andrew.Weatherill@fldoe.org](mailto:Andrew.Weatherill@fldoe.org))

Pam Stewart Commissioner  
Florida Department of Education

Dear Commissioner Stewart:

This letter certifies that the **Gadsden County School Board** approved the Gadsden County School District's Mental Health Assistance Allocation Plan on July 30, 2019. This plan outlines the local program and planned expenditures to establish or expand school-based mental health care consistent with the statutory requirements for the Mental Health Assistance Allocation in accordance with section 1011.62(16), Florida Statutes (see attached Mental health Assistance Allocation Plan Checklist). This letter further certifies that legislative funding allocated to implement the district's plan does not supplant funds already allocated for school-based mental health services nor will the funds be used to increase salaries or provide bonuses. The district's approved plan with expenditures is attached.

The charter school listed below has submitted a detailed plan outlining the charter school's mental health assistance program and proposed expenditures consistent with the above guidelines and the charter school's governing body has approved the plan. The charter school's plan with expenditures is attached.

Charter School Number: 9104      School Name: Crossroad Academy Charter School

\_\_\_\_\_ Signature of Superintendent

\_\_\_\_\_ Printed Name of Superintendent

Attachments:

- Mental Health Assistance Allocation Plan Checklist
- Gadsden School District mental Health Assistance Allocation Plan
- Crossroad Academy Charter School Mental Health Assistance Allocation Plan

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

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

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

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

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

**THE SCHOOL BOARD OF GADSDEN COUNTY**  
**MENTAL HEALTH ALLOCATION PLAN**



***“Putting Children First”***

**Roger P. Milton, Superintendent**

**Approved: July, 2019**



*"Putting Children First"*

# THE SCHOOL BOARD OF GADSDEN COUNTY

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

**Roger P. Milton**  
*Superintendent*

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Budget Allocation .....	Page 19

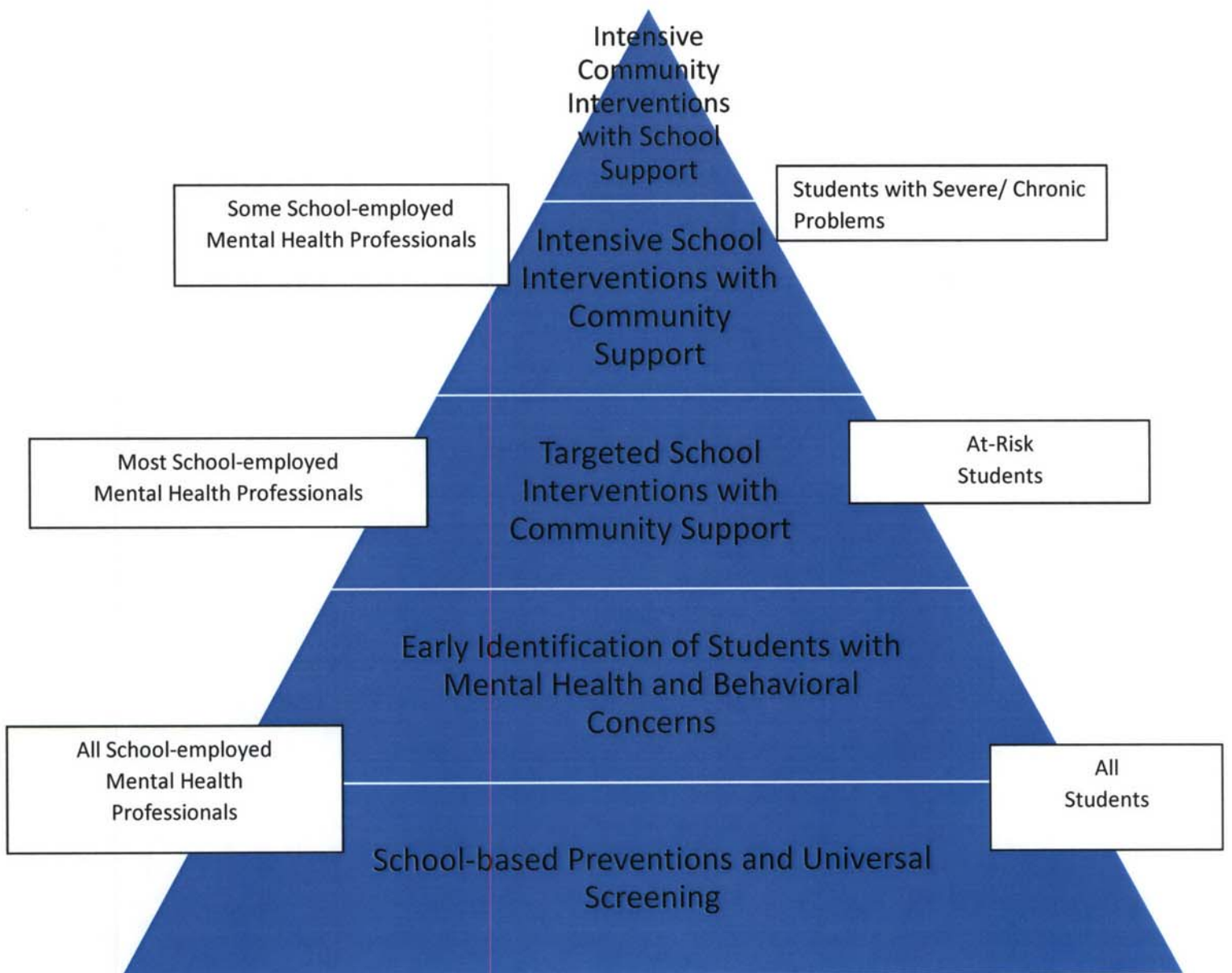
## Introduction

“School mental health services are essential to creating and sustaining safe schools. Increase access to mental health services and supports in schools is vital to improving the physical and psychological safety of our students and schools, as well as academic performance and problem-solving skills. Additionally, in the aftermath of a crisis, school-employed mental health professionals provide support that facilitate the return to normalcy, are sustainable, and can help to identify and work with students with more intense or ongoing needs “(National Association of School Psychologists).

Based on research and data, mentally healthy children are more successful in school and life. The National Association of School Psychologists reports that: “Good mental health is critical to children’s success in school and life. Research demonstrates that students who receive social–emotional and mental health support achieve better academically. School climate, classroom behavior, on-task learning, and students’ sense of connectedness and well-being all improve as well. Mental health is not simply the absence of mental illness but also encompasses social, emotional, and behavioral health and the ability to cope with life’s challenges. Left unmet, mental health problems are linked to costly negative outcomes such as academic and behavior problems, dropping out, and delinquency.”

The Gadsden County School District has developed a tiered continuum of services for mental health needs of students. The continuum provides a systemic approach to identifying, assessing, diagnosing, intervention, treatment, and monitoring recovery of our students. The Mental Health continuum is inclusive of collaborative relationships with community agencies. Identification of students who may need to advance through the mental health continuum can and should come from a multitude of entry points including but not limited to:

- Their peers
- Parents/Guardians
- Teachers, deans, nurses, and other school staff
- Registration questionnaire as required by SB 7026
- Disciplinary action required by SB 7026 to include a referral for mental health screening
- Community Connection such as faith-based leaders, etc.
- Court system as defined in SB 7026
- Baker Act



**Gadsden County Schools Continuum of Mental Health Services**

## Delivering Evidence-based Mental Health Services

### Awareness Prevention Efforts that Address Mental Health and Substance Abuse Issues at Tier 1

<b>TIER 1 refers to Universal Interventions (for all students in all settings)</b>		
<b>TRAINING</b>	<b>TARGET GROUP</b>	<b>PURPOSE</b>
Bullying, Harassment, Mental Health Awareness, Substance Abuse, Student Code of Conduct Policies	Teachers, Students, Parents, Community	To ensure that all stakeholders are aware of district policies and efforts to provide a safe learning environment
Youth Mental Health First Aid	All school and district personnel	To introduce participants to the unique risk factors and warning signs of mental health problems in adolescents, including anxiety, depression, psychosis, eating disorders, substance use disorder, ADHD and other disruptive behavior disorders.
Restorative Practices	Administrators, Teachers, School Personnel	To train staff in a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.
Trauma Informed Care	Administrators, Teachers, School Personnel	To teach an approach which recognizes and acknowledges trauma and its prevalence. The training also provides tools for fostering sensitivity when working with individuals who have experienced traumatic situations.
Positive Behavior Intervention Supports (PBIS) Training and Implementation in all schools	All school personnel	To reduce or eliminate poor behavior schoolwide through the encouragement of positive behaviors.



Compassion Fatigue Training	Teachers, administrators, counselors	This training will help create a working environment that promotes resilience and reduces compassion fatigue among staff.
Multi-Tiered Systems of Support (MTSS) training	Administrators, teachers, counselors	MTSS is "the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions" (Batsche et al., 2005).
Character Education	All Schools	To provide a curriculum that promotes core values such as respect, justice, citizenship, and responsibility.
The Signs of Suicide Prevention Program (SOS)	Middle and High School Staff	To provide a school-based depression awareness and suicide prevention program that is geared toward middle and high school students.
PREPaRE	School Psychologists	The NASP PREPaRE curriculum provides relevant school personnel with comprehensive training on how to establish and serve on school safety and crisis response teams.
Crisis Prevention Intervention	Administrators, ESE staff, bus drivers, additional identified staff	To teach personnel prevention strategies for safely defusing anxious, hostile, or violent behavior at the earliest possible stage.
Cloud9World	Kindergarten through Grade Five	Newly implemented Social Emotional Learning program

## Evidence-based Targeted Mental Health Interventions at Tier 2

<b>TIER 2 – Strategic Interventions for students who need more support (in addition to Universal Interventions)</b>		
<b>Intervention</b>	<b>Description of Intervention</b>	<b>Target Group</b>
Check and Connect	Check and Connect is a research-based program that fosters a trusting relationship between the student and a caring, trained mentor. The mentor provides the student with academic and social/emotional support.	Currently Middle and High School students who have been identified by school personnel as requiring additional support <b>The district's plan for Check and Connect is being restructured.</b>
Check in/Check Out (CICO) <i>(This is generally implemented by the school's Behavior Specialist or Guidance Counselor).</i>	Students check in with an adult at the beginning and end of each school day. CICO is a very effective strategy for positively encouraging good behavior.	Students who have been identified as having behavioral issues based on the number of referrals they have received
Zones of Regulations <i>Various personnel throughout the district have been trained in implementing this program.</i>	A curriculum geared toward helping students gain skills in consciously regulating their actions which in turn lead to increased control and problem solving.	Appropriate for all ages  Currently implemented at Gadsden Central Academy and various classrooms throughout the district
Group Counseling <i>Group Counseling sessions are facilitated by Guidance Counselors, School Psychologists, and Social Workers.</i>	Students with similar concerns and/or behaviors come together to work with a trained Mental Health provider.	Students who are identified by school personnel
Peer Support Groups	Student-led groups where students provide knowledge, experience and social/emotional support to each other. School Counselors assist the students with the formation of these groups.	Upper elementary through secondary
Music Therapy	Music Therapy- Music Therapy is the clinical and evidence-based use of music interventions to accomplish selected goals within a therapeutic relationship by a credentialed professional who	Gadsden County contracts with a local provider to deliver Music Therapy services to various at-risk groups of students.

	has completed an approved music therapy program.	
Mentoring <i>Various district personnel will serve as mentors to students as the need arises.</i>	The overall purpose of the mentoring experience is to provide opportunities for students (mentees) to learn and benefit from the knowledge, wisdom, and expertise of more experienced individuals (mentors). Mentors can provide the support, guidance, and tools to help students.	Students who are referred for additional support
Overcoming Obstacles Life Skills Program	This curriculum covers various topics such as: anger management, stress management, confidence, career planning, bullying, study skills and personal health.	Students who are identified as “at-risk” based on Early Warning Systems Indicators
Home Visits <i>Home visits will be conducted by the district social workers who may be accompanied by additional personnel such as the teacher, guidance counselor or resource officer to address various issues.</i>	Home Visits promote healthy relationships and encourage engagement between students, parents and educators.	Students who are identified as “at-risk” based on Early Warning Systems Indicators

### Evidence-based Practices at Tier 3

<b>TIER 3 – Comprehensive and Intensive Interventions (for students who need individualized interventions)</b>		
<b>Intervention</b>	<b>Description of Intervention</b>	<b>Target Group</b>
Individual Mental Health Counseling	A process through which students work one-on-one with a trained mental health clinician in a safe, caring, and confidential environment.	Students who continue to have social-emotional challenges despite the intensity of interventions provided at the Tier 2 level of supports, are referred for Individual Counseling.

Family Systems Counseling	Trained personnel work with families to nurture change and development. In general, the better a family functions, the lower the stress level of all members.	Family therapy can be crucial for families in which there is illness or other similar problems.
Functional Behavioral Assessments and Behavior Intervention Plans	A Functional Behavioral Assessment (FBA) is an approach to understanding why a child acts a certain way. It uses a variety of techniques to understand what's <i>behind</i> inappropriate behaviors. This information is then used to formulate an appropriate Behavior Intervention Plan. Trained individuals within the district such as Behavior Specialists and School Psychologists conduct FBA's and develop Behavior Intervention Plans.	Students who have been identified as needing an Individualized Behavior Intervention Plan (based on student data).

### **Supports That Address the Mental Health Needs of Our Students**

The following is a list of mental health supports available to students within the Gadsden County School District:

- Licensed Mental Health Counselors – The district currently contracts with two Licensed Mental Health Counselors who provide Individual Counseling to students.
- School Psychologists- The district currently has five school psychologists who provide with individual counseling, group counseling or consultation support to Teachers/Parents.
- School Counselors – Each school has a school counselor who is readily accessible to address the daily mental health needs of students. Additionally, school counselors facilitate groups, and are usually a point of contact between the school and other outside agencies that address the mental health needs of our students. Many Guidance Counselors are also actively involved in the Check In/Check Out program.
- Social Workers – The district plans to hire additional social workers to facilitate individual and group counseling as well as to perform home visits.

- Behavior Specialists – Each school within the district has a behavior specialist who generally responds to behavioral challenges. Behavior Specialists are also frequently involved in the Check In/ Check Out program.
- Music Therapists- The district contracts with Music Therapists to provide music therapy to at-risk groups of students.
- Parent Services – Parent services generally assists families with accessing needed resources such as food and clothing. Additionally, in conjunction with the district’s Exceptional Student Education (ESE) department, they host parent training seminars.
- Volunteer Program – Volunteers generally provide additional support to students with academic and behavioral challenges within the classroom environment.
- Check/Connect Mentors – Various individuals within the district have been specifically trained as Check/Connect mentors.
- Learning Alternative Behaviors – Learning Alternative Behaviors is an agency that partners with the district to provide individual counseling to students.
- Apalachee Center for Mental Health – Apalachee Center for Mental Health is an agency that partners with the district to provide individual counseling to students.
- Florida Therapy Services- Florida Therapy Services is an agency that partners with the district to provide individual counseling and family systems counseling to students.
- Capital City Youth Services – Capital City Youth Services is an agency that partners with the district to provide individual counseling to students.
- AMI Kids – AMI Kids is an agency that partners with the district to provide individual counseling and family systems counseling to students.
- DISC Village – DISC Village is an agency that partners with the district to provide substance abuse prevention and treatment.
- Florida State University – Florida State University partners with the district to provide individual counseling and medical care to students.

## **Screening Procedures for Determining which Students Need Mental Health Interventions and Treatment, and Coordination and Supports for Students**

### **Receiving These Services:**

Early Warning Systems data is used to identify students who are displaying academic, social/emotional, behavior and attendance problems and may be in need of additional support. Additionally, the SAEBRS (Social, Academic and Emotional Behavior Risk Screener) will be used when students are not identified based on EWS indicators but are perceived to be “at-risk” based on Teacher/ or Parent referrals. Parent permission is obtained before a student is screened using the SAEBRS.

After students are identified using the EWS or SAEBRS data, a Student Study Team/Problem Solving Team meeting is scheduled to discuss the necessary steps to address the needs of the student. If the student is deemed in need of additional support, a referral is made to one of the providers indicated above. Providers have referral forms that must be completed by the school/parent prior to the initiation of services. Providers also have their specific assessment tools which they utilize during their first two meetings with students to determine whether or not the student is a proper fit for the services that they provide. Once services have been established, parents sign a release of records to facilitate open communication between the school and the agency/provider. This includes provision of any evaluations that have been conducted. Providers are invited to actively participate in Student Study Team meetings, Parent/Teacher conferences and Individual Educational Planning meetings. They are also encouraged to communicate frequently with the parent and school personnel.

In some instances, students have already been receiving services from an outside agency/provider prior to a Student Study Team meeting or a Parent/Teacher conference. In these instances, once the school is informed (usually by the parent or caseworker) that the student is receiving these services or has a medical condition that may adversely impact their academic progress or daily functioning, a release of information is signed to facilitate communication between the school and the agency and to obtain any evaluations that have been conducted.

Information from outside agencies are used in conjunction with school data to determine level of support that students require within an educational setting.

### **Evidence-based Mental Health Services for Students with One or More Co-occurring Mental Health or Substance Abuse Diagnoses and Students at Risk of Such Diagnosis:**

- Check and Connect - Check and Connect is a research-based program that fosters a trusting relationship between the student and a caring, trained mentor. The mentor provides the student with academic and social/emotional support. Students are referred to the program at various schools based on Early Warning Systems Indicators. In addition, students may be referred to the program based on student, parent or teacher referrals.

- Check in/Check Out (CICO) – This program consists of students checking in with an adult at the beginning and end of each school day. CICO is a very effective strategy for positively encouraging good behavior. Students who have been identified as having behavioral issues based on the number of referrals they have received in the system, participate in the Check In/Check Out program to monitor their behaviors. This is generally implemented by the school’s Behavior Specialist or Guidance Counselor.
- Zones of Regulations – A curriculum geared toward helping students gain skills in consciously regulating their actions which in turn lead to increased control and problem solving. Various personnel throughout the district have been trained in implementing this program.
- Group Counseling – Students with similar concerns and/or behaviors come together to work with a trained Mental Health provider. Group Counseling sessions will be facilitated by Guidance Counselors, School Psychologists, and Social Workers.
- Peer Support Groups – Student-led groups where students provide knowledge, experience and social/ emotional support to each other. School Counselors assist the students with the formation of these groups.
- Music Therapy- Music Therapy is the clinical and evidence-based use of music interventions to accomplish selected goals within a therapeutic relationship by a credentialed professional who has completed an approved music therapy program. Gadsden County contracts with a local provider to deliver Music Therapy services to various at-risk groups of students.
- Mentoring – A mentor guides a less experienced person by building trust and modeling positive behaviors. An effective mentor understands that his or her role is to be dependable, engaged, authentic, and tuned into the needs of the mentee. Various district personnel will serve as mentors to students as the need arises.
- Overcoming Obstacles Life Skills Program – this curriculum covers various topics such as: anger management, stress management, confidence, career planning, bullying, study skills and personal health. This curriculum will be presented in a group format to students who are identified as “at-risk” based on Early Warning Systems Indicators.
- Home visits – help to promote healthy relationships and encourage engagement between students, parents and educators. Home visits will be conducted by the district social workers who may be accompanied by additional personnel such as the teacher, guidance counselor or resource officer to address various issues.
- Individual Mental Health Counseling - is a process through which students work one-on-one with a trained mental health clinician in a safe, caring, and confidential

environment. Students who continue to have social-emotional challenges despite the intensity of interventions provided at the Tier 2 level of supports, are referred for Individual Counseling.

- **Family Systems Counseling** - The focus of Family Systems Counseling is to work with families to nurture change and development. Because the family is such an important part of a person's social support network, family therapy can be crucial for families in which there is illness or other similar problems. In general, the better a family functions, the lower the stress level of all members.
- **Functional Behavioral Assessments and Behavior Intervention Plans** - A Functional Behavioral Assessment (FBA) is an approach to understanding why a child acts a certain way. It uses a variety of techniques to understand what's *behind* inappropriate behaviors. This information is then used to formulate an appropriate Behavior Intervention Plan. Trained individuals within the district such as Behavior Specialists and School Psychologists conduct FBA's and develop Behavior Intervention Plans.

### **Process for Identifying and Delivering Evidence-based Mental Health Interventions:**

Early Warning Systems data is used to identify students who are displaying academic, social/emotional, behavior and attendance problems and may be in need of additional support. Additionally, the SAEBRS (Social, Academic and Emotional Behavior Risk Screener) will be used when students are not identified based on EWS indicators but are perceived to be "at-risk" based on Teacher/Parent referrals. Parent permission will be obtained prior to the administration of the SAEBRS.

After students are selected using the EWS or SAEBRS data, a Student Study Team/Problem Solving Team meeting is scheduled to discuss the necessary steps to address the needs of the student. If the student is deemed in need of additional support, a referral is made to one of the district mental health providers. Providers have referral forms that must be completed by the school/parent prior to the initiation of services. Providers also have their specific assessment tools which they utilize during their first two meetings with students to determine whether or not the student is a proper fit for the services that they provide. Once services have been established, parents sign a release of records to facilitate open communication between the school and the agency/provider. This includes provision of any evaluations that have been conducted. Providers are invited to actively participate in Student Study Team meetings, Parent/Teacher conferences and Individual Educational Planning meetings. They are also encouraged to communicate frequently with the parent and school personnel.

District Teams meet to discuss appropriate research-based interventions to be used with students based on current literature and the demographics of our students. A comprehensive list of evidence-based interventions used within the district, is published in the district's MTSS manual.



## **Process for Identifying and Delivering Evidence-based Substance Abuse Interventions**

When identifying markers of substance abuse are present, the suspected abuse is investigated by appropriate school personnel. If addiction support is needed for the student, a referral is made to DISC Village. Additionally, parent reports of substance abuse or self-referrals are also forwarded to DISC village for additional support. DISC Village specializes in substance abuse issues.

### **Collaborative Partnerships with Community Providers and Agencies**

The following are a list of agencies that Gadsden County schools partners with:

- Learning Alternative Behaviors – Learning Alternative Behaviors is an agency that partners with the district to provide individual counseling to students.
- Apalachee Center for Mental Health – Apalachee Center for Mental Health is an agency that partners with the district to provide individual counseling to students.
- Florida Therapy Services- Florida Therapy Services is an agency that partners with the district to provide individual counseling and family systems counseling to students.
- Capital City Youth Services – Capital City Youth Services is an agency that partners with the district to provide individual counseling to students.
- DISC Village – DISC Village is an agency that partners with the district to provide substance abuse prevention and treatment.
- Florida State University – Florida State University partners with the district to provide individual counseling and medical care to students.
- State and local law enforcement – State and Local law enforcement assist in situations where students are considered to be a threat to themselves or others.
- The Department of Juvenile Justice – The Department of Juvenile Justice collaborates with the district with regard to students who have been involved in some form of criminal activity.
- Department of Children and Families – The Department of Children and Families collaborates with the district with regard to students in the foster care system and in instances where there are allegations of abuse and/or neglect.

- The Department of Health and other health care providers – The Department of Health collaborates with the district to insure the accessibility of health care for all students.
- Agency for Persons with Disabilities – The Agency for Persons with Disabilities provides supports and services for individuals with disabilities.
- The Statewide Guardian Ad Litem office - The Florida Guardian Ad Litem Program advocates for the best interests of abused, abandoned and neglected children.
- Multiagency Network for Students with Emotional and Behavioral Disabilities (SEDNET) - SEDNET is a collaborative resource for school districts, agencies, and families working to promote positive educational and community-based outcomes for children with Emotional/Behavioral Disabilities.

### **Process for Referring Students to School-based Mental Health Interventions and Community-based Mental Health Providers for Treatment:**

Early Warning Systems data is used to identify students who are displaying academic, social/emotional, behavior and attendance problems and may be in need of additional support. Additionally, the SAEBRS (Social, Academic and Emotional Behavior Risk Screener) will be used when students are not identified based on EWS indicators but are perceived to be “at-risk” based on Teacher/Parent referrals. Parent permission will be obtained before the SAEBRS is administered.

After students are selected using the EWS or SAEBRS data, a Student Study Team/Problem Solving Team meeting is scheduled to discuss the necessary steps to address the needs of the student. If the student is deemed in need of additional support, a referral is made to one of the providers indicated below. Providers have referral forms that must be completed by the school/parent prior to the commencement of services. Providers also have their specific assessment tools which they utilize during their first two meetings with students to determine whether or not the student is a proper fit for the services that they provide. Once services have been established, parents sign a release of records to facilitate open communication between the school and the agency/provider. This includes provision of any evaluations that have been conducted. Providers are invited to actively participate in Student Study Team meetings, Parent/Teacher conferences and Individual Educational Planning meetings. They are also encouraged to communicate frequently with the parent and school personnel.

In instances where a student is considered to be a threat to themselves or others, law enforcement is contacted. After the student has been evaluated by law enforcement they are then taken a facility for a Psychiatric evaluation if one is deemed necessary. The school receives a document from the facility indicating that the student is now fit to attend school prior to the student returning to school.

## **Process for Referring Students to Community-based Substance Abuse Treatment**

When identifying markers of substance abuse are present, the suspected abuse is investigated by appropriate school personnel. If addiction support is needed for the student, a referral is made to DISC Village. Additionally, parent reports of substance abuse or self-referrals are also forwarded to DISC village for additional support. DISC village specializes in substance abuse cases.

## **Process for Coordinating Mental Health Services with a Student's Primary Care Provider**

School-community-agency collaboration is critical to providing the full continuum of mental health services to students.

Early Warning Systems data is used to identify students who are displaying academic, social/emotional, behavior and attendance problems and may be in need of additional support. Additionally, the SAEBRS (Social, Academic and Emotional Behavior Risk Screener) will be used when students are not identified based on EWS data but are perceived to be "at-risk" based on Teacher/Parent referrals. Parent permission will be obtained before the SAEBRS is administered.

After students are selected using the EWS or SAEBRS data, a Student Study Team/Problem Solving Team meeting is scheduled to discuss the necessary steps to address the needs of the student. If the student is deemed in need of additional support, a referral is made to one of the district providers. Providers have referral forms that must be completed by the school/parent prior to the commencement of services. Providers also have their specific assessment tools which they utilize during their first two meetings with students to determine whether or not the student is a proper fit for the services that they provide. Once services have been established, parents sign a release of records to facilitate open communication between the school and the agency/provider. This includes provision of any evaluations that have been conducted. Providers are invited to actively participate in Student Study Team meetings, Parent/Teacher conferences and Individual Educational Planning meetings. They are also encouraged to communicate frequently with the parent and school personnel.

In some instances, students have already been receiving services from an outside agency/provider prior to a Student Study Team meeting or a Parent/Teacher conference. In these instances, once the school is informed (usually by the parent or caseworker) that the student is receiving these services or has a medical condition that may adversely impact their academic progress or daily functioning, a release of information is signed to facilitate communication between the school and the agency and to obtain any evaluations that have been conducted.

Information from outside agencies are used in conjunction with school data to determine level of support that students require within an educational setting.

### **Documentation of Services**

Each school will document through the Student Study Team minutes when a student is referred to a specific agency for Counseling. Once Counseling has commenced, a special code will be placed in Skyward (student database) to indicate students who are receiving counseling so that the total number of students receiving counseling services can be carefully monitored.

### **Outcome Data to Evaluate Effectiveness of Services**

In order to assess the effectiveness of services, Early Warning Systems data such as grades, referrals, and attendance will be analyzed. Additionally, students who were initially screened using the SAEBRS (since EWS data did not signal any red flags) will be reassessed using this measure to assess progress.

### **Number and Credentials of Current Mental Health Service Providers**

The Gadsden County School District employs school counselors at each school. The District employs school psychologists in order to provide services to support students with identified mental health needs. The table below indicates the number and credentials of mental health service providers in Gadsden.

<b>Service Provider</b>	<b>Number</b>	<b>Credentials</b>
School Psychologist	5	Master's Degree from an accredited educational institution.  Certification in School Psychology.
School Counselor	10	Master's Degree from an accredited educational institution.  Certified by the state of Florida in Guidance and Counseling covering the level of assignment.
Licensed School Social Worker	1	Masters of Social Work
Licensed Mental Health Counselors	1.5	Licensed by the Florida Department of Health

**Mental Health Allocation Plan Budget**

<b>Resource Needed</b>	<b>Purpose</b>	<b>Allocation</b>
Social Workers (MSW)	To provide on-going Mental Health Services	2 x \$55,000.00 = \$110,000.00
School Psychologist	To provide on-going Mental Health Services	1 x \$61,000.00 = \$61,000.00
School Social Workers (MSW)	Adding Part-time Social Worker	\$21,434.00
Charter FTE Allocation	Crossroad Academy Charter School is submitting their Plan	\$21,753.00
		Total = \$214,187.00



# THE SCHOOL BOARD OF GADSDEN COUNTY

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

**Roger P. Milton**  
*Superintendent*  
miltonr@gcpsmail.com

*"Putting Children First"*

The 2019-2020 Annual Mental Health Allocation Plan is hereby approved by the Gadsden County School Board.

Dated this: \_\_\_\_\_ Day of \_\_\_\_\_, 2018.

Attest:

\_\_\_\_\_  
Mr. Roger P. Milton, Superintendent of Schools

\_\_\_\_\_  
Mr. Steve Scott, School Board Chairman

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

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

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

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

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

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 4g

DATE OF SCHOOL BOARD MEETING: July 30, 2019

TITLE OF AGENDA ITEM: **Crossroad Academy Charter School's  
Mental Health Allocation Plan**

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 Crossroad Academy Charter School's Mental Health Allocation Plan provides a continuum of services for mental health needs of students. The continuum provides a systemic approach to identifying, assessing, diagnosing, intervention, treatment, and monitoring recovery of our students. This Plan is mandated by SB7026.

SOURCE: **Safe School Mental Health Assistance Allocation**

AMOUNT: **\$ 21,753.00**

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

POSITION: **Director of Exceptional Student Education**

**INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER**

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

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

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

SCHOOL BOARD ATTORNEY: page(s) numbered \_\_\_\_\_

This form is to be  duplicated on light blue paper.

PROOF READ BY: *Regina*





# CROSSROAD ACADEMY

## CHARTER SCHOOL OF BUSINESS

470 Strong Road | Quincy, FL 32351 | Ph (850) 875-9626 | Fax (850) 875-1403  
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Dr. Kevin E. Forehand, Principal



2019-2020

### Mental Health Allocation Plan



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### Table of Contents

**School Information ..... Page 3**

**School Based Mental Health Defined.....Page 4**

**Mental Health Assistance Allocation Plan.....Pages 5-10**

- Delivery of Evidence-based Mental Health Services
- Includes description of supports that address mental health needs
- Identifies Evidence-based mental health services with one or more co-occurring mental health or substance abuse diagnoses and students at risk of a diagnosis
- Describes the collaborative partnerships with community providers and agencies
- Describes the process for coordinating mental health services with a student's primary care provider or other mental health providers
- 

**Program Implementation and Outcomes.....Pages 11-12**

- Identifies how many students are screened/assessed, how many students are referred for services, and how many students receive services
- Identifies number and credentials of mental health service providers employed by the school.
- Identifies number and credentials of mental health providers contracted by the district.
- Identifies behavioral/mental health services provided per session to scholars during the 2018-2019 school year.

**Expenditures.....Page 13**

- Documents 90% of expenditures allocated were allocated to direct mental health services or coordination of such services with primary care and mental health providers.
- Includes assurances that Mental Health Assistance Allocation does not supplant other funding sources OR increase salaries or provide staff bonuses.
- Describes how school will maximize the use of other sources of funding to provide school-based mental health services, where appropriate.

**Plan Approval and Submission .....Page 13-14**

- Charter school governing body approval.
- Local school board approval of the charter plan.



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### School Information

**School Name:** Crossroad Academy Charter School of Business

**School Address:** 470 Strong Rd, Quincy, FL 32351

**School Number:** 9104

**School District:** Gadsden County

**Grades Served:** PreK3 - 12th

**School Contact:** Ms. Keyondio Lee, LCSW

**Contact Telephone:** (850) 875-9626

**Email:** Leekeyondio@gcpsmail.com



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### Definition of School Mental Health Services

"School-based mental health services include a broad spectrum of assessment, prevention, intervention, postvention, counseling, consultation, and referral activities and services. These services are essential to a school's ability to ensure a safe and healthy learning environment for all students, address classroom behavior and discipline, promote students' academic success, prevent and respond to crisis, support students' social-emotional needs, identify and respond to a serious mental health problems, substance abuse issues and support and partner with at-risk families." (American Counseling Association).

Crossroad Academy Charter School of Business shall establish a Mental Health Program that will provide extensive mental health services to students, teachers and families. Using a Multi-tiered Systems of Support (MTSS), to ensure "the continuum of need, enabling the school to promote mental wellness for all students, identify and address problems before they escalate or become chronic, and provide increasingly intensive, data-driven services for individual students as needed. Access to adequate staffing of school-employed mental health professionals is essential to the quality and effectiveness of these services." (National Association of School Psychologists).



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### Mental Health Assistance Allocation Plan

**Focuses on delivering evidence-based mental health services.**

- What awareness prevention efforts are provided that address mental health issues at tier one?
  1. Describe awareness/prevention efforts that address mental health issues
  2. Describe awareness/prevention efforts that address substance abuse

Programs	Tier 1 Universal: Programs that support the social and emotional development of all students.
<b>Character Education</b>	Character education is infused into our curricula every day and is designed to enrich the positive qualities of a scholar. Character education is based on the six pillars of character: Trustworthiness, Respect, Responsibility, Fairness, Caring & Citizenship.
<b>Motivation initiatives for all students</b>	Quarterly students are selected by the teacher to be Super Scorpions, wherein scholars are recognized for exhibiting exemplary character, leadership, academic skills and an exception person.
<b>School-wide Behavior &amp; Social Skills Development (Positive Behavior Supports)</b>	A variety of Positive Behavior Supports systems are used as incentives to decrease problem behaviors, including but not limited to the following: scholars receiving Live School points which allows them to participate in school socials, VIP luncheons, field trips, etc.
<b>Teacher, staff &amp; parent consultation (e.g. behavior plans, classroom management systems, behaviors at home, and conflict mediation)</b>	Each grade-group team is required to develop a stepwise behavior management plan that includes Rules, Rewards, and Consequences. Rules are standard school-wide (in an attempt to promote continuity as students' progress through each grade level).



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- What evidence based targeted mental health interventions are available to address mental health needs at Tier 2?
  1. Describe evidence based targeted mental health interventions that are available to address mental health needs at Tier 2

Programs	Tier 2—Targeted: Targeted mental health and substance abuse prevention with small groups for students with similar concerns.
<b>Social skills development</b>	Social skills are essential to students overall success therefore administrators, teachers and staff are constantly using strategies to enhance our scholar's social skills. Establishing a safe, positive climate, kind culture that has a zero-tolerance of bullying, present teachable moments in the classroom such daily check-ins, assigning classroom jobs, the buddy system, an array of sports, clubs and organizations.
<b>Violence reduction, anger management &amp; peer mediation</b>	Peer Support Groups for students identified as needing Anger Management/Peer Conflict Resolution.
<b>Substance abuse and violence prevention (e.g. Life Skills)</b>	REAL Life Essentials course (selected high school students), Participation in Red Ribbon Week Campaign
<b>Family Support</b>	As a criteria of the school's contract parents are required to volunteer 10 hours a year, 4 academic conferences and attend 2 required PTO meetings. Each 4 <sup>th</sup> Thursday of the month themed Family Nights are hosted.



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- What intensive evidenced based mental health interventions and services are available to address mental health interventions and services that are available to address mental health needs at Tier 3?
  1. Describe intensive evidenced based mental health interventions and services that are available to address mental health needs at Tier 3.

Programs	Tier 3—Intensive: Individual therapeutic intervention based on a multi-disciplinary team referral or individual evaluations.
<b>Individual assessment to determine eligibility and type of treatment</b>	Using Early Warning Systems indicators, the school's Watch List (students performing below academic level) and referrals from teachers, parents and self-referrals to identify students experiencing mental health and/or substance abuse issues the Licensed Clinical Social Worker (LCSW) will complete an initial bio-psychosocial, brief PHQ-9 Depression Screening (if applicable), brief suicide assessment (if applicable) to compose the student's treatment plan.
<b>Individual treatment using evidence-based therapeutic approaches</b>	Based upon the results of biopsychosocial assessment, data collected from collaborative sources including but not limited to parents, teachers, primary care physician, the treatment plan is composed, the LCSW will assign an appropriate diagnoses (if applicable), using the Diagnostic and Statistical Manual 5 (DSM -5). The therapeutic approaches used during therapy will vary depending upon the student's diagnosis. Common evidence based therapeutic approaches used to address Mental Health and Substance Abuse issues are Cognitive Behavioral Therapy (CBT), Dialectical Behavioral Therapy, Behavioral Modification/Management, Strength/Solution Based models, etc.



# CROSSROAD ACADEMY

## CHARTER SCHOOL OF BUSINESS

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Dr. Kevin E. Forehand, Principal



**Includes description of supports that addresses the mental health needs (assessment, diagnosis, intervention, treatment, and recovery).**

- Does your plan include mental health screening or assessment procedures for determining which students need mental health interventions and treatment?
  - 1. Describe the mental health screening and assessment procedures.**

A referral is made to the school counselors when a concern for a student arises. Possible sources of referrals may include self-referral by students experiencing a problem, concerned peers, parent(s)/guardian(s), teachers, administrators, and/or other school personnel. Once a referral is received the school counselor assess the severity of need prior to scheduling the student for a session. Emergency interventions are required in those situations that need immediate attention, (e.g., peer concern about the personal safety of another student, death of a pet or family member, suicidal ideations, physical and/or sexual abuse). Mental health services are to be initiated within 10 days of identification and assessment. The counselor may determine that other resources would be appropriate, including referral to other individuals within the school system, such as a school administrator, and/or special personnel. An external referral may be deemed necessary when an issue presented is beyond the scope, training and/or expertise of school personnel. In the case of suspected abuse or neglect, the SC has a legal mandate to make a hotline call (Child Abuse/Neglect Reports by Mandated Reporters, Hotline Phone Call Information Form).

- Does your plan include coordination and supports for students who received intensive community mental health services?
  - 1. Describe the procedures for coordination and support.**

External referral is the process used when an issue presented is beyond the scope of expertise of the School Counselor and other school personnel or when there is not ample enough time to provide quality therapeutic services. Referrals to individuals in private practice or agencies may be necessary. Some issues, such as suicidal threats, may necessitate an immediate referral. Mandated reporting of suspected child abuse and neglect would be another example of outside agency contact (Child Abuse/Neglect Reports by Mandated Reporters, Hotline Phone Call Information Form).





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**Identifies evidence- based mental health services for students with one or more co-occurring mental health or substance abuse diagnoses and students at risk of such diagnosis.**

- Does your plan include a process for identifying and delivering evidence-based mental health and substance abuse interventions?
  1. Describe the process for identifying and delivering evidence based mental health interventions.

Based upon the results of biopsychosocial assessment, data collected from collaborative sources including but not limited to parents, teachers, primary care physician, the treatment plan is composed, the LCSW will assign an appropriate diagnoses (if applicable), using the Diagnostic and Statistical Manual 5 (DSM -5). The therapeutic approaches used during therapy will vary depending upon the student's diagnosis. Common evidence based therapeutic approaches used to address Mental Health and Substance Abuse issues are Cognitive Behavioral Therapy (CBT), Dialectical Behavioral Therapy, Behavioral Modification/Management, Strength/Solution Based models, etc.

**Describes the collaborative partnerships with community providers and agencies.**

- Does your plan include detailed procedures for referring students to school-based mental health interventions, community-based mental health providers for treatment and substance abuse treatments?
  1. Describe procedures for referring students to school-based mental health interventions and community-based mental health providers for treatment.

School staff, students and parents will be able to submit referrals for students in need of mental health and/or substance abuse interventions by using the school's standard referral form or by word of mouth, expressing concerns to the school counselor. In the near future, we plan to implement an electronic student information system to receive and track internal and external referrals. Local community-based mental health providers are contacted by the school counselor when an external referral for services is deemed necessary. The following community based agencies provide or has previously provided mental health and/or substance abuse services to our students: Capital City Youth Services (CCYS), North FL Therapy, FL Therapy, The Center for Health Equity, Inc. - Gadsden Woman to Woman, DISC Village and Big Bend Hospice, Tallahassee Behavior Health Center, Gadsden County Health Department, Dr. Jessie Furlow Medical Center, FL Dept. of Children and Family Services. Therapeutic sessions with community agencies are normally held once a week during the student's elective period; while others are seen at home or at the community provider's agency.



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**Describes process for coordinating mental health services with a student's primary care provider and other mental health providers, including procedures for information sharing.**

- Does your plan include a process to coordinate mental health services with a student's primary care provider or other mental health provider?

When coordination of services with the student's Primary Care Provider (PCP) or other mental health providers are deemed necessary the LCSW will notify the student's parent/guardian to receive consent to release information. The LCSW will contact the PCP or mental health provider to make a referral on the student's behalf. In cases of suspected child abuse, parental consent is not required.

### Program Implementation and Outcomes

**Identifies how many students are screened/assessed, how many students are referred for services, and how many students receive services/assistance (school-based and community).**

- Describe how you will document how many students are referred for services and how many students receive school based and community services.

All student referrals will be tracked via Skyward SIS and manually logged by the School Counselor.

- Describe other outcome data that will be used to evaluate the effectiveness of services

Evaluating the effectiveness of services will be done by reviewing Early Warning System indicators to observe an improvement in the student's previously identified risk factors post intervention, a reduction in depression, suicidal ideation, anxiety, substance abuse which will reflect in clinician completing various assessments/screenings during various intervals of therapy and notable decrease in student's disciplinary referrals, receiving status update from parents and/or teachers, school counselor, PCP and community agencies.



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Identifies number and credentials of mental health services providers employed by the school/district.

Mental Health Service Provider	Number and Credentials
School Counselor	2 - Licensed Clinical Social Worker and Masters in Counseling
School Psychologist	1 - provided by the district

Identifies number and credentials of mental health services providers MOA with the school/district.

Mental Health Service Providers
North Florida Therapy Services
Florida Therapy Services
Capital City Youth Services
The Center of Health Equity, Inc. - Gadsden Woman to Woman
FL Dept. of Children and Family Services
Big Bend Hospice
Tallahassee Memorial Health Care
Gadsden County Health Department
Dr. Jesse Furlow Medical Center

Identifies behavioral/mental health services provided per session to scholars during the 2018-2019 school year.

- ◆ Academic - 95
- ◆ Behavioral Intervention - 23
- ◆ Grief Counseling - 8
- ◆ Intervention - 88
- ◆ Parent Requested Visit - 19
- ◆ Personal Issue - 83



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Description	Quantity	Estimated Cost	% Allocated to this Project
<b>Estimated Total MHAA Allocation</b>	<b>FEFP</b>	<b>14,000</b>	<b>100%</b>
Provide instructional support materials to support the socio-emotional and mental health support services to increase the fidelity of the program	as needed	\$4200	30%
Contract for services with community-based mental health provider to provide a continuum of evidenced-based services.	as needed	\$7000	50%
Contract for professional development activities with experts for the delivery of content specifically related to mental health assessment, diagnosis, interventions and strategies for classroom teachers	as needed	\$2800	20%
<b>Total</b>	<b>TBD</b>	<b>\$14000</b>	<b>100%</b>



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### Expenditures

**Documents 90% of expenditures allocated were allocated to direct mental health services or coordination of such services with primary care and mental health providers.**

### Proposed Planned Expenditures

- Professional Development for administrators, teachers and staff (e.g. Youth Mental Health First Aid)
- Implementation of prevention/intervention programs (Tier 1 and 2) - to be determined
- Funds will not be used to supplant other funding sources or increase salaries or provide staff bonuses.

**Describes how school will maximize the use of other sources of funding to provide school-based mental health services, where appropriate (e.g., Medicaid reimbursement, 3rd party payments, grants).**

Continual partnerships with community mental health service providers in addition to and becoming knowledgeable of Medicaid reimbursement to initiate payment of approved services.



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## Plan Approval and Submission

The 2019-2020 Annual Mental Health Allocation Plan is hereby approved by the Governing Board of Community & Economic Development Organization of Gadsden County, Inc.

Dated this: 8 Day of July 2019

Attest:

Mr. Al Gunn, CEO of Community & Economic Development Organization of Gadsden County, Inc.

Mr. Kevin Forehand, Principal of Crossroad Academy Charter School of Business



# CROSSROAD ACADEMY CHARTER SCHOOL OF BUSINESS

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The 2019-2020 Annual Mental Health Allocation Plan is hereby approved by the  
Governing Board of Community & Economic Development Organization of Gadsden  
County, Inc.

Dated this: \_\_\_\_\_ Day of \_\_\_\_\_ 2019

Attest:

\_\_\_\_\_  
Mr. Roger P. Milton, Superintendent of Schools

\_\_\_\_\_  
Mr. Steve Scott, School Board Chairman

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 4h

DATE OF SCHOOL BOARD MEETING: July 30, 2019

TITLE OF AGENDA ITEM: Contract between GCSD and K12 Florida (FuelEd)

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM:

Approval is requested for the Online Educational Products and Service Order between Gadsden County School District and K12 Florida LLC. This FuelEd Full-Time Comprehensive Program includes (1) courses content with hosting service, (2) materials for K-8 courses, and (3) a suite of leaning tools tailored to student’s needs. This is a virtual school contract and is renewed annually. As students enroll into it, charges accrue. The program is totally managed by the contractor but GCPS monitors student progress.

FUND SOURCE: General Revenue

AMOUNT: TBD as students enroll

PREPARED BY: Rose Raynak

POSITION: Area Director, Federal Programs

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INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

       Number of ORIGINAL SIGNATURES NEEDED by preparer.

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

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





This Online Educational Products and Services Order (this "Order"), dated as of 7/1/2019 (the "Order Effective Date"), is between Gadsden County School District, 35 Martin Luther King Jr Blvd, Quincy, FL 32351 ("Customer") and K12 Florida LLC ("K12"), 2300 Corporate Park Drive Herndon, VA 20171. This Order incorporates and is in all respects subject to both the Florida Attachment to The Online Educational Products and Services Order ("Attachment") attached hereto as Exhibit A and the K12 Online Educational Products and Services Agreement Terms (the "Terms") attached hereto as Exhibit B, on the date that this Order bears the signatures of both Customer and K12. Collectively, the Order, Attachment and Terms will constitute the entire agreement ("Agreement"). All capitalized terms will have the meanings assigned to those terms in the Agreement. I am authorized by Customer to enter into this Order for the products, services and licenses indicated herein, at the prices set forth below and pursuant to the Terms.

**Accepted by Customer:**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Name (Print): \_\_\_\_\_ Title: \_\_\_\_\_

**Accepted by K12:**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Name (Print): \_\_\_\_\_ Title: \_\_\_\_\_

1. **Period:** 7/1/2019 through 6/30/2020 and is not eligible for a renewal period.
2. **Territory:** Students served by Gadsden County School District, FL
3. For the Services and/or Products provided under this Order, Customer shall pay the following Fees:

(a) Florida VIP Program Products and Services Fees

Product	Product Description	Unit Price
K12 K-8 Online Course Enrollment License (Content, Hosting, Instruction)	License for a single student in a K12 Standard K-8 year course. Includes content, hosting and instruction.	\$590.00
FTS Comprehensive 9-12 Student License (6 Courses, Instruction)	9-12 FTS Comprehensive Program with FuelEd teachers for 6 courses per student.	\$4,295.00
FTS Comprehensive K-8 Student License (6 Courses, Instruction)	K-8 FTS Comprehensive Program with FuelEd teachers for 6 courses per student.	\$4,295.00
Student Laptop Computer	Laptop computers for students.	\$725.00

(b) Standard (Non-VIP Program) Products and Services

Product	Product Description	Unit Price
K12 K-8 Online Course Enrollment License (Content, Hosting)	License for a single student in a K12 Standard K-8 year course. Includes content and hosting.	\$340.00

**4. Description of Educational Products.**

FuelEd Full-Time Comprehensive Program: The FuelEd Full-Time Comprehensive Program includes three components: (1) Courses content with hosting service, (2) Materials (for K-8 courses), and (3) a suite of learning tools tailored to Client's needs. Instructional text or e-books, supplies and teaching tools (collectively, Materials) for K-8 students. Materials for Customers teachers and High School students are ordered separately. A complete list of required materials may be accessed at <http://www.getfuelled.com/required-materials>. FuelEd will reclaim durable Materials by informing Customer and/or its students which Materials need to be returned and providing pre-paid return shipping labels. FuelEd Materials are intended solely for the use of the teachers and the students enrolled in FuelEd courses to whom FuelEd provides the Materials. Customer shall not transfer or resell the Materials to any other person. If a replacement component is required or a durable Material is not returned, the Customer will be invoiced for the component or Materials (plus shipping, if applicable). Customer will provide FuelEd with reasonable assistance in obtaining durable Materials from students and their parents.

**5. Description of Services.**

Instructional Services: Customer will be provided licensed teachers for instruction to enrolled students for selected courses.

Hosting Solution: The set-up, configuration and hosting of the applicable courseware for the delivery of courses, solely for the provision of educational services to its students in the Territory enrolled in Customers educational programs.

**6. Billing Terms.**

Customer shall be invoiced for the Educational Products and Services ordered hereunder in accordance with the Terms, unless otherwise specified on this Order. Customer shall be invoiced quarterly and all invoices shall be payable Net 30 days from Customer's receipt of invoice. FuelEd provides a 28 day grace period for students who enroll in courses or use instructional services. If a student withdraws from such course within 28 days from when the student enrolls, Customer will be refunded 50% of the applicable course or instruction fees, but only if such withdrawal was received in writing by fax or email before the grace period ended.

FuelEd Full-time School Comprehensive Program: FuelEd will invoice Customer for the components of the program as follows: (a) courses and educational tools and services will be billed quarterly (in the months of September, December, March, and June) with invoices payable in accordance with the Terms; (b) materials will be invoiced upon shipment.

FuelEd Full-Time School Material Refund Policy: Materials costs are refunded 100% if the student is withdrawn within 10 days of order placement, or 50% if the student is withdrawn between the 11th and 30th day. There is no refund or credit on materials for withdraws occurring after 30 days. Fees will not be charged for a student for any month following notice to FuelEd of the student's withdrawal from the course. No other refunds, credits or cancellations are allowed.

**EXHIBIT A**

**FLORIDA ATTACHMENT TO THE  
ONLINE EDUCATIONAL PRODUCTS AND SERVICES ORDER**

This Attachment is fully incorporated into the terms and conditions of the Online Educational Products and Services Order ("Order") to which it is attached and the K12 Online Educational Products and Services Agreement Terms (the "Terms") that are incorporated into said Order. It modifies certain provisions found in the Order and Terms, as noted below. **WHERE THERE IS A CONFLICT BETWEEN THE ORDER, THE TERMS, AND THIS ADDENDUM, THIS ADDENDUM SHALL CONTROL.**

**Note: This Attachment is only applicable to products and services ordered under the Florida Virtual Instruction Program.**

**Section 1: Florida VIP Program Requirements**

The following Florida Virtual Instruction Program requirements noted in §1002.45 of the Florida Statutes shall be added to the K12 Online Educational Products and Services Agreement Terms (the "Terms").

**a) Contract Requirements**

Contracts between Florida school boards and an Approved Virtual Instruction Provider require certain provisions to be included (see, § 1002.45 (4) F. S.)

<b>Requirement</b>	<b>Text</b>	<b>K12 Response</b>	<b>Statute Reference</b>
Curriculum Plan	"Set forth a detailed curriculum plan that illustrates how students will be provided services and be measured for attainment of proficiency in the Next Generation Sunshine State Standards for each grade level and subject."	K12 has provided a detailed curriculum plan in compliance with this requirement in the K12 Florida LLC Disclosure Requirements attached hereto as <b>Exhibit C</b> .  K12 agrees to implement this plan in accordance with the requirements of the Florida VIP program.	§ 1002.45 (4)(a) F. S.
Graduation Plan	"Provide a method for determining that a student has satisfied the requirements for graduation in s. 1002.3105(5), s. 1003.4281, or s. 1003.4282 if the contract is for the provision of a full-time virtual instruction program to students in grades 9 through 12."	K12 provides a percentage grade to the Customer and the customer can use these percentage grades within their own system. K12 does not assign letter grades. Customer's school board can use such information to determine if a student has met such requirements, in accordance with Florida law and Customer's School Board's policies.	§ 1002.45 (4)(b) F. S.
Conflict Resolution	"Specify a method for resolving conflicts among the parties."	<b>DISPUTE RESOLUTION:</b> The parties agree that they will use their best efforts to settle any and all disputes arising out of, under or in connection with this Agreement, including without limitation the validity, interpretation, performance and breach hereof, prior to initiating any legal proceeding, whether judicial or administrative in nature. The efforts shall be primarily between the Executive Vice President of Operations for K12 and the Superintendent of the Customer or their respective designees. The laws of the State of Florida, without regard to its conflict of laws provisions, will govern all disputes arising out of or related to this Agreement, including the validity, enforceability or construction thereof. Each party submits to the jurisdiction of the state and federal courts located in the State of Florida for purposes of any action, suit or proceeding arising out of or related to this Agreement and agrees not to plead or claim that any action, suit or proceeding arising out of or related to this Agreement that is brought in such courts has been brought in an inconvenient forum.	§ 1002.45 (4)(c) F. S.
Termination	"Specify authorized reasons for termination of the contract."	<b>NOTICE OF NON-RENEWAL:</b> The period of this Agreement is as specified in the Order ("Period"). Following the Subscription Period, this Agreement will automatically extend for successive additional Subscription Periods of one (1) year (each such period a "Renewal Period"), unless (a) either party provides the other with written notice of non-renewal at least six (6) months before the expiration of the then-current Subscription Period or Renewal Period (as applicable); (b) the Agreement is sooner terminated under the section labeled Termination; or (c) the Customer (as defined in the Order) provides K12 with written notice of non-renewal as set forth under the section of these K12 Online Educational Products and Services Agreement Terms labeled Price And Payment.	§ 1002.45 (4)(d) F. S.

		<p><b>TERMINATION FOR CAUSE:</b> Either party may terminate this Agreement at any time with ninety (90) days' prior written notice to the other party for cause. Termination for cause may be used if a party breaches any material term or fails to fulfill any representation, warranty, or material condition, term, provision or obligation contained in this Agreement and fails to cure within thirty (30) days of such notice from the terminating party. Upon termination, the non-breaching party shall be entitled to seek any remedies to which it shall be entitled at law or in equity. If any change in applicable law that is enacted after the date hereof could reasonably be expected to have a material adverse effect on the ability of any party to carry out its obligations under this Agreement, such party, upon written notice to the other party may request renegotiation of this Agreement. Such renegotiation shall be undertaken in good faith. If the parties are unable to renegotiate and agree upon revised terms within 120 days of such notice of renegotiation, then this Agreement shall be terminated effective at the end of the school year in which such notice was given. Termination of this Agreement does not relieve Customer of any obligations for payments outstanding to K12 as of the date of termination and does not relieve either party of any obligations that continue upon termination.</p> <p><b>TERMINATION DUE TO ANNUAL FEE INCREASE:</b> K12 reserves the right to change the prices set forth in any Order no more often than once per Renewal Period (if any). K12 will provide written notice of any price increase to Customer at least ninety (90) days' prior to the start of the Renewal Period (if any) for which it would be applicable. Customer may, in its sole discretion, terminate the Agreement within thirty (30) days of such notice. Such termination will be effective at the end of the then-current Period or Renewal Period (if any).</p>	
Financial Responsibility Upon Termination	"Require the approved provider to be responsible for all debts of the virtual instruction program if the contract is not renewed or is terminated."	K12 shall be responsible for all debts for the Customer's virtual instruction program that arise out of K12's performance of this contract if the contract is not renewed or is terminated. This does not excuse the Customer from paying any obligations incurred resulting from its obligations under this contract or from the payment of any debts incurred under this contract for termination, unless such termination is as provided for under the clause titled Termination for Cause.	§ 1002.45 (4)(e) F. S.
Compliance Requirement	"Require the approved provider to comply with all requirements of this section."	K12 represents and warrants that it shall comply with all statutory requirements of § 1002.45 F. S.	§ 1002.45 (4)(f) F. S.

**b) Provider Requirements**

Virtual Instruction Providers must meet certain requirements as provided under Section 2 of § 1002.45 F. S. K12 represents and warrants that it meets all such requirements as an Approved Provider under Florida law. These requirements follow below:

Requirement	Text	K12 Response	Statute Reference
Non-Sectarian	"Is nonsectarian in its programs, admission policies, employment practices, and operations"	K12 represents and warrants that it adheres to a non-sectarian policy can be found here: <a href="http://www.k12.com/content/dam/k12/sites/default/files/pdf/Policy--K12-Florida-LLC-Nonsectarian-Policy-092915.pdf">http://www.k12.com/content/dam/k12/sites/default/files/pdf/Policy--K12-Florida-LLC-Nonsectarian-Policy-092915.pdf</a>	§ 1002.45 (2)(a)(1) F. S.
Anti-Discrimination	"Complies with the antidiscrimination provisions of § 1000.05"	K12 represents and warrants that it complies with the antidiscrimination provisions found in § 1000.05 of the Florida Statutes. K12's anti-discrimination policy can be found here: <a href="http://www.k12.com/content/dam/k12/sites/default/files/pdf/Policy--K12-Florida-LLC-Anti-Discrimination-Policy-092915.pdf">http://www.k12.com/content/dam/k12/sites/default/files/pdf/Policy--K12-Florida-LLC-Anti-Discrimination-Policy-092915.pdf</a>	§ 1002.45 (2)(a)(2) F. S.
Florida Offices; Administrative Staff, and Teacher Background Checks	"Locates an administrative office or offices in this state, requires its administrative staff to be state residents, requires all instructional staff to be Florida-certified teachers under chapter 1012 and conducts background screenings for all employees or contracted personnel, as required by s.1012.32, using state and national criminal	<p>Administrative Offices -- K12 has an office located at 9143 Phillips Hwy, Suite 590, Jacksonville, FL 32256</p> <p>Administrative Staff -- All K12 administrative staff located in its Florida office are Florida residents.</p> <p>Teachers -- Customer will be provided the services of Florida-certified teachers, compliant with Chapter 1012. Additionally, teachers providing such services shall comply with all Florida and national background screening requirements. Additional information can be found here: <a href="http://www.k12.com/Florida-DOE.html">http://www.k12.com/Florida-DOE.html</a></p>	§ 1002.45 (2)(a)(3) F. S.

	history records"		
Teacher and Parent Responsibilities and Teacher to Student Parent Interactions Policies	Provides to parents and students specific information posted and accessible online that includes, but is not limited to, the following teacher-parent and teacher-student contact information for each course: a. How to contact the instructor via phone, e-mail, or online messaging tools. b. How to contact technical support via phone, e-mail, or online messaging tools. c. How to contact the administration office via phone, e-mail, or online messaging tools. d. Any requirement for regular contact with the instructor for the course and clear expectations for meeting the requirement.	K12 has detailed its Teacher and Parent Responsibilities and Teacher to Student Parent Interactions Policies here: <a href="http://www.k12.com/content/dam/k12/sites/default/files/pdf/Policy--K12-Florida-LLC-Teacher-Parent-Responsibilities-and-Teacher-Student-Parent-Interactions-092915.pdf">http://www.k12.com/content/dam/k12/sites/default/files/pdf/Policy--K12-Florida-LLC-Teacher-Parent-Responsibilities-and-Teacher-Student-Parent-Interactions-092915.pdf</a>	§ 1002.45 (2)(a)(4)(a) – (e) F. S.
Prior Experience	"Possesses prior, successful experience offering online courses to elementary, middle, or high school students as demonstrated by quantified student learning gains in each subject area and grade level provided for consideration as an instructional program option. However, for a provider without sufficient prior, successful experience offering online courses, the department may conditionally approve the provider to offer courses measured pursuant to subparagraph (8)(a)2. Conditional approval shall be valid for 1 school year only and, based on the provider's experience in offering the courses, the department shall determine whether to grant approval to offer a virtual instruction program"	As one of the original companies to provide online K-12 education, K12 has over 15 years of providing online courses to elementary, middle, and high school students. Additional information about K12's experience in the online educational space can be found here: <a href="http://www.k12.com/Florida-DOE.html">http://www.k12.com/Florida-DOE.html</a>	§ 1002.45 (2)(a)(5) F. S.
Accreditation	"Is accredited by a regional accrediting association as defined by State Board of Education rule"	In 2015, the FuelEd Instructional Services Team received a five year accreditation renewal from AdvancED to 2020. The original accreditation was awarded in 2010. For additional information, please see the K12 Florida LLC Disclosure Requirements attached hereto as <b>Exhibit C</b> .	§ 1002.45 (2)(a)(6) F. S.
Curriculum Quality	"Ensures instructional and curricular quality through a detailed curriculum and student performance accountability plan that addresses every subject and grade level it intends to provide through contract with the school district, including: a. Courses and programs that meet the standards of	K12 represents and warrants that it complies with these requirements. Additional details may be found here: <a href="http://www.k12.com/Florida-DOE.html">http://www.k12.com/Florida-DOE.html</a>	§ 1002.45 (2)(a)(7) F. S.

	<p>the International Association for K-12 Online Learning and the Southern Regional Education Board.</p> <p>b. Instructional content and services that align with, and measure student attainment of, student proficiency in the Next Generation Sunshine State Standards.</p> <p>c. Mechanisms that determine and ensure that a student has satisfied requirements for grade level promotion and high school graduation with a standard diploma, as appropriate"</p>		
Publication Requirements	<p>"Publishes for the general public, in accordance with disclosure requirements adopted in rule by the State Board of Education, as part of its application as a provider and in all contracts negotiated pursuant to this section:</p> <p>a. Information and data about the curriculum of each full-time and part-time program.</p> <p>b. School policies and procedures.</p> <p>c. Certification status and physical location of all administrative and instructional personnel.</p> <p>d. Hours and times of availability of instructional personnel.</p> <p>e. Student-teacher ratios.</p> <p>f. Student completion and promotion rates.</p> <p>g. Student, educator, and school performance accountability outcomes"</p>	<p>K12 makes all information requiring disclosure available for public review. This information can be found in the K12 Florida LLC Disclosure Requirements attached hereto as <u>Exhibit C</u>.</p>	<p>§ 1002.45 (2)(a)(8) F. S.</p>
Independent Audit	<p>"Performs an annual financial audit of its accounts and records conducted by an independent certified public accountant which is in accordance with rules adopted by the Auditor General, is conducted in compliance with generally accepted auditing standards, and includes a report on financial statements presented in accordance with generally accepted accounting principles."</p>	<p>K12's parent company, K12 Inc., is publicly held and traded on the New York Stock Exchange. In accordance with applicable law governing public companies, an independent audit is performed annually. The results of K12 Inc.'s most recent audit, as well as all other required financial disclosures, can be found here: <a href="http://investors.k12.com">investors.k12.com</a></p>	<p>§1002.45 (2)(a)(10) F. S.</p>

c) Virtual Instruction Program Requirements

Florida law requires that Approved Providers and Schools develop a virtual instruction program that meets certain requirements. K12 meets such requirements as discussed in detail below:

Requirement	Text	K12 Response	Statute Reference
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Course Alignment	"Align virtual course curriculum and course content to the Sunshine State Standards under s.1003.41."	The curriculum K12 will use in the performance of its services as an Approved Provider is aligned to the Florida Sunshine State Standards. Additional details on K12 courses and curriculum can be found in the K12 Florida LLC Disclosure Requirements attached hereto as <b>Exhibit C</b> .	§1002.45 (3)(a) F. S.
Student Proficiency	"Offer instruction that is designed to enable a student to gain proficiency in each virtually delivered course of study."	K12's program is designed to enable a student to gain proficiency in each virtually delivered course of study. Additional details can be found in the K12 Florida LLC Disclosure Requirements attached hereto as <b>Exhibit C</b> .	§1002.45 (3)(b) F. S.
Instructional Materials	"Provide each student enrolled in the program with all the necessary instructional materials."	Each student will be provided with required course materials as further detailed in the Order above.	§1002.45 (3)(c) F. S.
Materials for Students Qualifying for National School Lunch Act	"Provide each full-time student enrolled in the program who qualifies for free or reduced-price school lunches under the National School Lunch Act, or who is on the direct certification list, and who does not have a computer or Internet access in his or her home with: 1. All equipment necessary for participants in the virtual instruction program, including, but not limited to, a computer, computer monitor, and printer, if a printer is necessary to participate in the program; and 2. Access to or reimbursement for all Internet services necessary for online delivery of instruction."	The provision of free materials to full-time students enrolled in Customer's virtual instruction program is the duty of Customer School District. K12 has no visibility into students that would qualify for the National School Lunch Act. K12 is happy to provision to Customer any required materials at the prices in the above Order.	§1002.45 (3)(d) F. S.
No Tuition or Registration Fees	"Not require tuition or student registration fees."	K12 does not charge students enrolled in Customer's virtual instruction program any tuition or registration fees. It charges the fees disclosed in the above Order directly to the School Board.	§1002.45 (3)(e) F. S.

**d) Student Participation Requirements**

Florida law requires that students enrolled in a virtual instruction program meet certain participation requirements. K12 facilitates compliance with these requirements as discussed in detail below:

Requirement	Text	K12 Response	Statute Reference
Compulsory Attendance	"Comply with the compulsory attendance requirements of s. 1003.21. Student attendance must be verified by the school district."	K12's Attendance, Participation and Performance Policy details the process by which K12 will facilitate compliance with this requirement. Additional details may be found here: <a href="http://www.k12.com/content/dam/k12/sites/default/files/pdf/Policy--%20K12-Florida-LLC-Attendance-Participation-and-Performance-Policies-and-Procedures-093015.pdf">http://www.k12.com/content/dam/k12/sites/default/files/pdf/Policy--%20K12-Florida-LLC-Attendance-Participation-and-Performance-Policies-and-Procedures-093015.pdf</a>	§1002.45 (6)(a) F. S.
Assessment Location	"Take state assessment tests within the school district in which such student resides, which must provide the student with access to the district's testing facilities."	K12's State Testing Policies and Procedures detail the process by which K12 will facilitate compliance with this requirement. Additional details may be found here: <a href="http://www.k12.com/content/dam/k12/sites/default/files/pdf/Policy--K12-Florida-LLC-State-Testing-Policies-and-Procedures-092915.pdf">http://www.k12.com/content/dam/k12/sites/default/files/pdf/Policy--K12-Florida-LLC-State-Testing-Policies-and-Procedures-092915.pdf</a>	§1002.45 (6)(b) F. S.

**Section 2: Florida VIP Payment Terms**

- a) **FLORIDA PRICE AND PAYMENT:** The prices and billing terms for the products, services, and licenses will be as set forth in this Amendment. Invoices shall be submitted to Customer by K12 and full payment of such invoices shall be due by Customer no more than forty five (45) days from the date of an invoice. If full payment is not timely received, K12, in its sole discretion, may cease the provision of any or all products, services and licenses. Customer agrees to pay interest at one percent (1%) per month on any unpaid balance from 30 days after the due date in accordance with the Local Governmental Prompt Payment Act, Fla. St. Chapter 218. If Customer wishes to dispute any charge invoiced to Customer by K12 or its Affiliates, Customer must submit a good faith claim regarding the Disputed Amount, in a format clearly delineated to coincide with the format of the disputed invoice and with documentation as may reasonably be required by K12 and its Affiliates to

support the claim no later than ninety (90) days after the date of the invoice. K12 will provide written notice of any price increase to Customer at least ninety (90) days prior to the start of the Renewal Period (if any) for which it would be applicable. Customer may, in its sole discretion, terminate the Agreement within thirty (30) days of such notice. Such termination will be effective at the end of the then-current Period or Renewal Period (if any).

- b) **WITHDRAWAL AND REFUND:** When a student withdraws from a K12 course, or do not otherwise complete a course (as determined by then-current Florida law), Customer shall be entitled to a pro-rata refund or credit for the specific course from which student withdrew or did not complete. For full-time student enrollments, the amount refunded or credited shall be determined by dividing the amount charged for student's course enrollment by the total number of courses the student is taking to determine the "per course" cost.

### Section 3: Florida Public Records

K12 agrees that it will:

- (a) Keep and maintain public records (as defined by Section 119.011(12) F.S.) that ordinarily and necessarily would be required by the Customer in order to perform the services herein.
- (b) Provide the public with access to public records on the same terms and conditions that the public agency would provide the records and at a cost that does not exceed the cost provided in this chapter or as otherwise provided by law. For the purposes of this contract, the Customer will forward to K12 such public records requests that it deems valid for non-privileged, non-confidential, non-exempt public records in K12's possession. K12 will evaluate the request and provide the Customer with such public records in accordance with applicable Florida law.
- (c) Ensure that public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law.
- (d) Meet all requirements for retaining public records and transfer, at no cost, to the public agency all public records in possession of the contractor upon termination of the contract and, to the extent allowed by applicable law, destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. All records stored electronically must be provided to the public agency in a format that is compatible with the information technology systems of the public agency.

### Section 4: Program Monitoring

The parties acknowledge that Customer shall regularly monitor the program and the provision of services under the program for compliance with Florida law and the terms of this Order. The scope of monitoring includes, but is not limited to, verifying the following: 1) that the curriculum plan is followed; 2) that students have met graduation requirements set forth in F.S. 1002.3105(5), 1003.4281, or 1003.4282 (if applicable); 3) that K12 maintain the confidentiality of all education records and the information contain within; 4) that K12 shall not disclose, unless allowed by applicable law or this Order, any education records without the prior written consent of the parent or Customer; and 5) that K12, to the extent require by this Order and Florida law, supplied every student participant with all instructional materials.

### Section 5: Data Security

K12 represents and warrants that it shall ensure that all "education records" (as that term is defined by FERPA) are maintained in a commercially reasonable manner and shall regularly back up such education records to prevent data loss. K12 warrants that, within fifteen business days of K12's receipt of a written request by District for student grades, progress, or user account information, K12 shall provide such data to District. K12 will take commercially reasonable efforts to ensure the quality and accuracy of education records maintained by K12. In the event Customer identifies deficiencies with regard to the quality and/or accuracy of education records maintained by K12, the Customer will provide K12 with written notice of such deficiencies and K12 and Customer will reasonably cooperate in remediating noted deficiencies.



## EXHIBIT B

### K12 Products and Services Agreement Terms

**PERIOD:** The period of this Agreement is as specified in the Order ("Period").

**DESCRIPTION OF SERVICES:** Customer will be provided with those products and services, including where applicable a limited, non-exclusive, nontransferable license, without sublicense rights, for access to K12 or its Affiliates online courses, curriculum, learning management system and applicable instructional tools and online services, for the Period and Renewal Period (if any).

**PRICE AND PAYMENT:** The prices and billing terms for the products, services, and licenses will be as set forth on the Order, except as set forth herein. Invoices shall be submitted to Customer by K12 or its Affiliates and full payment of such invoices shall be due by Customer no more than thirty (30) days from Customer's receipt of an invoice. If full payment is not timely received, K12, in its sole discretion, may cease the provision of any or all products, services, and licenses. Customer agrees to pay interest at one and one quarter percent (1.25%) per month on any unpaid balance from the due date. If Customer wishes to dispute any charge invoiced to Customer by K12 or its Affiliates, Customer must submit a good faith claim regarding the Disputed Amount, in a format clearly delineated to coincide with the format of the disputed invoice and with documentation as may reasonably be required by K12 and its Affiliates to support the claim, no later than ninety (90) days after the date of the invoice. K12 reserves the right to change the prices set forth in any Order no more often than once per Renewal Period (if any). K12 will provide written notice of any price increase to Customer at least ninety (90) days' prior to the start of the Renewal Period (if any) for which it would be applicable. Customer may, in its sole discretion, terminate the Agreement within thirty (30) days of such notice. Such termination will be effective at the end of the then-current Period or Renewal Period (if any).

**TAXES:** Customer represents that it is exempt from sales and use taxes imposed by the state and local governmental divisions in which it is located. Customer must provide K12 with Customer's exemption certificates or other proof of Customer tax-exempt status reasonably acceptable to K12.

**TERMINATION:** Either party may terminate this Agreement at any time with ninety (90) days' prior written notice to the other party for cause. Termination for cause may be used if a party breaches any material term or fails to fulfill any representation, warranty, or material condition, term, provision or obligation contained in this Agreement and fails to cure within thirty (30) days of such notice from the terminating party. Upon termination, the non-breaching party shall be entitled to seek any remedies to which it shall be entitled at law or in equity. If any change in applicable law that is enacted after the date hereof could reasonably be expected to have a material adverse effect on the ability of any party to carry out its obligations under this Agreement, such party, upon written notice to the other party may request renegotiation of this Agreement. Such renegotiation shall be undertaken in good faith. If the parties are unable to renegotiate and agree upon revised terms within 120 days of such notice of renegotiation, then this Agreement shall be terminated effective at the end of the school year in which such notice was given. Termination of this Agreement does not relieve Customer of any obligations for payments outstanding to K12 as of the date of termination and does not relieve either party of any obligations that continue upon termination.

**INFORMATION REQUIREMENTS:** Customer will provide K12 with all information reasonably required by K12 to provide the products, services, and licenses.

**FERPA AND CONFIDENTIALITY:** If Customer is a public entity receiving federal Title I funds, Customer represents that K12 is a "school official" with a "legitimate educational interest" under the definitions of those terms set forth in the Customer's Family Educational Rights and Privacy Act ("FERPA") notification(s) to students and parents during the Period and Renewal Periods (if any) of this Agreement. K12 agrees to develop, implement, maintain and use appropriate administrative, technical or physical security measures to the full extent required by FERPA in order to maintain the confidentiality of "education records" as that term is defined by FERPA. Customer recognizes and agrees that for purposes of all applicable laws, K12 has a legitimate educational interest for purposes of Customer disclosing to K12 students' education records. Regardless of whether Customer is a public entity receiving federal Title I funds, to the extent permitted by applicable law K12 or its affiliates may provide Customer with confidential information (as designated by K12) required by Customer in writing for its internal use or reporting to regulatory authorities. Customer agrees to develop, implement, maintain and use appropriate administrative, technical or physical security measures to maintain the confidentiality of such confidential information.

**SPECIAL EDUCATION AND DISABILITIES:** If Customer is a public entity receiving federal Title I funds, Customer agrees that it is the Local Educational Agency responsible for the provision of special education. The provision of special education, the creation, implementation or provision of Individualized Education Programs, the provision of reasonable accommodations or any services of any nature under the Individuals with Disabilities Education Act, the Americans with Disabilities Act, section 504 of the Rehabilitation Act or any similar law, whether federal, state or local are not services provided under this Agreement. Notwithstanding the forgoing, during the Period and Renewal Period (if any) of this Agreement, K12 will discuss, formulate and make adjustments and accommodations in furtherance of IEPs or reasonable accommodations established by Customer, but solely to the extent that K12 may do so without incurring direct or indirect costs.

**PUBLICITY:** During the Period and Renewal Period (if any) of this Agreement, Customer hereby agrees that K12 and its Affiliates shall have the right, but not the obligation, to list Customer as a customer in other materials promoting the Content. K12 will remove Customer's name from any such list within thirty (30) days after any termination of this Agreement.

**AUDIT RIGHTS:** This paragraph shall only be applicable if a Non-Hosted Solution is applicable to the order. Customer shall maintain books and records in connection with its use of the non-hosted courses for the Period of this Agreement and for at least three (3) years after the date this Agreement terminates or expires. K12 or its representatives may audit the relevant books and records of Customer during the Period of this Agreement, and for three (3) years after the expiration of this Agreement to ensure compliance with this Agreement. Any such audit shall be conducted during regular business hours at Customer's facilities

and shall not unreasonably interfere with Customer's business activities. Audits shall be conducted no more than once annually. If an audit reveals that Customer has underpaid fees due to K12 or its Affiliates, all such fees shall be paid immediately, together with interest at the rate of prime plus one percent (1%); and in the event such underpayment is in excess of five percent (5%) of the total owed to K12 or its Affiliates for any given audit period, then Customer shall, in addition, reimburse to K12 or its Affiliates the reasonable costs of conducting the audit. In connection with the license grants set forth in these Terms, (i) K12 or its Affiliates may monitor actual usage of the courses and (ii) at periodic intervals designated by K12 or its Affiliates in accordance with its then current practices, may request that Customer deliver to K12 or its Affiliates in writing a summary of the actual number of students that are currently enrolled and using the courses. Unless otherwise set forth in the applicable Order, all license Fees shall be payable in accordance with the number of students determined pursuant to the Reporting Process.

**WARRANTY:** K12 warrants that the services will be performed in a professional and workmanlike manner in accordance with commercially reasonable industry standards. THE FOREGOING WARRANTY IS IN LIEU OF ALL OTHER WARRANTIES, EXPRESS, IMPLIED, STATUTORY OR OTHERWISE, INCLUDING, BUT NOT LIMITED TO, ANY IMPLIED WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE AND K12 MAKES NO GUARANTEES AS TO THE RESULTS OR ACHIEVEMENTS OF THE STUDENTS. WITHOUT LIMITING THE FOREGOING, K12 MAKES NO GUARANTEES AND SHALL NOT BE LIABLE FOR OUTAGES OR OTHER NON-ACCESSIBILITY TO THE K12 WEBSITE, END-USER CONNECTION SPEED OR CONNECTIVITY PROBLEMS REGARDLESS OF THE CAUSE. K12 OFFERS NO WARRANTIES WITH RESPECT TO ANY THIRD PARTY PRODUCTS OR SERVICES PROVIDED PURSUANT TO THIS AGREEMENT. K12 DOES NOT WARRANT THAT USE THE SITE OR CONTENT WILL BE UNINTERRUPTED OR ERROR-FREE, THAT ERRORS WILL BE CORRECTED OR THAT IT WILL BE FREE OF VIRUSES OR OTHER HARMFUL COMPONENTS.

**INTELLECTUAL PROPERTY:** Customer acknowledges and agrees that all courses, content, software, graphics, pictures, documents, licenses, designs, and materials, and any and all derivatives thereof (collectively, Works) made available to Customer pursuant to this Agreement are protected by copyrights, trademarks, service marks, patents, trade secrets, or other proprietary rights and laws and K12 (or its Affiliates or licensors) own all right, title and interest in and to the Works. Customer acknowledges and agrees that it has no intellectual property interest or claims in the Works and has no rights to make any use of such Works except as expressly granted herein. Except as expressly authorized in writing by an officer of K12, Customer agrees not to sell, license, sublicense, rent, modify, distribute, copy, reproduce, transmit, publicly display, publicly perform, publish, adapt, edit, or create derivative works from any of the Works. Customer will not act or permit any action that would impair any of K12's (or its Affiliates' or licensors') rights in the Works. Customer agrees not to: (a) disassemble, reverse compile, reverse engineer or otherwise attempt to discover the source code of or trade secrets embodied in the Works (or any portion thereof); (b) distribute, lend, rent, sell, transfer, or grant sublicenses to, or otherwise make available the Works (or any portion thereof) to third parties, including, but not limited to, making such Works available (i) through resellers, OEMs, other distributors, or (ii) as an application service provider, service bureau, or rental source, unless expressly permitted in the Order; (c) embed or incorporate in any manner the Works (or any element thereof) into other applications of Customer or third parties; (d) use or transmit the Works in violation of any applicable law, rule or regulation, including any export/import laws, (e) in any way access, use, or copy any portion of the Works (including the logic and/or architecture thereof and any trade secrets included therein) to directly or indirectly develop, promote, distribute, sell or support any product or service that is competitive with the Works, (f) remove, obscure or alter any copyright notices or any name, logo, tagline or other designation of K12 or its Affiliates displayed on any portion of the Works. Customer shall not permit any third party to perform any of the foregoing actions and shall be responsible for all damages and liabilities incurred as a result of such actions. Customer acknowledges that in the event Customer breaches any provision contained in this paragraph, K12's interests will be irreparably injured, the full extent of K12's damages may be impossible to ascertain, and monetary damages will not be an adequate remedy. Customer agrees that K12 will be entitled to enforce this agreement by an injunction or other legal or equitable relief in any court of its choice without the necessity of posting bond or security, in addition to its right to seek monetary damages or any other remedy.

**INDEMNIFICATION AND LIMITATION OF LIABILITY:** K12 agrees to defend, indemnify, and hold harmless Customer and its employees, contractors, officers, and board members from and against any and all liabilities, claims, damages, injuries, judgments, demands and expenses, including court costs and attorney's fees, that arise out of or in connection with any acts or omissions of K12 related to or arising from this Agreement (collectively "Claims") except to the extent that such Claims arise out of actions or omissions of Customer and subject to the conditions precedent that a) Customer provide written notice to K12 within thirty (30) days of its receipt of the Claim and b) Customer permits K12 to assume the control and defense of the Claim with counsel selected by K12. IN NO EVENT SHALL K12'S LIABILITY TO CUSTOMER AND ITS EMPLOYEES, CONTRACTORS, OFFICERS AND BOARD MEMBERS UNDER THIS AGREEMENT OR FOR ANY MATTER OR CAUSE OF ACTION ARISING IN CONNECTION HERewith EXCEED THE AMOUNT PAID BY CUSTOMER TO K12 HEREUNDER. IN NO EVENT SHALL K12 BE LIABLE TO CUSTOMER, WHETHER UNDER THEORY OF CONTRACT, TORT OR OTHERWISE, FOR ANY INDIRECT, INCIDENTAL, PUNITIVE, CONSEQUENTIAL, OR SPECIAL DAMAGES (INCLUDING ANY DAMAGE TO BUSINESS REPUTATION, LOST PROFITS OR LOST DATA), WHETHER FORESEEABLE OR NOT AND WHETHER K12 IS ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. To the extent permitted by law, Customer agrees to defend, indemnify, and hold harmless K12 and its Affiliates and all of their employees, contractors, officers, and board members from and against any and all liabilities, claims, damages, injuries, judgments, demands and expenses, including court costs and attorney's fees, that arise out of or in connection with any acts or omissions of Customer related to or arising from this Agreement (collectively "Claims") except to the extent that such Claims arise out of actions or omissions of K12 and subject to the conditions precedent that a) K12 provide written notice to Customer within thirty (30) days of its receipt of the Claim and b) K12 permits Customer to assume the control and defense of the Claim with counsel selected by Customer.

**DISPUTE RESOLUTION:** The parties agree that they will use their best efforts to settle any and all disputes arising out of, under or in connection with this Agreement, including without limitation the validity, interpretation, performance and breach hereof, prior to initiating any legal proceeding, whether judicial or administrative in nature. The efforts shall be primarily between the President of K12 and the Superintendent of the Customer or their respective designees. The laws of the Commonwealth of Virginia, without regard to its conflict of laws provisions, will govern all disputes arising out of or related to this Agreement, including the validity, enforceability or construction thereof. Each party submits to the jurisdiction of the state and federal courts located in the Commonwealth of Virginia for purposes of any action, suit or proceeding arising out of or related to this Agreement and agrees not to plead or claim that any action, suit or proceeding arising out of or related to this Agreement that is brought in such courts has been brought in an inconvenient forum.

**INSURANCE.** K12 will, at its own expense, maintain commercial general liability insurance (including personal injury, advertising injury and contractual liability) with a minimum limit of liability of \$1,000,000 per occurrence and in the aggregate, professional liability insurance with a minimum limit of liability of \$500,000

per claim and in the aggregate, automobile insurance with a minimum limit of liability of \$1,000,000 combined single limit and workers' compensation insurance in the minimum amounts required by statute. All policies other than the workers' compensation policy shall name Customer as an Additional Insured. K12 shall, upon execution of this Agreement and upon request of Customer, send a certificate of insurance to show that the policies are in full force and effect and set forth the limits of liability. K12 shall not cancel the insurance policies nor cause them to be cancelled.

MISCELLANEOUS: a) A waiver of any part of this Agreement in one instance is not a waiver of any other part or any other instance; b) If any part of this Agreement is held invalid or if the applicability of any part of this Agreement is held invalid to a particular set of circumstances for any reason, such holding or declaration shall not in any way affect or impair the remaining provisions or the application to a different set of circumstances; c) Except as otherwise provided in this Agreement, neither party may assign or delegate any rights or obligations under this Agreement without the prior written consent of the other party and any such assignments shall be void and of no effect, except that K12 may assign all of its rights and obligations under this Agreement to any person or entity that controls K12, is controlled by K12, or is under common control with K12 or to any successor in interest that acquires all or substantially all of the assets of K12; d) This Agreement does not create any legal or equitable rights on the part of any third party, as a third party beneficiary or otherwise; e) K12 is not a division or any part of Customer. Customer is not a division or any part of K12. Nothing herein is intended to be construed as or to create a partnership or joint venture by or between K12 and Customer; f) Notwithstanding any other section of this Agreement, no party will be liable for any delay in performance or, except with respect to payment hereunder, inability to perform due to acts of God or due to war (declared or undeclared), riot, terrorism, civil war, embargo, fire, flood, explosion, sabotage, labor strike, internet outage or other acts beyond its reasonable control and unrelated to its fault or negligence; g) Customer and all users of licensed products shall comply with the terms and conditions of the Terms of Use pertaining to the use of courseware, web sites and learning management systems, as such terms are set forth therein; h) All representations, warranties and indemnities made in this Agreement will survive termination of this agreement; i) This Agreement and the documents to which it refers form the entire Agreement between the parties with respect to the subject matter herein. Customer may not rely on any other documents, proposals, statements, or representations by any sales or service representatives or other parties, unless expressly contained herein; j) Fuel Education LLC will provide all services, licenses and materials under this Agreement either directly or in conjunction with its Affiliates. An "Affiliate" of Fuel Education LLC is an entity that controls, is controlled by, or under common control with, Fuel Education LLC and "control" means the possession, directly or indirectly, of the power to direct or cause the direction of the management policies of an entity, whether through the ownership of securities, by contract or otherwise. Fuel Education LLC and its Affiliates shall be referred to collectively as K12; k) All written notices required by the terms of this Agreement will be sent to the Superintendent of the Customer at the address set forth above and to the General Counsel of K12 at 2300 Corporate Park Drive, Herndon, VA 20171 (and such addresses may be changed upon proper notice to such addressees). Notice may be given by either certified or registered mail, postage prepaid, return receipt requested, or reputable overnight carrier, postage prepaid and is deemed to have been given three days after mailing or, as to overnight delivery, on the date of personal delivery to the address stated thereon.

## K12 FLORIDA LLC DISCLOSURE REQUIREMENTS

Section 1002.45, Florida Statutes., requires the Provider to publish, for the general public, and as part of this application and any subsequent applications or contracts with school districts, the following information:

### SOURCE OF ORIGIN OF CURRICULUM AND COURSE CONTENT

- **Information and data about the curriculum of each full-time and part-time program. Please include, at minimum, the source or origin of curriculum and course content, specific research and best practice used in design, the basis for and frequency of revisions, research related to effectiveness of curriculum, evidence that content and assessments are accurate, free of bias, and accessible for students with disabilities and limited English proficiency. Post a list identifying the National Collegiate Athletic Association (NCAA) approval status for each applicable high school course offered.**

K12 Florida LLC (“K12”), currently authorized by the Florida Department of Education to participate with school districts in the Virtual Instruction Program as well as to provide virtual instruction services to cyber charter schools, is a wholly owned subsidiary of K12 Inc., the largest provider of individualized online education programs primarily for students in kindergarten through high school in the U.S. K12 Inc. was founded in 2000 to utilize advances in technology to provide children with access to a high-quality public school education regardless of their geographic location or socioeconomic background. In the 2017-2018 school year, K12 Inc. and its subsidiaries served full-time students in public schools we managed in thirty-three states and the District of Columbia. We also served public school districts and schools in all 50 states through our Institutional Sales business, Fuel Education LLC (“FuelEd”), providing curriculum, technology solutions, teachers, professional development and other support services customized to school and/or district needs.

K12 Inc. has invested to develop and acquire curriculum and online learning platforms that promote mastery of core concepts and skills for students of all abilities using the K12 Inc. suite of services and instructional curriculum and courseware which we will collectively refer to as “K12” in this document (currently including K12, FuelEd Online Courses, Anywhere Learning System, Middlebury Interactive Languages, LTS Education Systems, LearnBop and Career Pathways curriculum). K12 Inc. provides a continuum of technology-based educational products and solutions to cyber charter schools, public school districts, public schools, private schools, and families as we strive to transform the educational experience into one that delivers individualized education on a highly scalable basis. As an innovator in K-12 online education, we believe we have attained distinctive core competencies that allow us to meet the varied needs of our school customers and students and have shown academic success and achievement in the schools we serve.

## CURRICULUM AND COURSE CONTENT

The design, development, and delivery of K12's curriculum are grounded in a set of guiding principles that promote critical thinking and problem solving skills to prepare students for the demands of the 21st Century. K12 uses "big ideas" in every subject area to organize the explicit learning objectives for each course. K12 content experts have developed a clear understanding of those subjects and concepts that are often difficult for students to grasp. Greater instructional effort is focused on the most important concepts (the biggest ideas) and on the most challenging concepts and skills (as revealed by experience and research). K12 uses existing research, feedback from parents and students, and experienced teacher judgments to determine these priorities and to modify K12's learning systems to guide the allocation of each student's time and effort.

The K12 curriculum aligns to the Common Core State Standards, the Next Generation Science Standards, and the iNACOL National Standards for Quality Online Courses. The objectives are crafted from educational research, state and national standards, and deep content expertise. Each course clearly identifies the objectives to be mastered in each lesson, unit, and semester. The lesson objectives are clearly defined in each unit and lesson on the learning platform in the Lesson Resources section.

Several types of multimedia are standard in the K12 curriculum and used strategically to engage different learning intelligences, particularly visual and kinesthetic learners who are often harder to engage through traditional teaching methods:

- *Audio*: maximize the learner's ability to process information without being overwhelmed by visuals
- *Photographs/illustrations*: help represent, organize, and interpret the content
- *Interactive activities*: used to segment content, personalize learning, promote agency in learning, and offer opportunity to engage in activities incrementally increasing in cognitive difficulty (See Interactive Framework, below)
- *Technology-Enhanced Item types*: offer students opportunity to demonstrate varying depths of knowledge mimicking high-stakes testing demands
- *Animations/Videos*: used as concrete modeling of behavioral learning objectives, hooks to introduce real-world applications, and brings instruction to life

As an example of interactive activities, many K12 science courses now include interactive virtual labs (vLabs). The vLabs offer highly engaging online experiments that enable students to demonstrate the scientific method, test a hypothesis, witness various outcomes, and examine sources of error. Course vLabs can be used to reinforce concepts learned in the hands-on labs or, when appropriate, supplement or replace certain onsite labs.

### **Interactive Framework**

Enhancements to the K12 curriculum have introduced an interactive framework designed to fully reap the benefits of online learning. To achieve this, direct instruction and practice activities must do more than present students with text on a screen. New courses are carefully designed to match interactivity level to the cognitive level of the task at hand, based on research-backed principles of cognitive science.

Enhancements to the K12 K-8 curriculum include a variety of innovative games embedded in the courses – full “stand-alone” but instructionally integrated games in over 500 locations throughout core subjects in grades K-8—plus countless smaller, game-like interactives. The K12 inventory of games is growing each semester.

K12 has also launched mobile applications for iOS and Android devices which are available free to download from iTunes and Google Play. The mobile applications are in addition to the curriculum and are designed to allow students to practice skills at any time.

In addition to the online curriculum, the K12 curriculum provides students with interactive offline learning in a number of ways:

- Multiple ways to complete questions, self-assessments, and study guides
- A variety of hands-on manipulatives and supplies to encourage investigation and make the course as much about offline learning as online learning
- Live web-based teacher-student interactions provide for 1:1 and/or group learning. These activities generate opportunities for student communication through remediation, practice, critical thinking, short projects, and more.

### **Elementary and Middle School Curriculum**

From Kindergarten through 8<sup>th</sup> grade, K12 courses are categorized into seven major subject areas – math, science, language arts/English, history, art, music, and world languages – plus adaptive K-5 math courses and supplemental courses. The proprietary elementary and middle school curriculum includes the courses that students need to complete their core kindergarten through eighth grade education, with more than 700 engaging lessons in each subject. These courses focus on developing fundamental skills and teaching the key knowledge building blocks or schemas that each student needs to master the major subject areas, meet state standards and complete more advanced coursework. The curriculum includes assessments built into nearly every lesson to ensure mastery and provide for remediation or enrichment where necessary.

**Math:** K12's elementary (grades K-5) Math program is designed to establish fluency in arithmetical computation (daily-life, functional math) while also deepening the ability to reason mathematically (conceptual math). A suite of courses collectively called Summit Math represents K12's second generation of research and development into effective approaches in early mathematics instruction and current e-learning instructional design.

K12's Math courses emphasize an active, multi-sensory approach to ensure that students understand the concrete realities that underlie mathematical concepts. Regular practice and review ensures mastery of basic skills. Embedded online games and animations motivate students and help illustrate concepts, while challenge problems help develop critical thinking skills.

In Math Plus courses, many lesson assessments are linked to backup adaptive lessons for students needing extra practice. The engaging approach features colorful graphics and animation; learning tools, and games; adaptive activities that help struggling students master concepts and skills before moving on; and focused support for Learning Coaches to help their children succeed. From helping younger students

make the link between the concrete and the abstract to immersing older students in the symbolic manipulations of Algebra, K12 Math provides a thorough mathematical grounding.

**Science:** K12 offers real science for young students. The program balances hands-on experience with systematic study of scientific terms and concepts. Students receive lab supplies and materials that give them a hands-on experience to enhance their understanding of experimental procedures and scientific concepts. Exploring life, earth, and physical sciences in each grade, K12 science nurtures curiosity, analytical skills, and an appreciation of how the world is shaped by ongoing scientific and technological advances.

Students learn about the human body, plants and animals, rocks and minerals, stars, matter, motion, electricity, magnetism, and much more. Through hands-on experiments, the program helps students develop skills of observation and analysis, and learn how scientists understand our world, using materials shipped to students in kits. This fundamental instructional practice of applied science has prepared the K12 science courses for the Next Generation Science Standards, with their notable emphasis on applied science in the NGSS's newly explicit engineering strand.

**Language Arts/English:** K12 Language Arts/English courses help students develop important reading and writing skills, while also inspiring a love of literature. Combining Phonics, Literature, Language Skills, and Spelling lessons, the Language Arts/English program emphasizes classic works from a diverse range of cultures and traditions, documentary and non-fiction texts, and writing as a process, and so prepares students well for standardized tests in the areas of language skills and reading comprehension. Younger children learn the basics of phonics and grammar and prepare for reading through systematic, multi-sensory activities; while older students develop literary analysis and comprehension skills by reading novels and nonfiction works.

**History:** K12 emphasizes the story in History—a story that includes not only great women and men but also everyday people. With integrated topics in Geography and Civics, K12 History opens young minds and imaginations to far-off lands, distant times, and diverse cultures. The kindergarten History program takes students on a world tour of the seven continents and provides an overview of American History through a series of biographies of famous Americans. The History program in grades 1–4 tells the story of civilization from the Stone Age to the Space Age, while students in grades 5 and up explore major themes and topics in greater depth through survey courses in American and World History. As required in Florida, a civics education course is offered as preparation to pass the Florida Civics EOC Assessment to be eligible for promotion from middle school.

**Art:** Following timelines parallel to those of the History lessons, K12 Art lessons introduce students to great works of art from different cultures and eras, while engaging them in creative activity, including painting, drawing, sculpting, and weaving using materials such as oil pastels, crayons, molding clay, plaster, yarn, and more. Students are introduced to the elements of art—line, shape, color—and identify different types of artworks such as portrait, landscape, and still life as they learn about important paintings, sculpture, and architecture. They study the works of famous artists and learn about different artistic movements such as Impressionism and Cubism and explore artistic traditions of diverse lands and cultures. Students also create their own works of art similar to those they have learned about, such as mobiles, collages, and stained glass.

**Music:** Spotlight on Music explores and builds foundational music skills. This course offers a variety of learning activities that include singing, dancing, virtual instruments, listening maps, and authentic sound recordings. Music comes to life in the course through six units that are organized into three sections: Spotlight on Concepts, Spotlight on Music Reading, and Spotlight on Celebrations. Students learn about these musical elements: duration, pitch, design, tone color, expressive qualities, and cultural context. Students explore music from around the world while also exploring beat, meter, rhythm, melody, harmony, texture, form, tone color, dynamics, tempo, style, and music background. Students also have the opportunity to perform seasonal and celebratory songs.

**World Languages:** K12 offers the only online language-learning program designed specifically for students in the lower elementary grade levels. The K12 offering in World Languages, Middlebury Interactive Languages, gives students a choice of World Language courses and helps students to read, write, speak, and listen for meaning in the languages they choose to study, with an overall emphasis on proficiency. Combining a variety of games, simple narratives, and regular writing and speaking challenges, the World Language program highlights common vocabulary terms and phrases, introducing younger students to a wide range of grammar patterns, while helping older students master numerous grammar principles. Courses prepare students to put their new language to use, incorporating the vocabulary and patterns they have learned.

In addition, culture lessons challenge younger students to recognize different cultural manifestations, while older students analyze and compare practices and perspectives of various cultures. Because learning a language involves a variety of learning skills, studying a foreign language can enhance a student's ability to learn and function in several other areas. Children who have studied a language at the elementary level score higher on tests in reading, language arts, and math. People who have learned foreign languages show greater cognitive development in areas such as mental flexibility, creativity, and higher order thinking skills, such as problem-solving, conceptualizing, and reasoning.

In addition to cognitive benefits, the study of foreign languages leads to the acquisition of some important life skills. Because language learners learn to deal with unfamiliar cultural ideas, they are much better equipped to adapt and cope in a fast-changing world. They also learn to effectively handle new situations. In addition, the encounter with cultures different from one's own leads to tolerance of diverse lifestyles and customs and it improves the learner's ability to understand and communicate with people from different walks of life.

### **High School Curriculum**

Whether targeting a top-tier, four-year university; a local community college; or an immediate career, high school students can choose from an array of appropriately paced course offerings in order to maximize their post-high school success.

K12 courses meet all graduation requirements, and the diversity of electives is designed both to help students earn their high school diploma and find their own path to post-high school success.

Math, English, Science, and History courses are offered in a range of levels (Core, Comprehensive, Honors, and Advanced Placement; see details below). Unlike other programs, where a student must be on a particular "academic path", the K12 program allows students to chart their own course, choosing from a number of levels of courses designed to match various aptitudes and goals. So, if a student excels



in Math and Science, they may take all Honors/AP courses in those subjects, while choosing from among Core or Comprehensive versions of English and History courses. These multiple course levels prevent students from being “locked in” to one level of a particular subject and reflect and support the natural progress and growth of each student. Foundational and credit recovery courses are offered to meet the needs of diverse learners.

K12 continues to invest in the high school curriculum to improve accessibility and interoperability with mobile devices. Most K12-produced textbooks, reference guides, literature readers, and lab manuals are now offered in a digital, online format (PDFs, eBooks) and are optimized for use with mobile devices. New content is developed following mobile-first development practices and support responsive design.

By using the K12 high school curriculum, the School allows students to harness the power of individualized learning by choosing from the following levels of Math, English, Science, and History courses:

- **Core courses:** Topics are broken into discrete modules that are taught in tandem with the framework students need to develop strong study skills. Rich, engaging content with interactive demonstrations and activities help students absorb and retain information.
- **Comprehensive courses:** Students do more extensive writing and research projects, and tackle problems that require more analytical thinking. Course projects and activities also demand more independent thinking and self-discipline than projects in Core courses.
- **Honors courses:** Students are held to a greater degree of accountability in which they must show even greater independence and self-discipline. Students synthesize and evaluate information and concepts from multiple sources and read texts typically assigned in college-level courses. Students also demonstrate college-level writing in essays that require analysis of primary and secondary sources, responsible use of evidence, and comprehensive citation of sources. Honors projects—emphasizing duration over time, group and collaborative work, and communication skills—are inspired by the principles embodied in the 21st Century Skills Initiative.
- **Advanced Placement (AP) Courses:** The K12 curriculum offers an AP array that is far larger than that in most conventional brick-and-mortar schools. K12 re-evaluates its AP catalog of courses in accordance with changing College Board guidelines, and student and school requests. AP courses are college-level courses that follow curriculum frameworks specified by the College Board. These courses are designed to prepare students for success on AP exams, providing students the opportunity to earn credit at many of the nation’s colleges and universities.

In SY2018-2019, K12 offers 17 Advanced Placement courses. Syllabi for those courses were officially approved through the College Board’s AP audit process from August through November 2018.

**History:** K12 high school History emphasizes the narrative of History—a narrative story that includes great historical figures as well as everyday people, and the governments, arts, belief systems, and technologies they have developed in various cultures over time. These History courses meet state and national standards for content and skills and are offered at levels appropriate to the student’s needs.

Courses in World History, Modern World History, United States History, and Modern United States History combine stunning textbooks (in both conventional and online formats) published by K12 and integrated with interactive online lessons that guide students' reading, reinforce major concepts, allow students to practice the skills of the historian, and enrich student learning through virtual field trips, discussion boards, and a variety of research and skills activities. Online lessons also integrate topics in Geography, Civics, and Economics into the study of history. Economics and U.S. Government courses are also offered to meet graduation requirements.

**English:** K12 high school English courses are designed to engage students in reading quality literature, writing in diverse genres, and communicating ideas in a variety of media. All courses offer students the opportunity to read short stories, novels, dramas, poetry, and nonfiction from classic and contemporary authors. Students demonstrate their mastery of literal and inferential comprehension and then progress to more complex tasks of literary analysis and interpretation. K12 English courses focus on the craft of writing and the development of oral and written communication skills in standard (formal) English through structured lessons in composition, which include opportunities for teachers to provide frequent feedback so that students may revise and refine their work. By engaging in systematic practice in vocabulary, grammar, usage, and mechanics, and reading comprehension, students hone critical skills which are frequently found in standardized assessments.

**Science:** K12 offers a complete high school curriculum in science. The curriculum includes courses in physical science, biology, earth science, chemistry, physics and environmental science.

K12 science courses provide hands-on exploration: courses have the option to use real materials to conduct scientific laboratory investigations at home. Options also exist to take these courses using virtual laboratories that reflect actual laboratory experience in a virtual setting. Throughout the sweep of K12 high school science courses, students become familiar with, and practice using, science processes and scientific methods. They develop skills in areas such as questioning, hypothesizing, data collection and analysis, and forming scientific conclusions. Each K12 high school science course prepares students for college science courses, not only by providing solid, scientifically accurate content but also by developing laboratory awareness and skills, and by firmly anchoring students in scientific principles.

**Math:** K12 high school Math balances mastery of fundamental skills with critical thinking and problem-solving. The program emphasizes an active, research-based approach to ensure that each student understands the mathematical concepts, but also is able to master critical skills. Each course has both online and offline components. Online exploration, narration, and interactive activities help students develop and hone understanding of key concepts and skills. Online lessons also include worked examples that provide guidance and scaffolding to help students make connections between the concepts and the skills. Some worked examples are animated to bring the math to life, while others provide students with the ability to interact with a structured, partially-completed problem.

The textbooks (in both offline and digital formats) provide reference information, more worked examples. Robust, well-sequenced problem sets so students can learn by practicing are offered in every math course whether online or offline. Each lesson also includes resources that help teachers and mentors support students. Formative assessments come in the form of computer-scored quizzes. Summative assessments include computer-scored as well as teacher-graded components with robust rubrics.

Many courses are available in various levels including Core, Comprehensive, Honors, and AP. Among the math courses offered are Algebra I, Algebra II, and Geometry to meet graduation requirements.

**World Languages:** K12 offers a selection of World Languages for high school students that meet the graduation requirements for the 24 Credit Standard High School Diploma option and the 18 Credit Academically Challenging Curriculum to Enhance Learning (ACCEL) Diploma option.

### **Elective Curriculum:**

K12's core curriculum is enhanced by a wide array of electives that enriches students' education in essential areas—including those identified by the 21st Century Skills and STEM initiatives—and will prepare students well for the world beyond high school. K12's elective curriculum includes courses in:

- **World Languages:** World Languages are increasingly important in the economy today, and students can take up to four years (including college-level AP) of courses in a variety of World Languages. K12's online language courses include recording technology so students' speaking ability can be accurately assessed by their teachers. Languages include: Spanish, French, German, Latin, Japanese, and Chinese.
- **Science:** Special interests in science can be pursued in Environmental Science, Renewable Technologies, Astronomy, or Forensic Science.
- **Social Science:** Students interested in the social sciences can elect to explore Anthropology, Psychology, Economics, Civics, Sociology, Family and Consumer Science, Archaeology, or Contemporary World Issues.
- **Fine Arts:** Electives in the arts include Fine Art, Music Appreciation, and AP Art History.
- **Technology and Computer Science:** A variety of technology and computer science courses are in K12's portfolio, ranging from basic Computer Literacy to AP Computer Science. Students may explore career avenues with courses including Java Programming, Digital Art, Image Design and Editing, Audio Engineering, Engineering Design/CAD, C++ Programming, and Web Design. Technology and computer science courses are heavily project-based, and students complete the courses with portfolios of completed work.
- **Business:** Students are given additional opportunities to explore careers with Introduction to Marketing I and II and Accounting. They can get practical experience in creating budgets, developing long-term financial plans to meet their goals, and making responsible choices about income and expenses with Personal Finance. Consumer Math's comprehensive review and study of arithmetic skills has both personal and vocational applications.
- **Health and Physical Education:** Students can earn credit and learn essential skills with the courses Skills for Health and Physical Education. Physical Education, which may be repeated for additional semesters as needed to meet state standards, requires daily physical activity, verified by a parent or mentor. Both courses are also available as credit recovery.
- **Communications:** Students can pursue their interests in communications with courses in Journalism, Public Speaking, or Creative Writing.
- **Elective Advanced Placement courses:** Including Macroeconomics, Microeconomics, and Psychology: Depending on the policies of the college they attend, students may receive college credit, advanced placement, or both by taking the AP exam associated with an AP course and earning a score of 3 or higher.

- **College and Career Readiness:** Students are guided through high school with a series of courses called Finding Your Path. These courses, which include K12's school-counseling tool, help students navigate the unique challenges of each year of high school, plan ahead, and meet their goals. Other courses that focus on study skills, school success, and future plans include Reaching Your Academic Potential and Achieving Your Career and College Goals. Students may also get valuable work experience and school credit for projects they design themselves in Service Learning. Examples of college and Career Readiness courses include:

### **Career Technical Education**

K12 recognizes that student plans after high school will vary and may include immediate immersion in the work force as well as post-secondary education. K12 has recently augmented their catalog and will continue to expand their offerings in the area of CTE to increase students' career and industry readiness by high school graduation. Examples of these CTE offerings extend from individual courses that are part of their catalog to sequences of courses in programs that result in preparedness to earn industry-recognized certifications.

K12 offers a wide range of CTE courses, from career exploration courses to in-depth content in 30 of the Career Pathways™ in six of the sixteen National Career Clusters™. K12 is continuing to develop additional exploration courses and in-depth courses based on other pathways identified in the National Career Cluster Framework.

### **Remediation and Credit Recovery**

K12 and its curriculum experts are prepared to meet all students where they are. The K12 curriculum also provides two kinds of courses for struggling students, "at risk" students, and students who have not successfully completed courses required for graduation:

- **Remediation courses:** These courses bring students up to grade level in math and English—guiding them through the skills and knowledge needed for success. Remediation courses evaluate students' current knowledge and provide the instruction needed for them to successfully continue their studies at a high school level.
- **Credit recovery courses:** These courses allow students to gain credit for courses they have previously taken and not completed successfully. They include diagnostic unit tests assessing students' understanding of fundamental content and direct them to review or move ahead accordingly. Fresh, engaging content delivered with new approaches helps students grasp concepts they missed the first time. Designed to provide flexibility in delivering teacher support, these courses include computer-graded assignments and assessments with the option to augment teacher-graded assignments and assessments, as appropriate.

### **SPECIFIC RESEARCH AND BEST PRACTICE USED IN DESIGN**

K12 provides a rich, research-based curriculum that has been proven to deliver strong student achievement and growth. The program is designed to meet the needs of diverse student populations by integrating multiple assessment tools, cognitive learning strategies, and instructional supports. The pedagogical approach incorporates development of a research-based curriculum with built-in cognitive science-based learning strategies and a design that anticipates and assesses for common misconceptions that interfere with student learning and progress. K12 provides a full service product unique in the e-

learning space through its award-winning curriculum and instructional supports, training, and professional development for teachers designed to leverage best practices from brick and mortar classrooms that are adapted to the e-learning environment.

### **A Research-based Pedagogical Basis**

Extensive and ongoing research ensures that the K12 curriculum is based on sound principles of instructional design and delivery. The research base includes:

- **Research on the Structure of Expert Knowledge:** (including mathematicians, scientists, historians, writers, and others) to map the relationships among big ideas, facts, and skills in each subject area
- **Research on General Instructional Principles:** empirically-tested principles of online instruction using multimedia resources
- **Research on Teaching Specific Topics and Addressing Possible Misconceptions:** helping students overcome misconceptions related to complex instructional objectives
- **iNACOL National Standards for Quality Online Courses, version 2:** including online course guidelines for content, instructional design, student assessment, technology, and course evaluation and support
- **Proven Strong Student Achievement and Outcomes:** performance evaluations based on a variety of assessments administered throughout the school year to inform and evaluate the teaching and learning cycle
- **A Curriculum Designed to Meet Diverse Needs:** providing unit-level and lesson-level goals and objectives, online and offline activities, and other attributes to meet diverse student needs
- **Multiple Assessment Tools and Strategies:** assessment tools and strategies linked to learning objectives allowing students to demonstrate what they have learned in a variety of ways
- **Cognitive Science Research on How Students Learn:** K12 has an Assessment and Research team dedicated to reviewing and synthesizing cognitive science research who work with course development teams to ensure that K12 course developers draw on methods shown by scientific research to be effective in improving learning. The Assessment and Research team includes a doctorate-level cognitive science statistician who has conducted original research specific to e-learning teaching methods and tools in addition to studies of the effectiveness of their curricula. In addition to the cognitive science research that goes into K12 curriculum, the team also conducts evaluations of the assessment materials that are used to measure student performance as they move through the courses. The alignment between the cognitive research, student performance measurement, and instructional strategies are targeted to ensure best practice and student accessibility to K12 curriculum.

K12 Inc. has documented how our courses are aligned to Florida online courses including alignment to the Florida Standards, the Mathematics Florida Standards (MAFS), Language Arts Florida Standards

(LAFS), and the Next Generation Sunshine State Standards for Science (NGSSS)). The K12 curriculum is also aligned to K12 Inc.'s mission to help students reach their full potential through inspired teaching and personalized learning.

### **iNACOL National Standards for Quality Online Courses, version 2**

In 2007, the International Association for K-12 Online Learning (iNACOL) published standards based closely on work originally formulated by the Southern Regional Education Board (SREB). iNACOL's standards outline quality guidelines for online courses—covering content, instructional design, student assessment, technology, and course evaluation and support. Schools and other educational organizations use these standards as a rubric for evaluating the quality of any online courses they wish to offer. The iNACOL standards were revised in late summer 2011. K12's courses have been so widely recognized for embodying best practices for online learning that K12's curriculum department was invited to join the committee for revising the standards. Version 2—published in October 2011—includes reformulated standards that are more easily applicable and verifiable in the growing landscape of different online scenarios.

A K12 evaluation of its courses against the iNACOL standards reveals high marks for compliance. Documentation for alignment with the 2011 standards is available for review.

### **Proven to Deliver Strong Student Achievement and Outcomes**

To assess the effectiveness of curriculum and instruction across all K12 public school programs (which, state by state, follow different standards and administer different assessments), K12 uses a variety of readiness, formative, summative, and state-required assessments at applicable grade levels. Readiness assessments offer an initial benchmark for student skill level in each core area, which allows teachers to differentiate instruction based on student needs. Summative and state-required assessments are used to measure student learning at culminating points in a student's academic career, such as at the end of a semester or the end of the school year. Student performance is evaluated to inform and evaluate the teaching and learning cycle.

### **A Curriculum Designed to Meet Diverse Needs**

- Each K12 course follows a carefully organized scope and sequence articulating measurable unit-level goals and lesson-level objectives that clearly state what students should know and be able to do at the end of the course. To help students master the objectives, K12 creates and assembles a wide variety of learning components to satisfy the diverse needs of students in multiple learning environments.
- K12 lessons address multiple learning styles, including auditory, visual, and kinesthetic modalities. The online curriculum is designed in a rich, multimedia format to engage different learning intelligences, particularly visual and kinesthetic learners who are often harder to engage through traditional teaching methods.
- Online and offline activities within the K12 curriculum can be adapted in ways to accommodate student needs, and new tools allow high school teachers to adjust and augment curriculum for individual students.

- The K12 curriculum includes several types of activities to enhance students' critical thinking. As students develop factual knowledge, problem-solving skills, and conceptual understanding, they practice critical thinking through a variety of tasks that require them to reflect on what they've learned and how it applies to new tasks and situations.
- K12 is committed to delivering a curriculum that is multicultural, pluralistic, and inclusive. Curriculum developers are trained in how to guard against demographic, geographic, political, racial, and intellectual bias.

#### **A Curriculum with Multiple Assessment Tools and Strategies**

- K12 assessments employ a variety of formats, allowing students to demonstrate what they have learned in a variety of ways, from online computer-scored multiple choice tests to extended performance tasks evaluated by the teacher. In many courses, teachers are provided detailed rubrics to guide evaluation.
- K12's assessments are consistently linked to clearly-stated learning objectives designed to capture varying depths of knowledge, including recall of factual information, deep understanding of concepts, strategic application of concepts and skills, and metacognitive knowledge. Instructional activities are built directly from the objectives and related to the assessment items, ensuring coherent alignment of objectives, instruction, and assessment.
- Appropriate assessments are built into almost every lesson to evaluate mastery and guide instruction to remediation or enrichment.

#### **BASIS FOR AND FREQUENCY OF REVISION**

K12 Inc. reviews course content on a regular basis to update and enhance course content, materials, instructions and assessments. Every student and teacher benefits from courses including assessments that take advantage of the newest standards, proven instructional methods and the latest technology. Regardless of the reason, K12 Inc. is committed to maintain up-to-date, standards-based, fully aligned courses. K12 Inc. has an in-house product development team that stays in touch with changes and quickly acts to keep courses current.

Each year our content development group prepares a development plan for new courses and course enhancements based on emerging needs, client feedback, and input from teaching staff. In general, K12 courses are revised or redeveloped every few years, depending on age and changes in academic standards. State and national standards are subject to review and change for any given year due to real world contexts.

User feedback is reviewed daily and minor changes, called "maintenance", are made throughout the year based on the feedback. Feedback is a crucial part of the course development process and maintenance of the course.

## RESEARCH RELATED TO EFFECTIVENESS OF CURRICULUM

K12 Inc., using the K12 suite of services and instructional curriculum and courseware has shown academic success and achievement in the schools it serves across the country.

- In 2018, AdvancED, a nonprofit nationwide accreditation agency for schools and school systems, renewed its five year quality assurance accreditation of K12 Inc. AdvancED is the world's largest education community. AdvancED was created through a 2006 merger of the PreK-12 divisions of the North Central Association (NCA) and the Southern Association of Colleges and Schools (SACS)—and expanded through the 2011 acquisition of the Northwest Accreditation Commission (NWAC).

AdvancED conducts rigorous, on-site external reviews of PreK-12 schools and school systems to ensure that all learners realize their full potential. AdvancED Education Service Agency (ESA) Accreditation is a systems approach to improving learner performance results over time. This Accreditation recognizes that increasing student achievement is more than improving instruction. It is a result of how effectively all the parts of the corporation - the leadership, schools, and classrooms served - work together to meet the needs of learners.

To earn and maintain Accreditation, K12 Inc. must:

- Meet quality standards set forth by AdvancED.
  - Engage in a continuous process of improvement.
  - Demonstrate quality assurance through internal (Self-Study) and external review (Quality Assurance Review).
- In 2015, the FuelEd Instructional Services Team received a five year accreditation renewal from AdvancED to 2020. The original accreditation was awarded in 2010.
  - In 2007, K12 Inc. managed public schools graduated their first cohort of just 12 students. Since that time, more than 40,000 students have earned a high school diploma including more than 8,500 students who graduated in 2018 from online and blended schools using the K12 education program. Students graduating from K12 Inc. virtual schools have enrolled in hundreds of higher education institutions. They can be found attending selective universities, schools of liberal arts, culinary arts, business, fine arts, and top technology and fashion institutes, among others. Graduates are also going into careers--in the military, apprenticeship programs, on the job training or directly into the workforce.

### **K12's Suite of Curriculum Content and Assessment**

School leaders and teachers will review curriculum, assessments, and supplemental materials each year or upon a change in state standards and/or assessments, to ensure standards alignment and ability to differentiate instruction and assessment. This includes instructional mapping, which is a process for collecting and planning instruction using curriculum related data that identify core skills, processes employed, and priority standards for each subject area and grade level. Modifications will be made throughout the year as determined by the school leaders and teachers as necessary.



K12's highly credentialed subject matter experts bring their own scholarly and teaching backgrounds to course design and development and are required to maintain relationships with and awareness of guidelines from nearly 70 national and international subject area associations.

- AAAL—American Association for Applied Linguistics
- AAAS—American Association for the Advancement of Science
- AAPT – American Association of Physics Teachers
- AATF—American Association of Teachers of French
- AATG—American Association of Teachers of German
- AATSP—American Association of Teachers of Spanish and Portuguese
- Accessible Book Consortium
- ACL—American Classical League
- ACTE – Association for Career and Technical Education
- ACTFL—American Council on the Teaching of Foreign Languages
- ADA National Network
- ADP/Achieve.org—American Diploma Project from [www.Achieve.org](http://www.Achieve.org)
- Advance CTE
- AERA—American Educational Research Association - <http://www.aera.net>
- APA—American Philological Association
- Assistive Technology Industry Association
- CCSSO—Council of Chief State School Officers – [www.ccsso.org](http://www.ccsso.org)
- CEFR—Common European Framework of Reference for Languages
- Center for Civic Education
- Center on Online Learning and Students with Disabilities
- CLTA—Chinese Language Teachers' Association
- CRESST—National Center for Research on Evaluation, Standards, & Student Testing – [www.cresst.org](http://www.cresst.org)
- Final Report 2008: Foundations for Success
- Getty Education Institute for the Arts
- Head Start
- IAD—International Dyslexia Association
- ILR—International Language Roundtable
- ILTA—International Language Testing Association
- iNACOL—International Association for K–12 Online Learning
- IRA—International Reading Association
- IUPAC—International Union of Pure and Applied Chemistry
- MCREL—Mid Continent Research for Education and Learning
- NAEA—National Art Education Association
- NAEP—National Assessment of Educational Progress – [www.nces.ed.gov/nationsreportcard](http://www.nces.ed.gov/nationsreportcard)
- NAS—National Academy of Science
- NASPE—National Association for Sport and Physical Education
- National Art Education Association
- National Association for Gifted Children
- National Association for Music Education
- National Center on Accessible Education Materials
- National Center on Universal Design for Learning

- National Geographic
- National Mathematics Advisory Panel
- NCAA
- NCEE—National Council on Economic Education
- NCES – National Center for Education Statistics – [www.nces.ed.gov](http://www.nces.ed.gov)
- NCHE—National Council for History Education
- NCHS—National Center for History in the Schools
- NCSA—National Conference on Student Assessment - <http://www.ccsso.org/ncsa.html>
- NCSS—National Social Studies Standards
- NCTE—National Council of Teachers of English
- NCTM—National Council of Teachers of Mathematics
- NETS/ISTE—National Educational Technology Standards from the International Society for Technology in Education
- NGSS—Next Generation Science Standards
- NICHD—National Institute of Child Health and Human Development
- NIFL—National Institute for Literacy
- NRP—National Reading Panel
- NSTA—National Science Teachers Association
- PARCC—Partnership for Assessment of Readiness for College and Careers
- Partnership for 21st Century Skills
- PISA—Programme for International Student Assessment – [www.oecd.org/pisa/aboutpisa](http://www.oecd.org/pisa/aboutpisa)
- President's Council on Fitness, Sports, and Nutrition
- Quality Indicators for Assistive Technology
- Smarter Balanced Assessment Consortium
- Teachers of English to Speakers of Other Languages
- The College Board
- The President's Challenge
- W3C—World Wide Web Consortium
- WCAG—Web Content Accessibility Guidelines

## **EVIDENCE THAT CONTENT IS FREE OF BIAS AND ACCESSIBLE FOR STUDENTS WITH DISABILITIES AND LIMITED ENGLISH PROFICIENCY**

Bias is prevented in both content and assessments by rigorous training of Content Specialists, Writers, Instructional Designers, Visual Designers, and Editors. The K12 Inc. Style Guidelines devote a section to how to guard against demographic, geographic, political, racial and intellectual bias. Here is our policy statement on the issue:

### ***Multiculturalism and the K12 Curriculum Within the American and Global Contexts***

*The motto on the Great Seal of the United States—E pluribus unum (“out of many, one”)—affirms the bold ambition of our country to forge a unified nation out of a wide diversity of backgrounds and beliefs. At K12 Inc., we believe that students should understand and value both the pluribus and the unum—that they should learn about both the cultural diversity that distinguishes our nation and the common inheritance that unites us as Americans.*

*The vision for K12 Inc. announced in 2007 placed that unifying American inheritance, which remains at the core of our curriculum, within a more global context:*

*Our Vision: To provide any child access to exceptional and meaningful curriculum and tools that enables him or her to maximize his or her success in life regardless of geographic, financial, or demographic circumstance. The ideals of the italicized words were realized in 2008 through the creation of the K12 Inc. International Academy, now serving students around the world.*

*To help our students grasp the common American inheritance within its global context, K12 Inc. is committed to developing a curriculum that is multicultural, pluralistic, and inclusive—a curriculum that seeks to weave many and diverse strands into the educational tapestry. Through this curriculum, we seek not only to educate students who are academically well prepared but also to develop students who*

- Understand the characteristics and contributions of American culture and cultures throughout the world.*
- Understand that societies reflect contributions from many cultures.*
- Develop attitudes of mutual acceptance and respect for others, regardless of heritage, background, gender, disability, or social status.*

*To achieve these goals, we feel it is important to broaden students' knowledge of the world beyond themselves; reach beyond the particularities of their immediate situation and singular heritage; and open their mind and imagination to a diverse range of people, cultures, ideas, and achievements. Mutual respect and understanding begin when one can transcend provincial limitations and see oneself as part of both an interdependent global community and a larger historical process.*

### **Accessibility for Students with Disabilities and Limited English Proficiency**

Since 2001, K12 Inc. has served students with disabilities. In the SY2015-2016 about 13.8% of students attending K12 Inc. virtual academies which are responsible for providing special education services are students with exceptionalities across all disability categories. Students with disabilities are served in accordance with federal and state regulations including Section 504 of the Rehabilitation Act of 1973 (and amendments thereto, at 29 USC Section 794 et seq. and its implementing regulations at 34 CFR Section 104), and the Individuals with Disabilities Educational Act ("IDEA" at 10 USC Section 14010 et seq. and its implementing regulations at 34 CFR section 300). A free and appropriate education is provided to such students in accordance with their Individualized Education Programs (IEPs), as required by the IDEA, and 504 plans as required by Section 504 of the Rehabilitation Act and the most recent, Americans with Disabilities Amendment Act (ADAA). K12 Product Development utilizes the Web Content Accessibility Guidelines 2.0 Level A and AA (WCAG 2.0 A & AA) as the rubric we strive for in making sure our curriculum, communication, and resources are accessible. This is done to provide an accessible platform that is compatible with accessibility API's, assistive technology, and language translation programs. Our use of a variety of resources including the National Instructional Media Access Center, Book share and other means of flexible formatting help us to be able to meet the accessible educational media needs of our users in accordance with the National Instructional Media Standard (NIMAS).

To meet the needs of exceptional learners, our K12 virtual education courses are accessible, meaning exceptional learners can physically access the information and learning resources as effectively as

students not identified as exceptional. Our courses are also supportive, meaning the exceptional learner finds support built into the course design, materials, and learning activities that minimize the negative impact of the student's learning weaknesses and maximize the use of their learning strengths. Students enrolled in virtual charter schools and district virtual instruction programs served by K12 Florida LLC ("K12") are provided with accessibility to all coursework in accordance with their Individualized Education Programs (IEPs) through resources (from K12 and/or the school district, as applicable) tailored to each student's individual abilities and needs, including assistive technologies and individualized support.

K12 curriculum is designed using the concept of Universal Design for Learning (UDL) and provides students with:

- *multiple means of representation so that learners have various options for acquiring information*
- *multiple means of expression so that learners have alternative ways to show that learning has occurred*
- *multiple means of engagement to increase motivation and tap into students' interests*

### ***Multiple Means of Representation***

- Content presented in video, audio, slide show and other
- Reading materials at multiple difficulty levels
- Reading materials with supportive resources
- Presentations at variable complexity levels
- Graphic representations such as concept maps and graphic organizers
- Illustrative representations such as diagrams and simulations

### ***Multiple Means of Expression***

- Alternative forms of text input and other augmentative communication tools
- Media-based assignments: drawings, maps, diagrams, videos, slideshows, web pages
- Reduced text assignments: outlines, concept maps, tables, graphs, hands-on activities
- Supportive tools: spelling and grammar checkers, drawing programs, outliners
- Social networking options: online chat, instant messaging
- Shared writing and peer editing

### ***Multiple Means of Engagement***

- Role-playing
- Online chat
- Threaded discussions
- Brainstorming activities
- Team inquiry projects
- Online experiments

Web-based content in K12 courses are made accessible to students with disabilities by incorporating:

- digital books, text-to-speech software, large print text, graphic images, or manipulatives
- response accommodations such as a word processor with voice recognition, graphic organizers, or other.
- technologies such as screen reader software, screen magnifiers, word prediction software, audio

books or other more traditional technologies and supports.

- Scheduling accommodations such as extended due dates, shorter periods of work time, or assignments presented in small chunks (Beech, 2012).

### **Accessibility for Students with Limited English Proficiency**

The K12 courseware lends itself to providing age- and grade- appropriate content for English Learners. EL students will receive comprehensive instruction for the core curriculum to ensure progress that is comparable to that of native English speakers.

The flexibility of the curriculum allows sheltered instruction and mainstream/inclusion delivery models to be integrated so that EL students are provided with equal access to the same scope and sequence as the instruction provided to the non-EL students at the same grade levels, while providing specific accommodations.

In the sheltered instructional model, students are “sheltered” in the sense that they do not compete with fluent speakers of English. Teachers adjust the level of instruction to ensure that students understand the grade level curriculum. This type of instruction enables ELs to become proficient in English and facilitates the acquisition of academic language necessary to succeed in content area classrooms. In the mainstream inclusion model, EL students receive instruction with ESOL strategies during the synchronous sessions with non-EL students.

The curriculum will enable students in the EL program to meet the same curriculum standards as non-EL students in English/Language Arts and content area instruction. A program of EL instruction will be implemented according to the student’s individual needs based on their EL plan, and will be delivered by teachers with appropriate certification and/or endorsement. Instruction will be designed to develop the student’s mastery of the four language skills, including listening, speaking, reading, and writing, as rapidly as possible. In addition to providing EL instruction, cyber charter schools and district virtual instruction programs served by K12 will also ensure that teachers are implementing EL strategies in mathematics, science, social studies, and other courses on the student’s schedule following state guidelines.

In addition to the core curriculum, general EL instructional strategies will:

- Provide a learning environment that provides a sense of comfort
- Establish a daily routine for the student
- Use as many of the senses as possible to present information to students
- Provide EL students guidelines for written work
- Provide alternative instruction when appropriate
- Arrange small discussion and talking activities that permit students to practice verbal skills
- Utilize oral techniques
- Utilize graphic organizers such as webbing and semantic maps
- Modify lesson objectives according to the language level of the EL student
- Use manipulatives to help students visualize the math concepts
- Allow students to use computational aids such as number lines, abacus, counters and computation charts
- Teach math concepts and computation procedures through games and kinesthetic activities

- Give practice in reading word problems by identifying the key words to determine the operation needed to solve the problem
- Utilize the cooperative learning approach in which the student is given the opportunity for peer instructions

## **NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA) COURSE APPROVAL**

Since its inception, K12 Inc. has been committed to creating thoroughly researched, high quality curriculum that is aligned to state and national standards. In the past, the National Collegiate Athletic Association (NCAA) has found K12 core courses as meeting the requirements for establishing the initial-eligibility status for high school student-athletes wishing to compete in college. However, course eligibility is dependent on each school's delivery model based on their compliance with NCAA non-traditional legislation by applying as a Non-traditional Program. Additional information can be found at: [http://fs.ncaa.org/Docs/eligibility\\_center/OVN/New\\_School\\_Review\\_Tutorial.pdf](http://fs.ncaa.org/Docs/eligibility_center/OVN/New_School_Review_Tutorial.pdf)

## **POLICIES AND PROCEDURES**

- **All school policies and procedures. To address specific questions in this application, please provide policies and procedures related to the following topics in an easy-to-find location on this disclosure website so they can be reviewed: non-sectarian, anti-discrimination, teacher responsibilities, parental responsibilities, teacher-student interaction, teacher-parent interaction, academic integrity, student eligibility, state assessment requirements, attendance and participation requirements.**

Nine documents have been provided that collectively address the requested policies and procedures for cyber charter schools and district virtual instruction programs (including the *Florida Cyber Charter Academy Parent/Student Handbook* and the *Florida Learning Coach Success Guide*). K12 follows all district mandates and policies as outlined in the individual district contracts. Information about those unique district policies and procedures can be found on K12's *All Participating Schools in Florida* website [www.k12.com/participating-schools/florida](http://www.k12.com/participating-schools/florida).

Policies and procedures related to the following topics for cyber charter schools that K12 provides virtual instruction services to (non-sectarian, anti-discrimination, teacher responsibilities, parental responsibilities, teacher-student interaction, teacher-parent interaction, academic integrity, student eligibility, state assessment requirements, attendance and participation requirements) can be found by clicking on the Florida Virtual Instruction Programs Disclosure Information link on K12's website ([www.k12.com](http://www.k12.com)) which will take visitors to the K12 Virtual Instruction Provider Information and the following documents and others:

- Academic Integrity Policies and Parental Supervision
- Anti-Discrimination Policy
- Attendance Participation and Performance Policy
- Nonsectarian Policy
- State Testing Policies and Procedures
- Student Admission and Enrollment Eligibility and Requirements
- Teacher and Parent Responsibilities and Teacher to Student and Parent Interactions
- FLCCA Parent/Student Handbook 2018-2019

- Florida Learning Coach Success Guide

#### **CERTIFICATION STATUS AND PHYSICAL LOCATION OF STAFF**

- **Certification status and physical location (state of residence) of all administrative and instructional personnel, to include state certification(s), highly-qualified status, out-of-field, National Board certified, ESOL-endorsed or similar credential in other state, and reading-endorsed or similar credential in other state.**

The certification status and physical location (state of residence) of all administrative and instructional personnel employed in district virtual instruction programs and cyber charter schools served by K12 at the time of this application are found on the disclosure website [www.k12.com](http://www.k12.com) in documents “FLCCA Instructional and Administrative Staff” and “K12 Florida LLC District VIP Instructional and Administrative Staff”.

#### **HOURS AND AVAILABILITY OF INSTRUCTIONAL PERSONNEL**

Individual teachers are available during the traditional school day and will set appointments to meet with parents and/or students outside of the traditional day when necessary. Teachers are expected to respond to communications within 24 hours and grade assignments within 72 hours.

#### **AVERAGE STUDENT-TEACHER RATIOS AND TEACHER LOADS**

- **Average student-teacher ratios and teacher loads for full-time and part-time teachers by grade-level bands K-3, 4-8 and 9-12 and for core and elective courses.**

K12 takes into account the needs of the individual students, families, schools, and teachers in assigning teacher loads. An average teacher load for elementary grades K-3 full-time core courses is 65; grades K-3 part-time core courses (0.5 teacher) is 35; average teacher load for K-3 full time electives is 250, and K-3 part time (.5) electives is 125. For the grade level band of 4-8 the average teacher load is calculated taking into consideration the 4-5th grade average teacher load and the 6-8th grade average teacher load. The grades 4-5 average teacher load mirrors the grades K-3 average teacher load, and the grades 6-8 average teacher load mirrors the grades 9-12 average teacher load. As such, the average teacher load for grades 4-8 full-time core courses is 132; grades 4-8 part-time core courses (0.5 teacher) is 67; average teacher load for grades 4-8 full time electives load is 250, and grades 4-8 part time (.5) electives is 125. An average teacher load for grades 9-12 full-time core courses is 200; grades 9-12 part-time core courses (0.5 teacher) is 100 ; average grades 9-12 full time electives load is 250, and grades 9-12 part time (.5) electives is 125.

Students in the online environment are not divided up into class periods, and as such student-teacher ratios in this environment are complex to calculate. Teachers most often work with students in a 1:1 ratio to review course content, provide individualized feedback or deliver instructional support. Teachers may also work in small groups with students in a 5:1 or 10:1 or 25:1 setting for support or direct instruction. Other interactions or class meetings can be up to 200:1 if the full class is invited to a synchronous session. The student teacher ratio is fluid based on the nature of the student-teacher interaction. Using the average teacher loads, and considering a typical brick and mortar school day of 6 periods for grades 6-12 and electives (with grades K-3 not divided into class periods), the

average student-teacher ratios can be calculated as follows: grades K-3 full time core courses 65:1; grades K-3 part time core courses 35:1; grades K-3 grades full time electives 42:1; grades K-3 part time electives 21:1; grades 4-8 full time core 22:1; grades 4-8 part time core 11:1; grades 4-8 full time electives 42:1; grades 4-8 part time electives 21:1; grades 9-12 full time core 33:1; grades 9-12 part time core 17:1; grades 9-12 full time electives 42:1; and grades 9-12 part time electives 21:1.

**STUDENT COMPLETIONS AND PROMOTIONS**

- **Student completions (percent completions and percent successful completions) and promotion rates in total and by subgroup\*. Student completion calculations are to include all students who are enrolled for more than 14 calendar days in a course.**

**Completion and Promotion in District Virtual Instruction Programs**

District virtual instruction programs served by K12 had a completion rate of 92.60% for the 2015-2016 school year, 91.10% for the 2016–2017 school year, and 90.36% for the 2017-2018 school year. Completion rates include all students who were enrolled for more than 14 calendar days in a course.

In the grades K-8 district virtual instruction programs, student completion rates are the same as the successful completion rates and student promotion rates. However, in high school a student is not necessarily retained due to a failed course, but will be considered a successful completer for only courses they pass. For example, if they passed Algebra in semester one, but not in semester 2, the student would be considered a successful completer for only semester 1 of Algebra.

<b>Percent of Subgroup Completions and Promotions by School Year</b>			
	<b>% of Completions/ Promotions in SY15-16</b>	<b>% of Completions/ Promotions in SY16-17</b>	<b>% of Completions/ Promotions in SY17-18</b>
English Language Learner	100.00%	90.00%	83.33%
Free & Reduced Lunch Eligible <sup>1</sup>	93.36%	90.02%	87.82%
Special Education	92.73%	92.06%	78.87%
504 Plan	87.50%	87.50%	91.67%
Gifted or Talented	100.00%	100.00%	100.00%

<sup>1</sup> Where any of the following phrases are used throughout this document, the subsequent information contained in this footnote is to be considered applicable: "Free & Reduced Lunch Eligible"; "Free/Reduced Lunch Students"; "Economically Disadvantaged"; and "economically disadvantaged students." Laws and regulations vary significantly from one state to the next and are constantly evolving. States sometimes change policies and practices regarding how to identify students who are economically disadvantaged. For example, determining how and which students are eligible for free and reduced-price lunch. Data shows that these students usually underperform students identified as not eligible for subsidized meals. There are several different methods of identifying students who are economically disadvantaged. Public schools must comply with state policies regarding identification and reporting of students who are economically disadvantaged. State online schools face unique challenges when identifying students who are economically disadvantaged, and our internal data may be different than state reported data on the schools.



School Year 2015 – 2016 Completions and Promotions for Ethnic Subgroups			
Ethnic Subgroups	# of Students that Completed Coursework and were Promoted	Total # of Students Participating	Completion/ Promotion
African-American	16	16	100.00%
American Indian	*	*	*
American Indian or Alaska Native	*	*	*
Asian	19	19	100.00%
Asian or Pacific Islander	*	*	*
Black (not Hispanic)	19	22	86.36%
Black or African-American	93	103	90.29%
Declined to State	*	*	*
Hispanic	65	69	94.20%
Hispanic or Latino	134	138	97.10%
Multi-racial	11	14	78.57%
Native Hawaiian or Other Pacific Islander	*	*	*
Other	*	*	*
Undefined	145	156	92.95%
White	76	80	95.00%
White (not Hispanic)	95	100	95.00%
White or Caucasian	326	360	90.56%
<b>Grand Total</b>	<b>1013</b>	<b>1094</b>	<b>92.60%</b>

\*To provide meaningful results and to protect the privacy of individual students, data are displayed only when the total number of students in a group is at least 10 and when the performance of individuals would not be disclosed. Data for groups less than 10 are displayed with an asterisk (\*).

School Year 2016 – 2017			
Ethnic Subgroups	# of Students that Completed Coursework and were Promoted	Total # of Students Participating	Completion/Promotion
African-American	13	13	100.00%
American Indian	*	*	*
American Indian or Alaska Native	*	*	*
Asian	29	32	90.63%
Asian or Pacific Islander	*	*	*
Black (not Hispanic)	17	18	94.44%
Black or African-American	121	132	91.67%
Declined to State	**	**	**
Hispanic	31	32	96.88%
Hispanic or Latino	141	156	90.38%
Multi-racial	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*

*Continued on next page.*

School Year 2016-2017, continued			
Ethnic Subgroups	# of Students that Completed Coursework and were Promoted	Total # of Students Participating	Completion/Promotion
Other	*	*	*
Undefined	186	198	93.94%
White	40	41	97.56%
White (not Hispanic)	65	68	95.59%
White or Caucasian	396	451	87.80%
<b>Grand Total</b>	<b>1065</b>	<b>1169</b>	<b>91.10%</b>

\*To provide meaningful results and to protect the privacy of individual students, data are displayed only when the total number of students in a group is at least 10 and when the performance of individuals would not be disclosed. Data for groups less than 10 are displayed with an asterisk (\*).

\*\*No students in this population.

School Year 2017-2018			
Ethnic Subgroups	# of Students that Completed Coursework and were Promoted	Total # of Students Participating	Completion/Promotion
African-American	*	*	*
American Indian	**	**	**
American Indian or Alaska Native	*	*	*
Asian	26	28	92.86%
Asian or Pacific Islander	*	*	*
Black (not Hispanic)	*	*	*
Black or African-American	110	120	91.67%
Declined to State	*	*	*
Hispanic	25	27	92.59%
Hispanic or Latino	115	130	88.46%
Multi-racial	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*
Other	*	*	*
Undefined	192	207	92.75%
White	25	25	100.00%
White (not Hispanic)	45	48	93.75%
White or Caucasian	393	444	88.51%
<b>Grand Total</b>	<b>965</b>	<b>1068</b>	<b>90.36%</b>

\*To provide meaningful results and to protect the privacy of individual students, data are displayed only when the total number of students in a group is at least 10 and when the performance of individuals would not be disclosed. Data for groups less than 10 are displayed with an asterisk (\*).

\*\*No students in this population.

## Promotion Rates in Florida Cyber Charter Academies

Below are promotion rates by school and by special category for SY2015-16 and SY2016-2017. These numbers represent the percentage of students that moved up at least one grade level from one school year to the next. SY2017-2018 school promotion rates were not available from FLDOE at the time of the submission of this application.

AGGREGATE PROMOTIONS BY SCHOOL					PERCENTAGES	
Dist #	Dist Name	School #	School Name <sup>2</sup>	Year Opened	SY15-16	SY16-17
6	Broward	5059	FLCCA at Broward County	13-14SY	92.40%	**
10	Clay	663	FLCCA at Clay County	14-15SY	*	94.74%
16	Duval	5371	FLCCA at Duval County	13-14SY	58.57%	69.19%
29	Hillsborough	7678	FLCCA at Hillsborough County	14-15SY	84.30%	*
49	Osceola	153	FLCCA at Osceola County	12-13SY	74.58%	96.58%
50	Palm Beach	4040	FLCCA at Palm Beach County	13-14SY	97.28%	**
51	Pasco	4325	FLVA at Pasco County	13-14SY	72.93%	85.89%
52	Pinellas	7341	FLVA at Pinellas County	14-15SY	71.95%	93.91%

\*: To provide meaningful results and to protect the privacy of individual students, data are displayed only when the total number of students in a group is at least 10 and when the performance of individuals would not be disclosed.

\*\* : No students in this population.

FLORIDA CYBER CHARTER ACADEMY PROMOTIONS BY SPECIAL POPULATION	PERCENTAGES	
	SY15-16	SY16-17
<b>BROWARD</b>		
Students with Disabilities	87.50%	**
Free/Reduced Lunch Students	91.11%	**
ESL Students	80.00%	**
<b>CLAY</b>		
Students with Disabilities	*	100.00%
Free/Reduced Lunch Students	*	100.00%
ESL Students	*	**
<b>DUVAL</b>		
Students with Disabilities	44.83%	63.64%
Free/Reduced Lunch Students	51.00%	67.29%
ESL Students	50.00%	33.33%
<b>HILLSBOROUGH</b>		
Students with Disabilities	75.86%	*
Free/Reduced Lunch Students	81.82%	*
ESL Students	60.00%	*

*Continued on next page.*

<sup>2</sup> By June 30, 2016, Florida virtual charter schools managed by K12 Florida LLC changed their names from "Florida Virtual Academy (FLVA) at XX County" to "Florida Cyber Charter Academy (FLCCA) at XX County." A few school district authorizers, however, continued to use the FLVA naming convention after 6.30.16, for instance, when reporting virtual charter school data to FLDOE. In this application, we have referenced each virtual charter school according to the school name used by FLDOE in its reports.

<b>FLORIDA CYBER CHARTER ACADEMY PROMOTIONS BY SPECIAL POPULATION, continued</b>	<b>PERCENTAGES</b>	
<b>OSCEOLA</b>	<b>SY15-16</b>	<b>SY16-17</b>
Students with Disabilities	53.85%	100.0%
Free/Reduced Lunch Students	73.33%	94.29%
ESL Students	33.33%	75.00%
<b>PALM BEACH</b>	<b>SY15-16</b>	<b>SY16-17</b>
Students with Disabilities	95.65%	**
Free/Reduced Lunch Students	89.29%	**
ESL Students	**	**
<b>PASCO</b>	<b>SY15-16</b>	<b>SY16-17</b>
Students with Disabilities	50.00%	82.14%
Free/Reduced Lunch Students	57.78%	88.14%
ESL Students	**	66.67%
<b>PINELLAS</b>	<b>SY15-16</b>	<b>SY16-17</b>
Students with Disabilities	69.57%	96.15%
Free/Reduced Lunch Students	59.32%	98.41%
ESL Students	**	100%

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\*\*No students in this population.

<b>FLORIDA CYBER CHARTER ACADEMY PROMOTIONS BY ETHNICITY</b>	<b>PERCENTAGES</b>	
<b>BROWARD</b>	<b>SY15-16</b>	<b>SY16-17</b>
American Indian or Alaska Native	100.00%	**
Asian	100.00%	**
Black or African-American	91.14%	**
Hispanic or Latino	90.57%	**
Native Hawaiian or Other Pacific Islander	**	**
Two or More Races	100.00%	**
White	92.55%	**
<b>CLAY</b>	<b>SY15-16</b>	<b>SY16-17</b>
American Indian or Alaska Native	*	**
Asian	*	**
Black or African-American	*	100.00%
Hispanic or Latino	*	66.67%
Native Hawaiian or Other Pacific Islander	*	**
Two or More Races	*	100.00%
White	*	95.83%
<b>DUVAL</b>	<b>SY15-16</b>	<b>SY16-17</b>
American Indian or Alaska Native	**	**
Asian	40.00%	33.33%
Black or African-American	48.91%	65.41%
Hispanic or Latino	69.57%	76.09%

*Continued on next page.*

<b>FLORIDA CYBER CHARTER ACADEMY PROMOTIONS BY ETHNICITY</b>	<b>PERCENTAGES</b>	
<b>DUVAL, continued</b>	<b>SY15-16</b>	<b>SY16-17</b>
Native Hawaiian or Other Pacific Islander	0.00%	100.00%
Two or More Races	68.42%	80.00%
White	61.88%	69.15%
<b>HILLSBOROUGH</b>	<b>SY15-16</b>	<b>SY16-17</b>
American Indian or Alaska Native	100.00%	*
Asian	100.00%	*
Black or African-American	87.23%	*
Hispanic or Latino	79.55%	*
Native Hawaiian or Other Pacific Islander	**	*
Two or More Races	94.12%	*
White	81.90%	*
<b>OSCEOLA</b>	<b>SY15-16</b>	<b>SY16-17</b>
American Indian or Alaska Native	**	100.00%
Asian	100.00%	100.00%
Black or African-American	75.00%	88.89%
Hispanic or Latino	61.36%	96.00%
Native Hawaiian or Other Pacific Islander	100.00%	100.00%
Two or More Races	100.00%	100.00%
White	79.66%	97.96%
<b>PALM BEACH</b>	<b>SY15-16</b>	<b>SY16-17</b>
American Indian or Alaska Native	100.00%	**
Asian	100.00%	**
Black or African-American	97.44%	**
Hispanic or Latino	97.22%	**
Native Hawaiian or Other Pacific Islander	**	**
Two or More Races	100.00%	**
White	96.67%	**
<b>PASCO</b>	<b>SY15-16</b>	<b>SY16-17</b>
American Indian or Alaska Native	**	**
Asian	**	**
Black or African-American	77.78%	100.00%
Hispanic or Latino	61.90%	92.00%
Native Hawaiian or Other Pacific Islander	**	**
Two or More Races	80.00%	75.00%
White	74.49%	83.87%
<b>PINELLAS</b>	<b>SY15-16</b>	<b>SY16-17</b>
American Indian or Alaska Native	**	100.00%
Asian	0.00%	**
Black or African-American	72.73%	87.50%
Hispanic or Latino	76.47%	100.00%
Native Hawaiian or Other Pacific Islander	**	**
Two or More Races	57.14%	83.33%
White	72.66%	94.59%

\*To provide meaningful results and to protect the privacy of individual students, data are displayed only when the total number of students in a group is at least 10 and when the performance of individuals would not be disclosed. Data for groups less than 10 are displayed with an asterisk (\*).

\*\*No students in this population.

## SCHOOL PERFORMANCE ACCOUNTABILITY OUTCOMES

- **Student, educator, and school performance accountability outcomes. Please include, at minimum, student standardized assessment results in total and by subgroup\* (also provide name of assessment), state assessment results, if available, by total and subgroup, percent of teacher evaluations based on student performance, school grades, if applicable, other school/program ratings, dropout rates, graduation rates.**

\* Subgroups to include students from major racial and ethnic groups, economically disadvantaged students, students with disabilities, and students with limited English proficiency.

### District Virtual Instruction Programs Performance on State Assessments for 2016-17 and 2017-18 Grade level and subgroup performance in English Language Arts and Mathematics

ENGLISH LANGUAGE ARTS				
Grade Level	2016-17		2017-18	
	% Proficient	# Students Tested	% Proficient	# Students Tested
3rd Grade	72%	92	67%	76
4th Grade	54%	102	69%	86
5th Grade	61%	105	59%	96
6th Grade	79%	80	69%	68
7th Grade	69%	55	81%	52
8th Grade	90%	68	90%	51
9th Grade	83%	35	73%	48
10th Grade	66%	56	82%	33

From 2016-17 to 2017-18, the percent of students in the proficient category improved or remained stable in 4 grades. Improvements ranged from 12 to 15 points. The percent of students in the proficient category declined in 4 grades. The percent of students in the proficient category who declined ranged from 2 to 10 points.

MATHEMATICS				
Grade Level	2016-17		2017-18	
	% Proficient	# Students Tested	% Proficient	# Students Tested
3rd Grade	48%	93	55%	74
4th Grade	47%	103	56%	86
5th Grade	45%	110	42%	98
6th Grade	63%	80	48%	67
7th Grade	58%	48	77%	44

*Continued on next page.*

<b>MATHEMATICS, continued</b>				
Grade Level	2016-17		2017-18	
	% Proficient	# Students Tested	% Proficient	# Students Tested
8th Grade	71%	52	70%	40
Algebra 1	56%	61	68%	41
Geometry	46%	41	62%	34

From 2016-17 to 2017-18, the percent of students in the proficient category improved in 5 grades. Improvements ranged from 5 to 19 points. The percent of students in the proficient category declined in 3 grades. The percent of student in the proficient category who declined ranged from 1 to 15 points.

<b>ENGLISH LANGUAGE ARTS: % PROFICIENT</b>		
Grade Level	2016-17	2017-18
All Students	70%	71%
Economically Disadvantaged	62%	60%
Students with Disabilities	56%	69%
English Learners	78%	77%
White/Caucasian	66%	68%
African American	61%	70%
Hispanic	78%	79%
Asian	82%	81%
American Indian/Alaskan Native	NA	NA
Native Hawaiian or other Pacific Islander	NA	NA
Students of Multiple Races/Multiracial	61%	72%

From 2016-17 to 2017-18 in English/Language Arts the percentage of students in the proficient category improved for students in the subgroups of: Students with Disabilities, White/Caucasian, African American, and Hispanic. Improvements ranged from 1 to 13 points. The percent of students in the proficient category within the Economically Disadvantaged, English learners, and Asian subgroups declined by 1-2 points. Overall, students improved by 1 point. Data is not available for the Native Indian/Alaskan Native and Native Hawaiian or other Pacific Islander subgroups due to small student counts.

<b>MATHEMATICS: % PROFICIENT</b>		
Grade Level	2016-17	2017-18
All Students	53%	57%
Economically Disadvantaged	37%	44%
Students with Disabilities	51%	65%
English Learners	63%	63%
White/Caucasian	53%	55%
African American	35%	55%
Hispanic	59%	57%

*Continued on next page.*

MATHEMATICS: % PROFICIENT, continued		
Grade Level	2016-17	2017-18
Asian	81%	78%
American Indian/Alaskan Native	NA	NA
Native Hawaiian or other Pacific Islander	NA	NA
Students of Multiple Races/Multiracial	53%	65%

From 2016-17 to 2017-18 in mathematics, the percent of students scoring in the proficient category improved or remained stable from 2016-17 to 2017-18 in every subgroup within the District Virtual Instruction Programs except for the Hispanic and Asian subgroups. Improvements ranged from 1 to 14 points. These two subgroups saw declines of 2 and 3 points, respectively. Overall, students improved by 5 points. Data is not available for the Native Indian/Alaskan Native and Native Hawaiian or other Pacific Islander subgroups due to small student counts.

We do not have access to school-level standardized assessment results.

**Florida Cyber Charter Academy Accountability Data 2015-16, 2016-17 and 2017-18**

FLCCA Campus	2015-16 Florida School Grade	2016-17 Florida School Grade	2017-18 Florida School Grade
FLORIDA CYBER CHARTER ACADEMY AT CLAY	I	C	C
FLORIDA CYBER CHARTER ACADEMY AT DUVAL	I	D	I
FLORIDA CYBER CHARTER ACADEMY AT OSCEOLA	I	C	D
FLORIDA VIRTUAL ACADEMY AT PASCO	I	D	C
FLORIDA VIRTUAL ACADEMY AT PINELLAS CHARTER SCHOOL	I	C	Voluntarily Relinquished Charter

**Florida Cyber Charter Academy State Assessment Data for 2015-16, 2016-17 and 2017-18**  
 Percent At or Above Proficient by grade level, school, year and number of students tested (cells with asterisks do not include a sufficient number of students to report data)

ENGLISH LANGUAGE ARTS							
School	Grade Level	2015-16		2016-17		2017-18	
		% Proficient	# Students Tested	% Proficient	# Students Tested	% Proficient	# Students Tested
FLORIDA CYBER CHARTER ACADEMY AT CLAY	3rd Grade	*	3	*	1	*	3
	4th Grade	*	1	*	8	*	1
	5th Grade	*	3	*	2	*	5
	6th Grade	*	1	*	6	*	5
<i>Continued on next page.</i>							



FLORIDA CYBER CHARTER ACADEMY AT CLAY, continued	ENGLISH LANGUAGE ARTS, continued						
	7th Grade	*	3	*	4	*	9
	8th Grade	*	1	*	6	*	9
	9th Grade	*	1	*	1	*	7
	10th Grade	-	-	*	1	*	6
FLORIDA CYBER CHARTER ACADEMY AT DUVAL	Grade Level	2015-16		2016-17		2017-18	
		% Proficient	# Students Tested	% Proficient	# Students Tested	% Proficient	# Students Tested
	3rd Grade	56%	18	35%	34	48%	23
	4th Grade	31%	16	38%	26	35%	26
	5th Grade	35%	17	33%	42	25%	24
	6th Grade	43%	23	49%	47	30%	46
	7th Grade	44%	27	43%	35	33%	43
	8th Grade	55%	29	42%	52	41%	44
	9th Grade	21%	14	35%	26	39%	28
	10th Grade	70%	10	50%	18	29%	21
FLORIDA CYBER CHARTER ACADEMY AT OSCEOLA	3rd Grade	*	7	43%	14	41%	41
	4th Grade	*	7	*	8	38%	47
	5th Grade	*	7	*	8	41%	46
	6th Grade	57%	14	60%	10	33%	104
	7th Grade	50%	10	47%	17	37%	106
	8th Grade	60%	10	64%	11	44%	114
	9th Grade	*	5	*	7	38%	104
	10th Grade	*	5	*	6	48%	81
FLORIDA VIRTUAL ACADEMY AT PASCO	3rd Grade	*	4	55%	11	41%	22
	4th Grade	33%	12	*	7	50%	12
	5th Grade	*	6	70%	10	36%	14
	6th Grade	*	8	39%	18	39%	33
	7th Grade	*	9	23%	13	28%	39
	8th Grade	46%	13	39%	23	43%	40
	9th Grade	*	6	48%	21	47%	38
	10th Grade	*	5	40%	10	49%	37
FLORIDA VIRTUAL ACADEMY AT PINELLAS CHARTER SCHOOL	3rd Grade	50%	12	90%	10	-	-
	4th Grade	20%	10	*	6	-	-
	5th Grade	9%	11	*	6	-	-
	6th Grade	*	8	*	8	-	-
	7th Grade	27%	11	30%	10	-	-
	8th Grade	40%	10	40%	25	-	-
	9th Grade	*	3	43%	14	-	-
	10th Grade	-	-	*	8	-	-

The small and varying number of charter school students who took the English Language Arts state assessment each year and at each grade level does not yield annual comparative information.

MATHEMATICS							
School	Grade Level	2015-16		2016-17		2017-18	
		% Proficient	# Students Tested	% Proficient	# Students Tested	% Proficient	# Students Tested
FLORIDA CYBER CHARTER ACADEMY AT CLAY	3rd Grade	*	3	*	2	*	3
	4th Grade	*	1	*	8	*	1
	5th Grade	*	3	*	2	*	5
	6th Grade	*	1	*	6	*	7
	7th Grade	*	1	*	3	*	9
	8th Grade	*	4	*	5	*	7
	Algebra I	*	1	*	3	27%	11
	Geometry	-	-	*	1	*	5
FLORIDA CYBER CHARTER ACADEMY AT DUVAL	3rd Grade	56%	18	18%	34	30%	23
	4th Grade	6%	18	15%	26	13%	30
	5th Grade	11%	19	19%	43	16%	25
	6th Grade	26%	23	18%	50	16%	49
	7th Grade	31%	29	43%	40	23%	44
	8th Grade	31%	29	18%	49	20%	40
	Algebra I	25%	12	26%	35	29%	34
	Geometry	30%	10	20%	15	32%	22
FLORIDA CYBER CHARTER ACADEMY AT OSCEOLA	3rd Grade	*	6	29%	14	22%	41
	4th Grade	*	8	20%	10	22%	55
	5th Grade	*	7	*	8	26%	47
	6th Grade	57%	14	50%	10	22%	106
	7th Grade	*	8	44%	16	35%	110
	8th Grade	23%	13	*	8	29%	111
	Algebra I	*	5	33%	12	26%	111
	Geometry	*	5	*	7	30%	79
FLORIDA VIRTUAL ACADEMY AT PASCO	3rd Grade	*	3	27%	11	29%	21
	4th Grade	18%	11	*	7	25%	12
	5th Grade	*	8	18%	11	27%	15
	6th Grade	*	8	33%	18	18%	34
	7th Grade	25%	12	31%	16	28%	40
	8th Grade	23%	13	23%	22	20%	35
	Algebra I	*	3	39%	23	33%	46
	Geometry	*	6	50%	12	35%	46

Continued on next page.

MATHEMATICS, continued							
School	Grade Level	2015-16		2016-17		2017-18	
		% Proficient	# Students Tested	% Proficient	# Students Tested	% Proficient	# Students Tested
FLORIDA VIRTUAL ACADEMY AT PINELLAS CHARTER SCHOOL, continued	3rd Grade	25%	12	50%	10	-	-
	4th Grade	*	9	*	8	-	-
	5th Grade	9%	11	*	6	-	-
	6th Grade	*	9	*	9	-	-
	7th Grade	20%	10	50%	10	-	-
	8th Grade	20%	10	25%	24	-	-
	Algebra I	*	3	36%	14	-	-
	Geometry	*	1	*	6	-	-

The small and varying number of charter school students who took the mathematics state assessment each year and at each grade level does not yield annual comparative information.

SCIENCE							
School	Grade Level	2015-16		2016-17		2017-18	
		% Proficient	# Students Tested	% Proficient	# Students Tested	% Proficient	# Students Tested
FLORIDA CYBER CHARTER ACADEMY AT CLAY	5th Grade	*	2	*	2	*	5
	8th Grade	-	-	21%	38	*	9
FLORIDA CYBER CHARTER ACADEMY AT DUVAL	5th Grade	18%	17	*	7	20%	25
	8th Grade	35%	31	36%	11	29%	42
FLORIDA CYBER CHARTER ACADEMY AT OSCEOLA	5th Grade	*	7	*	6	33%	43
	8th Grade	*	7	*	6	30%	117
FLORIDA VIRTUAL ACADEMY AT PASCO	5th Grade	*	4	27%	56	27%	15
	8th Grade	*	8	38%	13	23%	40
FLORIDA VIRTUAL ACADEMY AT PINELLAS CHARTER SCHOOL	5th Grade	*	9	21%	24	-	-
	8th Grade	*	7	26%	23	-	-

The small and varying number of charter school students who took the science state assessment each year and at each grade level does not yield annual comparative information.

BIOLOGY END OF COURSE TEST						
School	2015-16		2016-17		2017-18	
	% Proficient	# Students Tested	% Proficient	# Students Tested	% Proficient	# Students Tested
FLORIDA CYBER CHARTER ACADEMY AT CLAY	-	-	-	-	*	2
FLORIDA CYBER CHARTER ACADEMY AT DUVAL	*	7	36%	22	50%	14
FLORIDA CYBER CHARTER ACADEMY AT OSCEOLA	*	2	*	7	60%	65
FLORIDA VIRTUAL ACADEMY AT PASCO	*	3	*	8	59%	34
FLORIDA VIRTUAL ACADEMY AT PINELLAS CHARTER SCHOOL	-	-	*	2	-	-

CIVICS END OF COURSE TEST						
School	2015-16		2016-17		2017-18	
	% Proficient	# Students Tested	% Proficient	# Students Tested	% Proficient	# Students Tested
FLORIDA CYBER CHARTER ACADEMY AT CLAY	*	1	*	3	*	9
FLORIDA CYBER CHARTER ACADEMY AT DUVAL	45%	20	45%	40	38%	42
FLORIDA CYBER CHARTER ACADEMY AT OSCEOLA	82%	11	42%	19	42%	109
FLORIDA VIRTUAL ACADEMY AT PASCO	*	5	41%	17	42%	43
FLORIDA VIRTUAL ACADEMY AT PINELLAS CHARTER SCHOOL	36%	11	*	9	-	-

US HISTORY END OF COURSE TEST						
School	2015-16		2016-17		2017-18	
	% Proficient	# Students Tested	% Proficient	# Students Tested	% Proficient	# Students Tested
FLORIDA CYBER CHARTER ACADEMY AT CLAY	-	-	-	-	*	4
FLORIDA CYBER CHARTER ACADEMY AT DUVAL	*	1	62%	13	63%	19
FLORIDA CYBER CHARTER ACADEMY AT OSCEOLA	-	-	*	4	51%	61
FLORIDA VIRTUAL ACADEMY AT PASCO	-	-	*	7	64%	22
FLORIDA VIRTUAL ACADEMY AT PINELLAS CHARTER SCHOOL	-	-	*	2	-	-

The small and varying number of charter school students who took the three end of course state assessments each year and at each grade level does not yield annual comparative information. The charter schools did not have a sufficient number of students complete fall and spring school-administered standardized assessments to report trends or comparative information.

### SCHOOL GRADES

K12 Florida LLC has continued to qualify as a Virtual Instruction Provider since the last application cycle in 2015. In 2015-2016, 2016-2017, and 2017-2018, K12 Florida LLC maintained a school grade of "B".

### TEACHER EVALUATIONS

- Percent of Teacher Evaluations Based on Student Performance

At least 30% of the performance objectives weight in K12 teacher evaluations is based on student performance.

### DROPOUT AND GRADUATION RATES

#### *Dropout Rates*

#### **Florida Cyber Charter Academies**

Dropout rates are not yet calculated by the FLDOE.

**District Virtual Instruction Programs**

K12 continues to work with our district partners as part of the District Virtual Instruction Programs to collect and track student data. Dropout rates are not currently tracked by K12. As the provider of the Virtual Instruction Program, access to this information is not available.

***Graduation Rates***

**Florida Cyber Charter Academies**

Graduation rates are not yet calculated by the FLDOE.

**District Virtual Instruction Programs**

K12 continues to work with our district partners as part of the district virtual instruction programs to collect and track student data. The data below indicates the graduation rates based on full time students enrolled in the district virtual instruction program, where K12 received confirmation from the district that students graduated at the end of the school year.

- SY 2015-2016 96% Graduation rate
- SY 2016-2017 85% Graduation rate
- SY 2017-2018 92% Graduation rate

**DISCLOSURE WEBSITE**

Provide the link(s) to where this required disclosure information is prominently displayed on your website and the information is up to date: [www.k12.com](http://www.k12.com)

**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 4i

**DATE OF SCHOOL BOARD MEETING:** July 30, 2019

**TITLE OF AGENDA ITEMS:** Purchase of Four Buses

**DIVISION:** Transportation and Finance Departments

**PURPOSE AND SUMMARY OF ITEMS:** Board approval is requested for Purchase Order 0030000001 for the purchase of four buses totaling \$433,532.00. The capitalized value will be booked to the Fund 3790 and the delivery fees will be paid from the General Fund. This expenditure is in accordance with the Truth in Millage authorization.

**FUND SOURCE:** Capital Improvements Fund 3790 and General Fund 1100

**AMOUNT:** \$433,532.00

**PREPARED BY:** Bonnie Wood

**POSITION:** Finance Director



Laclarence Mays <maysl@gcpsmail.com>

---

**Fwd: Gadsden-PO#0030000001**

---

Gerald Gay <gayg@gcpsmail.com>  
To: maysl@gcpsmail.com

Thu, Jul 18, 2019 at 5:27 PM

Sent from my iPhone

Begin forwarded message:

**From:** "Mayo, Mary Lee" <MaryLee.Mayo@fldoe.org>  
**Date:** July 18, 2019 at 4:50:56 PM EDT  
**To:** "Matthews, Glenn" <gmatthews@matthewsbusesflorida.com>, 'Kristin Radesca' <kradesca@matthewsbusesflorida.com>  
**Cc:** "Gay, Gerald" <Gerald.Gay@fldoe.org>  
**Subject:** Gadsden-PO#0030000001

Approved.

Thanks,

Mary Lee Mayo  
Florida Department of Education  
School Transportation Management  
325 W Gaines Street, Suite 834  
Tallahassee, FL 32399-0400  
850-245-5038  
MaryLee.Mayo@fldoe.org

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 Gadsden-PO#0030000001-7.18.19.pdf  
3715K





State Board of Education

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

Richard Corcoran  
Commissioner of Education

Mr. Glenn Matthews, President  
Matthews Bus Alliance, Inc.  
4802 West Colonial Drive  
Orlando, Florida 32808

DATE: 7/17/2019  
BID: 2017-02  
REQUIRED  
DELIVERY DATE: 3/13/2020

Dear Mr. Matthews:

Enclosed please find purchase order information from GADSDEN District School Board.

<u>PO#</u>	<u>TYPE</u>	<u>QTY</u>	<u>CAP</u>	<u>MODEL</u>	<u>ENGINE</u>	<u>LIFT</u>	<u>TRANS</u>	<u>AC MFR</u>
0030000001	C	4	77	341TS	Cummins ISB 25	NONE	Allison 2500 PTS	RAC

Sincerely,

*Mary Lee Mayo*  
Mary Lee Mayo

Attachment(s)

cc: School Transportation Director  
School District Finance Manager

PO DATE
07/09/2019



PURCHASE ORDER NUMBER
0030000001

PRINTED 07/18/2019  
\*REPRINTED PO\*

**The School Board of Gadsden County**

Attention: Accounts Payable  
35 Martin Luther King, Jr Blvd  
Quincy, FL 32351

VENDOR KEY : MATTHEWS000  
FISCAL YEAR : 2019-2020  
ENTERED BY : MAYS LAC000

**VENDOR:**  
MATTHEWS BUS ALLIANCE, INC  
4802 W COLONIAL DR  
ORLANDO, FL 32808

**SHIP TO:**  
GADSDEN CTY SCHOOL BOARD  
35 M L K JR BLVD  
BENEFITS ACCOUNT  
QUINCY, FL 32351

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
4	EA	4 BUSES ON BID NO: ITB 2017-02	107333.00000	429,332.00
4	EA	DELIVERY FEE FOR 4 BUSES	1050.00000	4,200.00
ACCOUNT SUMMARY (FOR INTERNAL USE)				
		ACCOUNT NUMBER	ACCOUNT AMOUNT	
		1100E7800 3900 9003 99999 00000 00000	3,977.35	
		3790E7400 6510 9003 00000 00000 00000	429,554.65	
			<b>PAGE TOTAL</b>	433,532.00
			<b>TOTAL</b>	433,532.00

State Tax Exemption # - 85-8012621915C-2 | FEID # - 59-6000615  
All items purchased under this order must be received and invoiced by 06/30/2019  
Cancellations must be in writing. No backorders without buyer approval.

PURCHASE APPROVED BY:

D. Approved  
School Trans. Mgt.  
Florida D.O.E.

Purchase Plan: 2017-02

Date: 7/18/19

By: Mays LAC



4802 WEST COLONIAL DRIVE • ORLANDO, FL 32808 • (800) 330-1175

000P0PQ1@

Dear Customer,

Below is a listing of the 2018 Thomas C2 Warranties from Matthews Bus Alliance, Inc., Rifled Air Conditioning, Thomas Built Buses, Cummins, and Allison, per our FLDOE ITB: 2017-02 Bid submissions. These MBA standard warranties were accomplished by ordering extended warranties from Thomas/Freightliner for your buses. They are as follows:

C2 Chassis	5 Years / 100,000 Miles
Body	5 Years / 100,000 Miles
Engine	5 Years / 100,000 Miles
Towing C2 Body and Chassis	6 Months up to \$550 per incident
Towing Cummins	2 Years unlimited mileage
Transmission	7 Years
Fuel Tank	10 Years
Frame Rails and Crossmembers	10 Years
Front and Rear Axles	10 Years

The standard limited warranties for the following AC systems have a 7 Year, Unlimited Miles warranty, MBA required service plan, and a 270 amp alternator. Extended Warranty applies to RAC manufactured and installed components only:

racMhCRR1C@

racMhCRR@

racMhCRRSS@

The standard limited warranties for the following AC systems have a 6 Year, Unlimited Miles warranty and a 270 amp alternator. Extended Warranty applies to RAC manufactured and installed components only.

racMhCRR1C@ —

racMhCRR1C@ —

racMhCRR@

racMhCRRSS@ —

P.O. Approved  
School Trans. Mgt.  
Florida D.O.E.

Purchase Plan: 2017-02

Date: 7/18/19  
WWW.MATTHEWSBUSESFLORIDA.COM

By: Mauplee Mayo

P.O. Approved  
School Trans. Mgt.  
Florida D.O.E.

Purchase

The standard limited warranties for the following AC systems have a 3 year warranty from RAC/ACT:

racfbhCRRTQ@

racfbhSUS@

If you should have any questions in relation to these items, please do not hesitate to let us know.

For any warranty related questions, please contact:

Reena Hafeez

[rhafeez@matthewsbusesflorida.com](mailto:rhafeez@matthewsbusesflorida.com)

(407) 219-3820 x414

(800) 330-1175 x414

Donald Jarrett

[djarrett@matthewsbusesflorida.com](mailto:djarrett@matthewsbusesflorida.com)

(407) 219-3820 x416

(800) 330-1175 x416

Sincerely,

*Pete Fenderson*

Account Manager

The Matthews Buses Florida Team

Fax: 407-374-1797

P.O. Approved  
School Trans. Mgt.  
Florida D.O.E.

Purchase Plan: 2017-02

Date: 7/18/19

By: Marylee Mayo



77 Passenger 2019 Thomas C2 Saf-T-Liner- Buses are built and ready for a/c and aftermarket items. 5 year/100,000 mile warranty (less wear items), BH2233 RAC AC with 6 year unlimited mile warranty. Video information supplied by Seon Design. Syntec convertible seating with 3 rows of integrated child safety seats. Cummins 250hp/660lb.ft. with engine braking-6 speed Allison Transmission-front tow hooks-stainless steel mirror brackets-am/fm/ps system-100 gallon fuel-air ride rear suspension with dual leveling valves-Delivery to Quincy FL-

\*Pricing remains in effect for the State approved 2017 Bid. PO must be received and approved by the state before:

12/31/2019

P.O. Approved  
School Trans. Mgt.  
Florida D.O.E.

Purchase Plan: 2017-02

Date: 7/18/19

By: Marylee Mayo

Video and GPS Descriptions

Manufacturer	Model #	Description
Seon	TS41P20H500G	Trooper TL4 DVR, 500GB hard drive
Seon	TS41P20H1T0	Trooper TL4 DVR, 1TB hard drive.
Seon	TLHD1P20H500G	Trooper TL-HD 5 DVR, 500GB hard drive
Seon	TLHD1P20H1T0	Trooper TL-HD 5 DVR, 1TB hard drive
Seon	TH6H500	Trooper TH6 HYBRID DVR, 500GB hard drive.
Seon	TH6H1T0	Trooper TH6 HYBRID DVR, 1TB hard drive.
Seon	TH6H2T0	Trooper TH6 HYBRID DVR, 2TB hard drive.
Seon	TX8FH1T0	Explorer TX8 DVR, 1 TB (2x500GB) hard drive
Seon	TX8FH2T0	Explorer TX8 DVR, 2 TB (2x1TB) hard drive
Seon	DXHDNH1T0	Explorer DX-HD 13 DVR, (2x500GB) hard drive
Seon	DXHDNH2T0	Explorer DX-HD 13 DVR, 2 TB (2x1TB) hard drive
Seon	HX16H2T0	* HX16 hybrid 16 channel DVR, 2TB HDD
Seon	HX16H4T0	* HX16 hybrid 16 channel DVR, 4TB HDD
Seon	TLHD1P20S128G	Trooper TL-HD 5 DVR, 128GB solid state drive (SSD)
Seon	TLHD1P20S250G	Trooper TL-HD 5 DVR, 250GB solid state drive (SSD)
Seon	TLHD1P20S500G	Trooper TL-HD 5 DVR, 500GB solid state drive (SSD)
Seon	TH6S500	Trooper TH6 HYBRID DVR, 500GB SSD
Seon	TH6S1T0	Trooper TH6 HYBRID DVR, 1TB SSD
Seon	TX8FS256	Explorer TX8 DVR, 256GB (2x128GB) solid state drive (SSD)
Seon	TX8FS500	Explorer TX8 DVR, 500GB (2x250GB) solid state drive (SSD)
Seon	TX8FS1T0	Explorer TX8 DVR, 1TB (2x500GB) solid state drive (SSD)
Seon	DXHDNS256	Explorer DXHD13 DVR, 256GB (2x128GB) solid state drive (SSD)
Seon	DXHDNS500	Explorer DXHD 13 DVR, 500GB (2x250GB) solid state drive (SSD)
Seon	HX16S1T0	Explorer HX16 Hybrid DVR, 1TB (2x500GB) solid state drives
Seon	WT1D20S20G4	TL, TLHD, TX8 TH6 and HX16 wiring bundle. SS alarm button. GPS4 passive
Seon	WSA2U	Alarm button with 20 ft harness
Seon	WP00AG4	DX12 & DX-HD Smart-Link 12 VDC module, SS alarm button, GPS4 receiver
Seon	CQ9xxA20	Integrated IR Dome Day/Night 600TVL camera, audio, 20 ft. harness
Seon	CQ9xxA50	Integrated IR Dome Day/Night 600TVL camera, audio, 50 ft. harness
Seon	CQ9xxA75	Integrated IR Dome Day/Night 600TVL camera, audio, 75 ft. harness
Seon	CQ902A20	Integrated IR Dome Day/Night 600TVL camera, audio, 2.5mm lens, 20 ft.
Seon	CQ902A50	Integrated IR Dome Day/Night 600TVL camera, audio, 2.5mm lens, 50 ft. harness
Seon	CQ902A75	Integrated IR Dome Day/Night 600TVL camera, audio, 2.5mm lens, 75 ft. harness
Seon	CA9xxE20	Day/Night 650 TVL camera, exterior (no infrared, no audio), 20 ft. harness
Seon	CA9xxE50	Day/Night 650 TVL camera, exterior (no infrared, no audio), 50 ft. harness
Seon	CA9xxE75	Day/Night 650 TVL camera, exterior (no infrared, no audio), 75 ft. harness
Seon	CA9xxE120	Day/Night 650 TVL camera, exterior (w infrared, no audio), 20 ft. harness
Seon	CA9xxE150	Day/Night 650 TVL camera, exterior (w infrared, no audio), 50 ft. harness
Seon	CA9xxE175	Day/Night 650 TVL camera, exterior (w infrared, no audio), 75 ft. harness
Seon	CJ9xxA20	Dome Day/Night 600TVL camera, audio, 20 ft. harness (no infrared)
Seon	CJ9xxA50	Dome Day/Night 600TVL camera, audio, 50 ft. harness (no infrared)
Seon	CJ9xxA75	Dome Day/Night 600TVL camera, audio, 75 ft. harness (no infrared)
Seon	CJ902A20	Dome Day/Night 600TVL camera, audio, 2.5mm lens, 20 ft. harness (No IR)
Seon	CJ902A50	Dome Day/Night 600TVL camera, audio, 2.5mm lens, 50 ft. harness (No IR)
Seon	CJ902A75	Dome Day/Night 600TVL camera, audio, 2.5mm lens, 75 ft. harness (No IR)
Seon	CHW804E20	CHW804 camera with 3.6mm lens and 20' harness
Seon	CHW804E50	CHW804 camera with 3.6mm lens and 50' harness
Seon	CHW806E20	CHW806 camera with 6.0mm lens and 20' harness
Seon	CHW806E50	CHW806 camera with 6.0mm lens and 50' harness
Seon	CHW808E20	CHW808 camera with 8.0mm lens and 20' harness
Seon	CHW808E50	CHW808 camera with 8.0mm lens and 50' harness
Seon	CHW804EJ20	CHW804 camera with 3.6mm lens, 20' harness and APPINJ POE injector
Seon	CHW804EJ50	CHW804 camera with 3.6mm lens, 50' harness and APPINJ POE injector
Seon	CHW806EJ20	CHW806 camera with 6.0mm lens, 20' harness and APPINJ POE injector
Seon	CHW806EJ50	CHW806 camera with 6.0mm lens, 50' harness and APPINJ POE injector
Seon	CHQ8PD03A20	HD Dome Cam, 720p Prog Scan, 2.8mm, Interior, IR Day/Night, Audio, 20 ft.
Seon	CHQ8PD03A50	HD Dome Cam, 720p Prog Scan, 2.8mm, Interior, IR Day/Night, Audio, 50 ft.
Seon	CHQ8PD03A75	HD Dome Cam, 720p Prog Scan, 2.8mm, Interior, IR Day/Night, Audio, 75 ft.
Seon	CHQ8PD04A20	HD Dome Cam, 720p Prog Scan, 4.0mm, Interior, IR Day/Night, Audio, 20 ft.
Seon	CHQ8PD04A50	HD Dome Cam, 720p Prog Scan, 4.0mm, Interior, IR Day/Night, Audio, 50 ft.
Seon	CHQ8PD04A75	HD Dome Cam, 720p Prog Scan, 4.0mm, Interior, IR Day/Night, Audio, 75 ft.
Seon	CHQ8PD06A20	HD Dome Cam, 720p Prog Scan, 6.0mm, Interior, IR Day/Night, Audio, 20 ft.

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Purchase Plan: 2017-02

Date: 7/18/19

By: Mary Lee Mayo

Video and GPS Descriptions

Seon	CHQ8PD06A50	HD Dome Cam, 720p Prog Scan, 6.0mm, Interior, IR Day/Night, Audio, 50 ft.
Seon	CHQ8PD06A75	HD Dome Cam, 720p Prog Scan, 6.0mm, Interior, IR Day/Night, Audio, 75 ft.
Seon	CHW8PD04E20	HD Camera 720P/1080P/3MP, IP POE, 3.6mm, Exterior (No Audio), 20 ft.
Seon	CHW8PD04E50	HD Camera 720P/1080P/3MP, IP POE, 3.6mm, Exterior (No Audio), 50 ft.
Seon	CHW8PD04E75	HD Camera 720P/1080P/3MP, IP POE, 3.6mm, Exterior (No Audio), 75 ft.
Seon	CHW8PD06E20	HD Camera 720P/1080P/3MP, IP POE, 6.0mm, Exterior (No Audio), 20 ft.
Seon	CHW8PD06E50	HD Camera 720P/1080P/3MP, IP POE, 6.0mm, Exterior (No Audio), 50 ft.
Seon	CHW8PD06E75	HD Camera 720P/1080P/3MP, IP POE, 6.0mm, Exterior (No Audio), 75 ft.
Seon	CHW8PD08E20	HD Camera 720P/1080P/3MP, IP POE, 8.0mm, Exterior (No Audio), 20 ft.
Seon	CHW8PD08E50	HD Camera 720P/1080P/3MP, IP POE, 8.0mm, Exterior (No Audio), 50 ft.
Seon	CHW8PD08E75	HD Camera 720P/1080P/3MP, IP POE, 8.0mm, Exterior (No Audio), 75 ft.
Seon	HD3Q03AI20	HD Camera, Dome, 2.8mm, internal, audio, IR TDN, 20' harness
Seon	HD3Q03AI50	HD Camera, Dome, 2.8mm, internal, audio, IR TDN, 50' harness
Seon	HD3Q03AI75	HD Camera, Dome, 2.8mm, internal, audio, IR TDN, 75' harness
Seon	HD3Q04AI20	HD Camera, Dome, 3.6mm, internal, audio, IR TDN, 20' harness
Seon	HD3Q04AI50	HD Camera, Dome, 3.6mm, internal, audio, IR TDN, 50' harness
Seon	HD3Q04AI75	HD Camera, Dome, 3.6mm, internal, audio, IR TDN, 75' harness
Seon	HD3Q06AI20	HD Camera, Dome, 6.0mm, internal, audio, IR TDN, 20' harness
Seon	HD3Q06AI50	HD Camera, Dome, 6.0mm, internal, audio, IR TDN, 50' harness
Seon	HD3Q06AI75	HD Camera, Dome, 6.0mm, internal, audio, IR TDN, 75' harness
Seon	HD3W03EI20	HD Camera, Wedge, 2.8mm, external, IR TDN, 20' harness
Seon	HD3W03EI50	HD Camera, Wedge, 2.8mm, external, IR TDN, 50' harness
Seon	HD3W03EI75	HD Camera, Wedge, 2.8mm, external, IR TDN, 75' harness
Seon	HD3W04EI20	HD Camera, Wedge, 3.6mm, external, IR TDN, 20' harness
Seon	HD3W04EI50	HD Camera, Wedge, 3.6mm, external, IR TDN, 50' harness
Seon	HD3W04EI75	HD Camera, Wedge, 3.6mm, external, IR TDN, 75' harness
Seon	HD3W06EI20	HD Camera, Wedge, 6.0mm, external, IR TDN, 20' harness
Seon	HD3D06EI50	HD Camera, Wedge, 6.0mm, external, IR TDN, 50' harness
Seon	HD3D06EI75	HD Camera, Wedge, 6.0mm, external, IR TDN, 75' harness
Seon	RVM	Rear Vision Monitor, cables & 7" Monitor, for standalone use
Seon	RVM-SP	RVM, cables, video splitter, 7" Monitor, for use with TL2/4, MX, TX and DX DVRs
Seon	RVM-TLHD	RVM, cables, 7" Monitor, expansion harness, for use with TL-HD DVR
Seon	RVC303E50	RVC303 Camera with 50 ft. harness
Seon	RVC303E75	RVC303 Camera with 75 ft. harness
Seon	SAV-INV360	inView 360 Monitoring System (Includes 1 front, 1 rear and 2 side cameras, 4 camera housings, 1 electronic control unit and associated cabling)
Seon	SAV-MON	Monitor, 7in, inView 360
Seon	ADMF	DIN to Microfit Adaptor (for DVR Integration)
Seon	INST-SAV-CAL-SB	Installation and calibration, inView 360 system, per school bus *Price is Pass-Through - must be completed by Seon 360 Certified Installers.
Seon	VLP-LMUV1	vMax Live+, LMU, PWR Harness, Signal Cable, GPS, Antenna, Activation Fee, Health Check (for integration to DVR)
Seon	VLP-LMUS1	vMax Live+, LMU, PWR Harness, Signal Cable, GPS, Antenna, Activation Fee, Health Check (for integration to DVR)
Seon	VNAV-VSBY1	vMax Navigator software service per MDT tablet (per vehicle), 1st year of hosting, licensing and technical support
Seon	VNAV-MDT	Navigator Mobile Data Terminal (MDT), including, Android OS, vMax Navigator application sw, GPS input, USB port, Cellular modem. Does not include Annual Data Plan
Seon	SRLGA07	Smart-Reach Lite, 2.4GHz, std antenna, w/ NMO mt 6 ft cable, w/ PoE adapter
Seon	SRLAA07	Smart-Reach Lite, 5.8GHz, no antenna, w/ NMO mt 6 ft cable, w/ PoE adapter
Seon	SRLGA07NP	Smart-Reach Lite for TL-HD only, 2.4 GHz, standard antenna, w/ NMO mount 6 ft cable, no PoE adapter
Seon	SRLAA07NP	Smart-Reach Lite for TL-HD only, 5.8GHz, no antenna, w/NMO mt 6 ft. cable, no PoE adapter
Seon	GPS4	GPS Receiver, Magnetic Mount, 20 ft. Harness
Seon	Specify	All Mounting Posts (CA-MP6, CJ-MP6A30, CHQ-MP6A30)
Angel Trax	VulcanV5SD-01	VulcanV5SD - 5 Channels with 4 Channels HD up to 720P + 1 Channel IP 720P or 1080P Dual SD Card Drive, SD64GB, HD2500V, HD4CBL
Angel Trax	VulcanV5-01	VulcanV5 5 Channel HD/IP Mobile Digital Video Recorder, 5 Channels w/4 Channels HD 1080P+1 Channel IP 1080P Built-in WiFi Module, G-force Sensor, Panic Button, HD2500V, HD4CBL

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 Purchase Plan: 2017-02  
 Date: 7/18/19  
 MaryLee Mayes



Video and GPS Descriptions

Angel Trax	VulcanV12-01	VulcanV12 12 Channel HD/IP Mobile Digital Video Recorder, 5 Channels with 8 Channels HD up to 1080P+4 Channels IP up to 1080P w/SD slot for redundant or sequential recording. Built-in WiFi Module, G-force Sensor, Panic Button, HD2500V, HD4CBL	
Angel Trax	HDDKIN1TBST-Up	Upgrade: 1TB Solid State Upgrade	
Angel Trax	HD2500V	Cam 2.5mm Lens-1080P HD 3 megapixels, Built-in Audio	
Angel Trax	IP2600V	Cam 2.6mm lens 920x1080 2 Megapixels, Built-in audio & Infrared	
Angel Trax	4IPBOX	IP 4 Camera Hub for Vulcan Series to include CAT5 Cable	
Angel Trax	SI4GM	Sierra 4G Wireless Cellular Modem- to include AT&T SIMcard	
Angel Trax	EASYCK1	Firmware Upgrade Tool For Vulcan Series	
Angel Trax	V5HDDTRAY	V5 Hard Drive Tray for Vulcan Series Spare Hard Drives	
Angel Trax	V12HDDTRAY	V12 Hard Drive Tray for Vulcan Series Spare Hard Drives	
Angel Trax	V5RDR	V5 Hard Drive Reader Module with Cable for Vulcan Series	
Angel Trax	VULBR100	Windshield Mounting Bracket for Vulcan Series	
Angel Trax	WC4G	Wi-Fi Cellular GPS Tri-Mode Antenna	
Angel Trax	VULVSM	External GPS Virtual Synchronized Mapping Module Vulcan	
Angel Trax	GPSV1	Vulcan Series Passive GPS Antenna	
Angel Trax	CP4	Vulcan Series Touchscreen Backing, Firmware Ctrl Monitor w/ bkt	
Gatekeeper	G4-304SD1a Assy	G4-Series 4 AHD CH + 1 IP CH HD DVR	
Gatekeeper	G4-504HD2 Assy	G4-Series 4 Analog CH + 2 IP CH HD DVR, 500GB HD	
Gatekeeper	G4-508HD4 Assy	G4-Series 8 Analog CH + 4 IP CH HD DVR, 500GB HD	
Gatekeeper	S370 Analog Camera	S370 Camera - Vandal-Resistant 800 TVL 24 IR LED&Cable	
Gatekeeper	CAB000310	G4 CamAdaptCbl,20cmAviat-Molex	
Gatekeeper	S31AHD HD Camera	S31 AHD Camera Vandal-Resistant 24 IR LED&Cable High Def Cam	
Gatekeeper	S31IP Camera	S31IP IR + AUDIO HD IP CAMERA	
Gatekeeper	CAB000377	IP Camera Adapter Cable Aviation to RJ45	
Gatekeeper	GSWHCAT5-15MLD-B	15-foot HD IP Camera Cable - Blue	P.O. Approved
Gatekeeper	GSWHCAT5-30MLD-G	30-foot HD IP Camera Cable - Green	School Trans. Mgt
Gatekeeper	GSWHCAT5-60MLD-Y	60-foot HD IP Camera Cable - Yellow	Florida D.O.E.
Gatekeeper	G4-SD64GB	64GB SD Card	
Gatekeeper	G4-SD128GB	128GB SD Card	
Gatekeeper	G4-SD256GB	256GB SD Card	Purchase Plan: <u>2017-02</u>
Gatekeeper	G4-Upgr 500GB-1TB	Upgrade 500 GB to 1TB (at time of order)	Date: <u>7/18/19</u>
Gatekeeper	G4-Upgr 500GB-2TB	Upgrade 500 GB to 2TB (at time of order)	
Gatekeeper	G4-Upgr 500GB-256SSD	Upgrade 500 GB to 256 SSD (at time of order)	
Gatekeeper	G4-Upgr 500GB-480SSD	Upgrade 500 GB to 480GB SSD (at time of order)	By: <u>Maryalee Mayo</u>
Gatekeeper	G4-WIFI_5GHz_Ext-KIT	Vehicle 5.8GHz WiFi Kit	
Gatekeeper	GK-AWM-KIT	Auto-Wake Module Kit	
Gatekeeper	G4-IPDVR-4PSWITCH	4 PORT SWITCH - 12V POE	
Gatekeeper	MWM-CELL 4G ONLY	4G Only w/Antenna+Mount CAT5 CBL for Verizon, AT&T, T-Mobile	
Gatekeeper	G4-DrvAlert	Driver Alert Button - Includes Cable	
Gatekeeper	G4 Viewer Plus	G4 View Plus Video Management Software	
Gatekeeper	G4-InertiaSensor Assy	Inertia Sensor, including cable	
Gatekeeper	MWM-4G CELL+WIFI 5GHz	MWM-CELL 4G + WIFI Card - Inc 2 Antennas, 2 Mounts, 1xCAT5 CBL for Verizon, AT&T, T-Mobile	
Gatekeeper	G4-SERIES-GPS-KIT	GPS Kit - Internal Electronics and Antenna	
Gatekeeper	Rear Cable Covers	DVR Rear Cable Covers	
Gatekeeper	Viewer Software DL Kit	Viewer Software Download Kit	
Gatekeeper	G4-Connect-WiFIDongle	G4-Connect USB WiFi Dongle	
Gatekeeper	015-0052	Drop Mount For Forward Facing S3 Cameras	
Synovia	INSTALL HDRW	Install *All Systems and On Board Mobil Data Terminal	
Synovia	FLSTC GPS	Synovia Core GPS Hardware Kit for ATT/T-Mobile/Sprint/Verizon	
Synovia	FLSTC GPSw/ED	Synovia Core GPS Hardware Kit with ED for ATT/T-Mobile/Sprint/Verizon	
Synovia	FLSTC BCR	Barcode Reader Kit (laser scan)	
Synovia	FLSTC CT-AIO	All In One (Color Tablet and Kit w/ built in GPS device)	
Synovia	FLSTC SLGSPS	Synovia Silverlining GPS Fleet Management Software-Purchase	
Synovia	FLSTC SLSEGS	Synovia Silverlining Engine Diagnostics Software	
Zonar	V3001TBB-H	Factory Install V3 Telematics Control Unit	
Zonar	GSM-ACT	GSM Activation (Each Unit)	
Zonar		GTC (Basic Track, Trace, Idle, 5 I/O's)	
Zonar	GPS001-SB	GTC Plus (Adds ECM Diagnostic Monitoring)	
Zonar	EVIR001-SB	EVIR 2010 (Electronic Vehicle Inspection Report ONLY)	
Zonar	GZ001-SB	Zpass (RFID Student Ridership Reporting ONLY)	
Zonar	G2002-SB	2020 Tablet (Full Suite-Navigation, EVIR, Messaging, ZForms)	

Video and GPS Descriptions

Zonar	EVIR002-SB	EVIR 2010 (Electronic Vehicle Inspection Report)
Zonar	ZPASS001-SB	Zpass (RFID Student Ridership Reporting)
Zonar	ZPASS002-SB	Zpass PLUS (Includes Parent Notification)
Zonar	GPS002-S	GTC (Basic Track, Trace, Idle, 5 I/O's)
Zonar	GPS001-S	GTC Plus (Adds ECM Diagnostic Monitoring)
Zonar	EVIR001-H	EVIR 2010 Kit (Requires V3)
Zonar	MOB001-H	EVIR 2020 Kit (Requires V3)
Zonar	EVIR001-S	EVIR 2010 (With GTC or GTC Plus)
Zonar	MOB001-S	2020 Tablet-Nav, EVIR, Messaging (W/ GTC or GTC Plus)
Zonar	EVIR002-S	Stand Alone EVIR 2010
Zonar	G2001-S	Stand Alone EVIR 2020 Tablet -Nav, EVIR, Messaging
Zonar	ZPASS001-H	Zpass Module Kit (Includes V3)
Zonar	ZPASS001-S	Zpass (With GTC or GTC Plus) *Annual Cost
Zonar	ZPASS002-S	Zpass PLUS-Parent Notification (w/ GTC and GTC Plus) *Annual Cost
Zonar	ZPASS003-S	Stand Alone Zpass *Annual Cost
Zonar	ZPASS004-S	Stand Alone Zpass PLUS-Parent Notification *Annual Cost
Zonar	Addl Install Zonar	Installation Additional Hardware Kit (EVIR, Zpass, and/or 2020)
Zonar	20007	Driver/Operator RFID Card
Zonar	30034	Student RFID Card

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 Florida D.O.E.

Purchase Plan: 2017-02

Date: 7/18/19

By Mary Lee Mayo

**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 4j

**DATE OF SCHOOL BOARD MEETING:** July 30, 2019

**TITLE OF AGENDA ITEM:** Appraisal Agreement Between Keys Claims Consultants, LLC  
and The School Board of Gadsden County

**DIVISION:** Administration

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

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

Request Board approval for Appraisal Agreement with Keys Claims Consultants, LLC.

**FUND SOURCE:** N/A

**AMOUNT:** N/A

**PREPARED BY:** Roger P. Milton

**POSITION:** Superintendent

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INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

       Number of ORIGINAL SIGNATURES NEEDED by preparer.

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

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



## APPRAISAL AGREEMENT

THIS AGREEMENT is between The School Board of Gadsden County ("Owner") address: 35 Martin Luther King, Jr. Boulevard, Quincy, FL 32351 and Keys Claims Consultants, LLC, ("KCC") 1333 3rd Avenue S., Suite 407, Naples, FL 34102 (phone 239-774-5040) and arises out of a Hurricane / Wind loss that occurred on 10/10/2018, loss location: As provided for in policy, insured by Florida Municipal Insurance Trust, agreement number FMIT #0857 (the "policy" or FMIT #0857). The Owner, or its representative, authorizes KCC to serve as their Appraiser pursuant to the Appraisal provision of their policy, which is incorporated herein. Owner acknowledges that it has no preexisting financial relationship with KCC and to its knowledge, KCC is not affiliated with, has no preexisting financial relationship any party to this appraisal. KCC certifies to Owner that KCC has no preexisting financial relationship with, is not affiliated with, has no preexisting financial relationship with any party to this appraisal, including Scott M. Favre Public Adjuster, LLC with the exception of serving as an Appraiser on two (2) cases that Scott M. Favre Public Adjuster, LLC was the Public Adjuster. I (We) understand that KCC will act independently to value the loss subject to appraisal, and is not subject to control, restriction, modification, or limitation from Owner or any other outside source.

1. **Compensation:** Owner agrees to pay to KCC in consideration for those services a daily rate of (see schedule attached), plus travel costs as necessary (limited to the 2019 IRS per diem rates outside high-cost localities). The total estimated cost for the services of KCC will not exceed 3% of the total award signed by any of the two panel members. KCC will prepare detailed invoices monthly and provide them to Owner. Owner will timely pay such invoices.
2. **Term and Effective Date:** This Agreement will be effective on the date that each blank in this Agreement is filled in and this Agreement is executed by Owner and an authorized representative of KCC (the "Effective Date"). Owner may not terminate this Agreement over disagreements in valuation over loss or property, but may terminate this agreement for non-performance, inadequate or non-conforming performance as required by the policy, or any material breach.
3. **Scope of Work:** KCC will inspect each building and location insured for which a loss is claimed. The Property Schedule for FMIT #0857, Policy Number for Hurricane Michael, for October 1, 2018-October 1-2019 (the "Property Schedule") is attached to this Agreement and incorporated herein. KCC will prepare the proper documents and supporting evidence for all damaged buildings and represent Owner through the Appraisal process with due diligence and professionalism. KCC will appraise the amount of the loss caused by Hurricane Michael and prepare a report or schedule detailing, by location number in the Property Schedule, the amount of loss, as defined in FMIT #0857, Policy Number for Hurricane Michael, for October 1, 2018-October 1-2019, including any property not listed in the Property Schedule. By entering this agreement, KCC certifies that it is an impartial appraiser and is competent to provide insurance appraisal services as defined by Florida law.
4. Any Umpire's fee, if required, shall be shared proportionally according to the terms of the policy.

5. As of the date of this agreement, Owner directs the above named Insurance Company to add Keys Claims Consultants, LLC, as joint payee on any and all payments made by the Insurance Company pertaining to the above captioned claim, limited to the amount of the fees and costs owed KCC under this Appraisal Agreement and only for purposes of ensuring payment for services.
6. KCC employees are not lawyers and do not provide legal representation, nor do they provide legal advice or make legal interpretations of the policy. The fees and costs including experts associated with legal representation, if necessary, are not part of this agreement.
7. **Complete Agreement:** This Agreement is the entire agreement between the parties and there are no oral or written representations, promises, agreements or arrangements between the parties other than those set forth in this agreement. This Agreement can only be modified in writing.
8. **Arbitration:** Disputes are to be arbitrated pursuant to the commercial arbitration rules of the American Arbitration Association (herein "AAA."), subject to the requirements of Florida and U.S. law including any public records requirements.
9. **Enforceability of Arbitration:** The decision made by the arbitrator is enforceable in a court of appropriate jurisdiction.
10. **Costs of Arbitration:** Each party of arbitration will be responsible for his, her, or its own costs to arbitrate. Costs to arbitrate will consist of, but are not limited to, all personal expenses and attorney fees. The costs of arbitration will be split equally between the parties of such arbitration. The costs of arbitration will consist of the arbitration fee to AAA and the arbitrator's fee.
11. **Breach:** If any certification herein made by KCC or by Owner is false, becomes false, or is found to be false, it shall constitute a material breach of this agreement and entitle the other party to all its damages without limitation. However, any deadline herein that is not met shall not constitute the failure of a certification, and if the payment or required report or other commitment is delivered within 30 days of the deadline it shall not constitute a material breach.
12. **Venue, jurisdiction and controlling law:** Venue for any dispute arising out of or related to this Agreement shall exclusively be in Gadsden County. Venue for any non-arbitrable dispute shall be in the Circuit Court, in and for the Second Judicial Circuit of Florida, Gadsden County, Florida, jurisdiction of which is conceded by the parties. This Agreement shall not be construed or interpreted against any party as its drafter but shall otherwise be construed and interpreted in accordance with the laws of the State of Florida.

Pursuant to S.817.234, Florida Statutes, any person who, with the intent to injure, defraud, or deceive any insurer or insured, prepares, presents, or causes to be presented a proof of loss or estimate of cost or repair of damaged property in support of a claim under an insurance policy knowing that the proof of loss or estimate of claim or repairs contains any false, incomplete, or misleading information concerning any fact or thing material to the claim commits a felony of the third degree, punishable as provided in S.775.082, S.775.083, or S.775.084, Florida Statutes.

Signature by KCC:

\_\_\_\_\_

Keys Claims Consultants, LLC

George Wilton Keys, Jr., SPPA - License #A140365

Keys Claims Consultants, LLC

1333 3<sup>rd</sup> Avenue South, Suite 407

Naples, FL 34120

Signature by Insured:

1. \_\_\_\_\_ Title \_\_\_\_\_

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

Phone Number \_\_\_\_\_ Date \_\_\_\_\_

2. \_\_\_\_\_ Title \_\_\_\_\_

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

Phone Number \_\_\_\_\_ Date \_\_\_\_\_

#### BUYER'S RIGHT TO CANCEL

You may cancel this Agreement, without penalty or obligation within three (3) business days after the date on which the Agreement is signed or within three (3) business days after the date you notified the insurer of the claim, by phone or writing, whichever is later. The notice of cancellation must be submitted in writing and sent by certified mail, return receipt requested, or other form of mailing that provides proof thereof, to the Appraiser at the address specified in this Agreement. During any state of emergency as declared by the Governor and for one (1) year after the date of the loss, you have five (5) business days after the date on which the agreement is executed to cancel.



## Keys Claims Consultants, LLC Hourly Fee Schedule

### Hourly Billing Rates

George W. Keys, SPPA	\$395.00 per hour
Senior Associates	\$295.00 per hour
Junior Associates	\$215.00 per hour
Clerical/Inspection Monitoring	\$105.00 per hour

### Expenses

Travel Mileage	Per Florida Statute 112.061
Lodging and Meals	Per Florida Statute 112.061

### Property Schedule

The School Board of Gadsden County, FMIT #0857

October 1, 2018 - October 1, 2019

Location #		Address	Occupancy	Construction Type	
Loc	Bld	Cause of Loss - Building	Limit	Cause of Loss - Personal Property	Limit
001	001	35 Martin Luther King Boulevard Quincy, FL	Administrative Office		Masonry Non-Combustible
		Basic	\$2,210,400	Basic	\$377,100
001	002	35 Martin Luther King Boulevard Quincy, FL	Freezer Building #1		Non-Combustible
		Basic	\$114,300	Basic	\$81,000
001	003	35 Martin Luther King Boulevard Quincy, FL	Warehouse		Masonry Non-Combustible
		Basic	\$1,379,700	Basic	\$90,900
001	004	35 Martin Luther King Boulevard Quincy, FL	Freezer Building 2		Non-Combustible
		Basic	\$198,900	Basic	\$81,000
001	005	35 Martin Luther King Boulevard Quincy, FL	Family Info/Resource Ctr		Frame
		Basic	\$174,800	Basic	\$25,200
001	006	35 Martin Luther King Boulevard Quincy, FL	Personnel Department		Joisted Masonry
		Basic	\$165,600	Basic	\$20,700
002	001	806 S. Stewart Street Quincy, FL	Maintenance		Masonry Non-Combustible
		Basic	\$814,500	Basic	\$118,600
003	001	631 S. Stewart Street Quincy, FL	Administration / Library / Classroom (Carter Parremore Academy)		Joisted Masonry
		Basic	\$4,132,800	Basic	\$198,200
003	002	631 S. Stewart Street Quincy, FL	Classrooms 1		Joisted Masonry
		Basic	\$1,177,200	Basic	\$45,000
003	003	631 S. Stewart Street Quincy, FL	Cafeteria		Joisted Masonry
		Basic	\$954,900	Basic	\$85,500
003	004	631 S. Stewart Street Quincy, FL	Gym		Joisted Masonry
		Basic	\$1,401,300	Basic	\$37,800
003	005	631 S. Stewart Street Quincy, FL	Childcare		Joisted Masonry
		Basic	\$877,700	Basic	\$19,800
003	006	631 S. Stewart Street Quincy, FL	Classroom 2		Masonry Non-Combustible
		Basic	\$724,500	Basic	\$18,900
003	007	631 S. Stewart Street Quincy, FL	Press Box		Frame
		Basic	\$16,200	Basic	\$900
004	001	335 Maple Street Chattahoochee, FL	Administration / Classroom		Masonry Non-Combustible
		Basic	\$5,937,300	Basic	\$708,500
005	001	559 Greensboro Highway Greensboro, FL	Gym		Joisted Masonry
		Basic	\$1,460,700	Basic	\$38,000
005	002	559 Greensboro Highway Greensboro, FL	Clinic		Masonry Non-Combustible
		Basic	\$282,600	Basic	\$10,800
005	003	559 Greensboro Highway Greensboro, FL	Field House		Joisted Masonry
		Basic	\$218,700	Basic	\$7,200
005	004	559 Greensboro Highway Greensboro, FL	Equipment Storage		Joisted Masonry
		Basic	\$6,660	Basic	\$900
005	005	559 Greensboro Highway Greensboro, FL	Press Box		Joisted Masonry
		Basic	\$21,800	Basic	\$800



### Property Schedule

The School Board of Gadsden County, FMIT #0857

October 1, 2018 - October 1, 2019

Location #		Address	Occupancy	Construction Type	
Loc	Bld	Cause of Loss - Building	Limit	Cause of Loss - Personal Property	Limit
005	006	559 Greensboro Highway Greensboro, FL	Admin		Masonry Non-Combustible
		Basic	\$737,100	Basic	\$79,200
005	008	559 Greensboro Highway Greensboro, FL	Classroom		Masonry Non-Combustible
		Basic	\$2,916,000	Basic	\$117,000
006	001	706 Martin Luther King Jr. Boulevard Gretna, FL	Classroom 1		Masonry Non-Combustible
		Basic	\$1,015,200	Basic	\$39,600
006	003	706 Martin Luther King Jr. Boulevard Gretna, FL	Classroom 2		Masonry Non-Combustible
		Basic	\$1,292,400	Basic	\$53,100
006	005	706 Martin Luther King Jr. Boulevard Gretna, FL	Cafeteria		Masonry Non-Combustible
		Basic	\$965,700	Basic	\$101,700
008	002	1830 W. King Street Quincy, FL	Cafetorium		Joisted Masonry
		Basic	\$813,600	Basic	\$60,300
008	004	1830 W. King Street Quincy, FL	Boiler Room 1		Joisted Masonry
		Basic	\$17,100	Basic	\$900
008	006	1830 W. King Street Quincy, FL	Classroom 2		Joisted Masonry
		Basic	\$174,600	Basic	\$14,580
008	008	1830 W. King Street Quincy, FL	Classroom 4		Joisted Masonry
		Basic	\$115,200	Basic	\$5,850
008	010	1830 W. King Street Quincy, FL	Boiler Room 3		Masonry Non-Combustible
		Basic	\$19,800		\$0

## Property Schedule

The School Board of Gadsden County, FMIT #0857

October 1, 2018 - October 1, 2019

Location #		Address	Occupancy	Construction Type	
Loc	Bld	Cause of Loss - Building	Limit	Cause of Loss - Personal Property	Limit
008	012	1830 W. King Street Quincy, FL	Classroom / Library	Masonry	Non-Combustible
		Basic	\$908,000	Basic	\$76,500
008	014	1830 W. King Street Quincy, FL	Classroom 7	Masonry	Non-Combustible
		Basic	\$918,900	Basic	\$44,100
009	002	500 W. King Street Quincy, FL	Cafeteria	Masonry	Non-Combustible
		Basic	\$602,100	Basic	\$47,700
009	004	500 W. King Street Quincy, FL	Classroom 1	Jolsted Masonry	
		Basic	\$2,371,500	Basic	\$187,100
009	006	500 W. King Street Quincy, FL	Classroom 2	Jolsted Masonry	
		Basic	\$504,900	Basic	\$28,800
010	001	1400 W. King Street Quincy, FL	Administration	Masonry	Non-Combustible
		Basic	\$1,126,800	Basic	\$130,500
010	003	1400 W. King Street Quincy, FL	Classroom 2	Masonry	Non-Combustible
		Basic	\$3,324,600	Basic	\$137,700
010	005	1400 W. King Street Quincy, FL	Gym	Masonry	Non-Combustible
		Basic	\$3,380,400	Basic	\$108,000
010	007	1400 W. King Street Quincy, FL	Classroom 3	Masonry	Non-Combustible
		Basic	\$1,010,700	Basic	\$37,800

### Property Schedule

The School Board of Gadsden County, FMIT #0857

October 1, 2018 - October 1, 2019

Location #		Address	Occupancy	Construction Type	
Loc	Bld	Cause of Loss - Building	Limit	Cause of Loss - Personal Property	Limit
010	009	1400 W. King Street Quincy, FL	Clinic		Frame
		Basic	\$239,400	Basic	\$36,000
011	002	201 Martin Luther King, Jr. Boulevard Quincy, FL	Plumbing / Electric Shop		Masonry Non-Combustible
		Basic	\$666,000	Basic	\$45,000
011	004	201 Martin Luther King, Jr. Boulevard Quincy, FL	Farm Mechanic Shop		Masonry Non-Combustible
		Basic	\$1,633,500	Basic	\$303,300
012	001	831 S. Stewart Street Quincy, FL	Administration / Library		Masonry Non-Combustible
		Basic	\$567,000	Basic	\$45,900
012	003	831 S. Stewart Street Quincy, FL	Classroom 1		Masonry Non-Combustible
		Basic	\$891,000	Basic	\$40,500
012	005	831 S. Stewart Street Quincy, FL	Classroom 3		Masonry Non-Combustible
		Basic	\$1,206,000	Basic	\$55,800
013	001	4463 Bainbridge Highway Quincy, FL	Admin/Classroom		Fire Resistive
		Basic	\$1,238,400	Basic	\$61,200
013	003	4463 Bainbridge Highway Quincy, FL	Cafeteria		Joisted Masonry
		Basic	\$556,200	Basic	\$52,020

## Property Schedule

The School Board of Gadsden County, FMIT #0857

October 1, 2018 - October 1, 2019

Location #		Address	Occupancy	Construction Type	
Loc	Bld	Cause of Loss - Building	Limit	Cause of Loss - Personal Property	Limit
014	001	720 S. Stewart Street Quincy, FL	Bus Garage		Masonry Non-Combustible
		Basic	\$1,530,000	Basic	\$248,400
015	001	1210 Kemp Road Havana, FL	Administration / Classrooms - Havana Magnet School		Masonry Non-Combustible
		Basic	\$983,900	Basic	\$102,600
015	002	1210 Kemp Road Havana, FL	Media Center - Havana Magnet School		Modified Fire Resistive
		Basic	\$1,141,200	Basic	\$315,900
015	003	1210 Kemp Road Havana, FL	Classroom 1 - Havana Magnet School		Masonry Non-Combustible
		Basic	\$987,500	Basic	\$38,000
015	004	1210 Kemp Road Havana, FL	Classrooms 2 - Havana Magnet School		Masonry Non-Combustible
		Basic	\$2,168,100	Basic	\$86,400
015	005	1210 Kemp Road Havana, FL	Classrooms/Band - Havana Magnet School		Masonry Non-Combustible
		Basic	\$658,800	Basic	\$61,200
015	006	1210 Kemp Road Havana, FL	Classroom 3 - Havana Magnet School		Masonry Non-Combustible
		Basic	\$888,200	Basic	\$36,000
015	007	1210 Kemp Road Havana, FL	Classrooms - Havana Magnet School		Masonry Non-Combustible
		Basic	\$884,700	Basic	\$31,500
015	008	1210 Kemp Road Havana, FL	Cafeteria - Havana Magnet School		Masonry Non-Combustible
		Basic	\$1,665,000	Basic	\$172,800
015	009	1210 Kemp Road Havana, FL	Gym - Havana Magnet School		Masonry Non-Combustible
		Basic	\$2,734,200	Basic	\$109,800
015	010	1210 Kemp Road Havana, FL	Havana Middle School - Havana Magnet School		Masonry Non-Combustible
		Basic	\$5,000,000	Basic	\$250,000
016	001	27001 Blue Star Memorial Highway - East Gadsden High Havana, FL	Administrative - Building 100		Masonry Non-Combustible
		Basic	\$1,309,500	Basic	\$148,500
016	002	27001 Blue Star Memorial Highway - East Gadsden High Havana, FL	Media - Building 200		Masonry Non-Combustible
		Basic	\$1,412,100	Basic	\$456,300
016	003	27001 Blue Star Memorial Highway - East Gadsden High Havana, FL	Classrooms - Building 300		Masonry Non-Combustible
		Basic	\$3,478,400	Basic	\$161,200
016	004	27001 Blue Star Memorial Highway - East Gadsden High Havana, FL	Classrooms - Building 400		Masonry Non-Combustible
		Basic	\$4,534,200	Basic	\$207,000
016	005	27001 Blue Star Memorial Highway - East Gadsden High Havana, FL	Cafeteria - Building 500		Masonry Non-Combustible
		Basic	\$3,017,700	Basic	\$329,400

### Property Schedule

The School Board of Gadsden County, FMIT #0857

October 1, 2018 - October 1, 2019

Location #		Address	Occupancy	Construction Type	
Loc	Bld	Cause of Loss - Building	Limit	Cause of Loss - Personal Property	Limit
016	006	27001 Blue Star Memorial Highway - East Gadsden High Havana, FL Basic	\$3,979,800	Gym - Building 600 Basic	\$115,200
016	008	27001 Blue Star Memorial Highway - East Gadsden High Havana, FL Basic	\$2,729,700	Vo-Tech - Building 800 Basic	\$119,700
016	010	27001 Blue Star Memorial Highway - East Gadsden High Havana, FL Basic	\$622,800	Field House (Bldg 10) Basic	\$18,000
017	001	200 Providence Road - New West Gadsden High School Greensboro, FL Basic	\$1,016,100	Administration (Building #100) Basic	\$89,100
017	003	200 Providence Road - New West Gadsden High School Greensboro, FL Basic	\$4,053,600	Vo - Tech and Classrooms (Building #300 / 400) Basic	\$201,600
017	005	200 Providence Road - New West Gadsden High School Greensboro, FL Basic	\$3,919,500	Music & Cafetorium (Building #600 / 700) Basic	\$481,500
<b>Total:</b>			<b>\$136,517,705</b>		<b>\$9,945,790</b>

**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 4k

**DATE OF SCHOOL BOARD MEETING:** July 30, 2019

**TITLE OF AGENDA ITEM:** Turnaround School Supplemental Services Allocation (TSSSA)

**DIVISION:** Administration

       This is a CONTINUATION of a current project, grant, etc. (new project)

**PURPOSE AND SUMMARY OF ITEM:**

(Type and Double Space)

Provide additional state level support for wrap around services to schools in district managed turnaround and for up to two years additional support for schools exiting turnaround. It is part of FEFP (Florida Education Finance Program) and is calculated based on FTE (Full-Time Equivalent) at approximately \$500 each FTE as of Survey 3 in February 2019.

**FUND SOURCE:** General Revenue

**AMOUNT:** \$1,077,312

**PREPARED BY:** Rose Raynak

**POSITION:** Area Director Federal Programs

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**INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER**

       Number of ORIGINAL SIGNATURES NEEDED by preparer.

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

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



# Turnaround School Supplemental Services Application Gadsden County Public Schools

[Gadsden County School District - 20]

**Part I: Eligibility**

**Item 1:** List each eligible school within your district along with one of the three eligibility criteria identified below:

1. A school that is implementing a district-managed turnaround plan.
2. A school that has earned at least three consecutive grades below a “C.”
3. A school that has improved to a “C” or higher and is no longer in turnaround status within the last two years.

MSID Number	School Name	School Grade History (last four years)	Eligibility Criteria by number
0051	Gadsden County High School	2015-16: F 2016-17: D 2017-18: C 2018-19: D	3
0052	West Gadsden Middle School	2015-16: D 2016-17: D 2017-18: D 2018-19: D	2
0211	James A. Shanks Middle School	2015-16: C 2016-17: D 2017-18: D 2018-19: C	3
0041	George W. Munroe Elementary	2015-16: D 2016-17: F 2017-18: A 2018-19: B	3

**Part II: Implementation Plan**

**The district will submit an implementation plan, outlining services by each qualified school. Districts with multiple schools may submit one comprehensive plan, outlining the implementation plan and budget by school or submit multiple plans outlining the plan for each school. The district may choose their preference.**

**Item 1:** Explain how the district, **by school**, is going to establish comprehensive support services that develop family and community partnerships.

In order to leverage community assets for Turnaround schools in the district, community and school leaders were provided an opportunity to meet and share information about the schools in turnaround. School leaders from all schools impacted shared both the day-to-day operational challenges and celebrations that are being experienced. Community members provided input on available resources and offered suggestions on accessing those resources. Collectively, those in attendance summarized the type of wrap-around services that are critical to student success. The community felt valued and connected as they talked about what they wanted to give. Individual members’ knowledge, skills, and passions were identified along with resources of public, private, and non-profit institutions.



## Turnaround School Supplemental Services Plan

The role of voluntary associations was discussed along with institutional policy shifts necessary to make a change. There is a need to build a grass roots asset base; attack barriers to family success; build new community and leadership habits, systems, and policies; build family assets; help each other through mutual support; build restorative relationships built on trust and empathy; and engage in collective action to bring about social and educational change to the culture of the school. A connected environment is the infrastructure for the community to thrive.

The school communities are comprised of many partners, including faith-based, community-based, learning groups, health initiatives, family assets, grants programs, and neighborhood groups. The district worked first on communication so that an environment was created where all stakeholders have access to quality information. Communication was opened up from a one-way to a two-way process with community stakeholders. Barriers were identified and strategies were brainstormed allowing all stakeholders to consider possible solutions to removal of barriers. Low-risk, low-commitment ways were identified to make a difference and outcomes connected people to resources that were untapped. Marginalized groups like welfare recipients, elders, youth, and minorities were recognized and contributed to community discussions leading to project development that will be sustainable and effective.

**Gadsden County High School (GCHS)** vision for leveraging community assets, improving school and community collaboration, and developing family and community partnerships is to bring together identified community partners to offer a range of supports and opportunities for its students, its families, its educational stakeholders and staff and the community in general. Focus was put on establishing and maintaining partnerships to achieve results through:

1. Students attending school regularly;
2. Students becoming motivated and actively involved in learning;
3. Families increasingly involved with their children's education;
4. Family and school efforts working effectively together;
5. Students succeeding academically;
6. Students healthy – physically, socially, and emotionally;
7. Students learning in a safe and supportive instructional environment; and
8. Teachers who are supported and highly effective in establishing a classroom environment conducive to learning.

GCHS will focus on enhancing delivery of existing school-based services in concert with its community partners, removing barriers and meeting needs of the schools through a mutually established framework. School-site community partnership leadership teams have been established. They are composed of school and community stakeholders to guide planning, implementation, and evaluation of the partnership to maximize effectiveness, align resources, and create sustainability. School leadership teams and staff will leverage these elements as outlined below to create a framework for results based on the needs assessment identified in the school's plan.

1. Identify a designated person on GCHS to lead the coordination of school-community partnerships, who will maintain partnerships with community agencies and facilitate effective communication and collaboration among the leadership team to ensure that specialized instructional support personnel, service providers, school personnel, parents, families, and members of the community are active partners in the wrap-around services process.
2. Establish clear expectations and shared accountability for GCHS and community partners with delineated roles and responsibilities for school personnel and community providers in order to enhance efficiency and effectiveness of service delivery while ensuring that the needs (as identified in the turnaround plan) of the school are being met.
3. Establish a process for reviewing and identifying high-quality services that leverage school and community resources throughout the partnership, which includes ensuring services are provided by specialized instructional support personnel and community service providers with the knowledge and skills critical to improving student and school outcomes, as identified by the needs assessment.

## Turnaround School Supplemental Services Plan

4. Establish a comprehensive professional learning plan for school leadership, teachers, staff, and community partners, that are continuous and high quality to ensure effective partnerships, which lead to improved student learning, as well as stronger families and communities.
5. Conduct regular meetings with all stakeholders (participating school staffs and community partners) to ensure continued building of relationships and trust, developed common language, and learned content and promising practices around school-community partnerships for high student and school outcomes.
6. Establish a plan for long-term sustainability based on ongoing needs assessment in order to maintain partnerships and/or establish new partnerships based on identified and/or changing school needs, as well as identify and capitalize on financial assets of community partners to maintain a consistent funding stream in support of programs and activities aligned with a common vision.
7. Conduct regular evaluation of partnership effectiveness through a variety of measures, which includes reevaluating current school/district partners and/or selecting new partners based on data that highlight their best-fit with the current needs of the schools and communities.
8. Establish a communication plan to share progress and challenges as they relate to the success and challenges of each school-community partnership to determine: (1) what is working; (2) what is not working; (3) challenges and ways to overcome barriers, and; (4) successes in order to educate the larger educational community and others seeking to improve schools through community partnerships.

By establishing a framework for results through a set of guiding elements, GCHS will be able to leverage school-based services and the services of their community partners, as well as establish collaborative processes wherein all stakeholders are actively involved in providing a wider range of services than can be accomplished singularly. Doing so ensures that the services provided are appropriate and complementary to the academic, social-emotional, and developmental focus areas of the schools and the individual and collective needs of students and their families. All students are eligible to access services made available through school-community partnerships, the most in need being prioritized.

GCHS' vision for leveraging community assets, improving school and community collaboration, and developing family and community partnerships is to bring together identified community partners to offer a range of supports and opportunities for its students, its families, its educational stakeholders and staff and the community in general. Focus was put on establishing and maintaining partnerships to achieve results through:

1. Students attending school regularly;
2. Students becoming motivated and actively involved in learning;
3. Families increasingly involved with their children's education;
4. Family and school efforts working effectively together;
5. Students succeeding academically;
6. Students healthy – physically, socially, and emotionally;
7. Students learning in a safe and supportive instructional environment; and
8. Teachers who are supported and highly effective in establishing a classroom environment conducive to learning.

**West Gadsden Middle School (WGMS)** vision for leveraging community assets, improving school and community collaboration, and developing family and community partnerships is to bring together identified community partners to offer a range of supports and opportunities for its students, its families, its educational stakeholders and staff and the community in general. Focus was put on establishing and maintaining partnerships to achieve results through:

1. Students attending school regularly;
2. Students becoming motivated and actively involved in learning;
3. Families increasingly involved with their children's education;
4. Family and school efforts working effectively together;
5. Students succeeding academically;
6. Students healthy – physically, socially, and emotionally;
7. Students learning in a safe and supportive instructional environment; and
8. Teachers who are supported and highly effective in establishing a classroom environment conducive to learning.

## Turnaround School Supplemental Services Plan

WGMS will focus on enhancing delivery of existing school-based services in concert with its community partners, removing barriers and meeting needs of the schools through a mutually established framework. School-site community partnership leadership teams have been established. They are composed of school and community stakeholders to guide planning, implementation, and evaluation of the partnership to maximize effectiveness, align resources, and create sustainability. School leadership teams and staff will leverage these elements as outlined below to create a framework for results based on the needs assessment identified in the school's plan.

1. Identify a designated person on WGMS to lead the coordination of school-community partnerships, who will maintain partnerships with community agencies and facilitate effective communication and collaboration among the leadership team to ensure that specialized instructional support personnel, service providers, school personnel, parents, families, and members of the community are active partners in the wrap-around services process.
2. Establish clear expectations and shared accountability for WGMS and community partners with delineated roles and responsibilities for school personnel and community providers in order to enhance efficiency and effectiveness of service delivery while ensuring that the needs (as identified in the turnaround plan) of the school are being met.
3. Establish a process for reviewing and identifying high-quality services that leverage school and community resources throughout the partnership, which includes ensuring services are provided by specialized instructional support personnel and community service providers with the knowledge and skills critical to improving student and school outcomes, as identified by the needs assessment.
4. Establish a comprehensive professional learning plan for school leadership, teachers, staff, and community partners, that are continuous and high quality to ensure effective partnerships, which lead to improved student learning, as well as stronger families and communities.
5. Conduct regular meetings with all stakeholders (participating school staffs and community partners) to ensure continued building of relationships and trust, developed common language, and learned content and promising practices around school-community partnerships for high student and school outcomes.
6. Establish a plan for long-term sustainability based on ongoing needs assessment in order to maintain partnerships and/or establish new partnerships based on identified and/or changing school needs, as well as identify and capitalize on financial assets of community partners to maintain a consistent funding stream in support of programs and activities aligned with a common vision.
7. Conduct regular evaluation of partnership effectiveness through a variety of measures, which includes reevaluating current school/district partners and/or selecting new partners based on data that highlight their best-fit with the current needs of the schools and communities.
8. Establish a communication plan to share progress and challenges as they relate to the success and challenges of each school-community partnership to determine: (1) what is working; (2) what is not working; (3) challenges and ways to overcome barriers, and; (4) successes in order to educate the larger educational community and others seeking to improve schools through community partnerships.

By establishing a framework for results through a set of guiding elements, WGMS will be able to leverage school-based services and the services of their community partners, as well as establish collaborative processes wherein all stakeholders are actively involved in providing a wider range of services than can be accomplished singularly. Doing so ensures that the services provided are appropriate and complementary to the academic, social-emotional, and developmental focus areas of the schools and the individual and collective needs of students and their families. All students are eligible to access services made available through school-community partnerships, the most in need being prioritized.

**James A. Shanks Middle School (JASMS)** will focus on enhancing delivery of existing school-based services in concert with its community partners, removing barriers and meeting needs of the schools through a mutually established framework. School-site community partnership leadership teams have been established. They are composed of school and community stakeholders to guide planning, implementation, and evaluation of the partnership to maximize effectiveness, align resources, and create sustainability. School leadership teams and staff will leverage these elements as outlined below to create a framework for results based on the needs assessment identified in the school's plan.

## Turnaround School Supplemental Services Plan

1. Identify a designated person on JASMS to lead the coordination of school-community partnerships, who will maintain partnerships with community agencies and facilitate effective communication and collaboration among the leadership team to ensure that specialized instructional support personnel, service providers, school personnel, parents, families, and members of the community are active partners in the wrap-around services process.
2. Establish clear expectations and shared accountability for JASMS and community partners with delineated roles and responsibilities for school personnel and community providers in order to enhance efficiency and effectiveness of service delivery while ensuring that the needs (as identified in the turnaround plan) of the school are being met.
3. Establish a process for reviewing and identifying high-quality services that leverage school and community resources throughout the partnership, which includes ensuring services are provided by specialized instructional support personnel and community service providers with the knowledge and skills critical to improving student and school outcomes, as identified by the needs assessment.
4. Establish a comprehensive professional learning plan for school leadership, teachers, staff, and community partners, that are continuous and high quality to ensure effective partnerships, which lead to improved student learning, as well as stronger families and communities.
5. Conduct regular meetings with all stakeholders (participating school staffs and community partners) to ensure continued building of relationships and trust, developed common language, and learned content and promising practices around school-community partnerships for high student and school outcomes.
6. Establish a plan for long-term sustainability based on ongoing needs assessment in order to maintain partnerships and/or establish new partnerships based on identified and/or changing school needs, as well as identify and capitalize on financial assets of community partners to maintain a consistent funding stream in support of programs and activities aligned with a common vision.
7. Conduct regular evaluation of partnership effectiveness through a variety of measures, which includes reevaluating current school/district partners and/or selecting new partners based on data that highlight their best-fit with the current needs of the schools and communities.
8. Establish a communication plan to share progress and challenges as they relate to the success and challenges of each school-community partnership to determine: (1) what is working; (2) what is not working; (3) challenges and ways to overcome barriers, and; (4) successes in order to educate the larger educational community and others seeking to improve schools through community partnerships.

By establishing a framework for results through a set of guiding elements, JASMS will be able to leverage school-based services and the services of their community partners, as well as establish collaborative processes wherein all stakeholders are actively involved in providing a wider range of services than can be accomplished singularly. Doing so ensures that the services provided are appropriate and complementary to the academic, social-emotional, and developmental focus areas of the schools and the individual and collective needs of students and their families. All students are eligible to access services made available through school-community partnerships, the most in need being prioritized.

*George W. Munroe Elementary (GWM)* community is a big room with many doors including faith-based congregations, community-based organizations, institutions, learning groups, health initiatives, family assets, grants programs, and neighborhood groups. One of the first thing achieved through the implementation of the Schools of Hope project was the clarification of communication so the school and district could create an environment where people have access to good quality information, thus giving them a neighborhood voice. This was accomplished through various community meetings. The next hurdle was identifying and building connections for the residents to reach out to and eliminating the barriers to accessing these connections. Next, we had to build bridges across boundaries that led to greater understanding and created a neighborhood without borders. We identified low-risk, low-commitment ways to make a difference and outcomes connected to people who realize they have untapped resources. Communities are strengthened when organizations encourage and support diversity. This project will support the identified ways to work to engage those groups in participation and governance to create a sustainable and effective project that provides comprehensive support services for family and community partnerships.

## Turnaround School Supplemental Services Plan

GWM's vision for leveraging community assets, improving school and community collaboration, and developing family and community partnerships is to bring together identified community partners to offer a range of supports and opportunities for its students and their families. It is geared towards establishing and maintaining partnerships working to achieve results, focused on:

- (1) children ready to enter school;
- (2) students attending school regularly;
- (3) students becoming motivated and actively involved in learning;
- (4) families increasingly involved with their children's education;
- (5) family and schools effectively working together;
- (6) students succeeding academically;
- (7) students healthy - physically, socially, and emotionally;
- (8) students learning in a safe and supportive instructional environment; and
- (9) teachers who are supported and highly effective in establishing a classroom environment conducive to learning

*(Cowan, Vaillancourt, Rossen, and Pollitt, 2013).*

GWM's efforts will focus on enhancing the delivery of existing school-based services and through its community partnerships, fill in resource and service gaps based on the needs of the school through a mutually establish framework (based on The Coalition for Community Schools robust Results Framework), for results with specific short- and long-term goals that are essential for student success and based on the relevant goals of the school improvement plan, which serves as goals and objectives of each community partnership.

In order for GWM to have a high impact on the academic and wellness outcomes of its students, a school-site community-partnership leadership team comprised of school and community stakeholders has been established to guide the planning, implementation, and evaluation of the partnerships in order to maximize effectiveness, alignment of resources, as well as sustainability. According to the Coalition for Community Schools and the National Association of School Psychologists, there are nine key elements (leadership team, needs assessment, designated community-partnership person, clear expectations and accountability, high quality services, ongoing comprehensive professional development, detailed plan for sustainability, evaluation measures, and communication plan) necessary for creating and sustaining effective partnerships to improve student's academic and overall wellness. GWM's administration, faculty, and staff through the school-site leadership team, will leverage the following key elements in order to create a framework for results, as identified in the School Improvement Plan. The school has:

1. Identified a designated person to lead the coordination of school–community partnerships, who will help maintain partnerships with community agencies and facilitate effective communication and collaboration among the leadership team to ensure that specialized instructional support personnel, service providers, school personnel, parents, families, and members of the community are active partners in the wrap-around services process.
2. Established clear expectations and shared accountability for the school and community partners with delineated roles and responsibilities for school personnel and community providers in order to enhance efficiency and effectiveness of service delivery while ensuring that the needs (as identified in the school improvement plan) of the school are being met.
3. Established a process for reviewing and identifying high-quality services that leverages school and community resources throughout the partnership, which includes making sure services are provided by specialized instructional support personnel and community service providers with the knowledge and skills critical to improving student and school outcomes, as identified by the needs assessment.
4. Established a comprehensive professional learning plan for school leadership, teachers, staff, and community partners, which is continuous and high quality to ensure effective partnerships, which leads to improved student learning, as well as stronger families and communities.
5. Continue to conduct regular meetings with all stakeholders (participating school staff and community partners) to ensure continued building of relationships and trust, developed common language, and learned content and best practices around school–community partnerships for high student and school outcomes.

**Item 2:** Explain the strategies the district, **by school**, will implement to establish clearly defined and measurable high academic and character standards.

Empowering the community starts with the idea that people in the community can and should create the supports that address concerns and impacts on learning. Ideas are often small but have a laser-like focus on the issues that most plague a school and families with the logistical and practical issues that create unreasonable stressors and interrupt learning. These often create the negative impacts on social-emotional learning issues students face. Communities can help create an environment that gives children the opportunities they deserve. Their input addresses the practical issues that create unreasonable stressors and interrupt learning. Each school's partnerships will provide the tools, technical assistance, and help change happen. Key components of the model are:

- Intensive recruiting, vetting, and training of volunteers/community members
- Connecting and engaging stakeholders for aligned services and resources
- Mapping and launching community-driven projects that support the school and its students
- Providing help with implementation of plans
- Evaluating the impact by verifying, learning, and celebrating achievement and results

The wrap-around process consists of a team-based approach in making its family and community engagement a priority by establishing an infrastructure for implementation of the turnaround plan that is consistent with leveraging school-based and community services to assure children and their families receive the services they need. Wrap around services that will positively impact student success are described below for each school:

### ***Restorative Practices:***

Discipline data for each Turnaround school indicate that there are many discipline referrals and in/out-of-school suspensions. This number does not reflect discipline issues handled in classrooms, nor does it reflect the number of contacts made to parents of students who are acting out. Constant disruptions lead to lost instructional time. Each school proposes to employ training experts in the field of restorative practices to provide social and emotional support to the school, its students and staff, and restore a positive school culture and perception in the community. The role of these experts will be to train leaders and staff, assess trauma-induced issues, coordinate social services, conduct home visits, and establish plans with parents, teachers, and students to improve academic performance through small group and individual counseling sessions. Restorative practice is a social science that studies how to improve and repair relationships between people and communities. The purpose is to build healthy communities, increase social capital, decrease crime and anti-social behavior, repair harm, and restore relationships. Restorative thinking is a significant shift from punishment-oriented thinking. Restorative practices cultivate a culture where everyone feels like they belong. Goals for students at turnaround schools will be to learn to value and regularly use proactive positive ways to build and maintain a peaceful classroom community. Goals for teachers will lead to them understanding the core principles of restorative practices and how they differ from punitive approaches. Goals for the classroom community will include sharing a sense of responsibility for maintaining agreements and identify specific issues to address that will include honest, authentic discussions about the issues. Secondary turnaround schools are proposing to employ social and character interventionists who will work with teachers, school leaders, students, and parents to identify the root causes of behavior issues and link the families with the appropriate support services.

### ***Social-Emotional Learning (SEL):***

SEL has also been identified as a component that is impactful. SEL is about building relationships. The components of SEL: (1) Self-awareness, (2) Social awareness, (3) Self-management, (4) Relationship skills and (5) Responsible decision making skills are critical but are not always taught at school or at home. Florida has established standards for SEL at the prekindergarten level; those standards will be used as a springboard for developing SEL standards for students beyond prekindergarten. Identifying the standards will allow the school to build and maintain a common language around the school and school community. The elementary school will utilize research proven, evidence based curricula that will teach the skills that students and adults

## Turnaround School Supplemental Services Plan

need for life effectiveness, (e.g. PATHS, Positive Action, etc.). When SEL skills are taught effectively, there will be an increase in social emotional competence, an increase in attendance, a decrease in discipline issues and an increase in academic outcomes. Surveys will be conducted so that the school can gain information on where students are and what we should be teaching.

### **Chronic Absenteeism:**

Chronic absenteeism has been identified as a key early warning system indicator of students most likely to drop out of high school and is included in state and local early warning systems (*EWS*). Chronic absenteeism is not routinely measured, reported, and/or acted upon by all public school districts. In Florida, 10% (*more than 300,000 students*) a year are chronically absent (*Florida Department of Education Survey – FDOE - 5 data 2016*). Gadsden County reports similar levels of chronic absenteeism. Cohort data suggests that in most cases chronic absenteeism is not an isolated occurrence but a frequent and recurring one with cumulative effects on students. Chronic absenteeism continues to increase through high school. Existing research on the relationship between absenteeism, academic achievement, high school graduation, and postsecondary enrollment overwhelmingly shows that absenteeism substantially lowers a child's chances for educational outcomes. Chronically absent students have fewer literacy skills. Character skills such as conscientiousness, motivation, and self-discipline predict important socioeconomic outcomes such as educational attainment, employment, and crime. Regular attendance is positively associated with academic achievement and negatively associated with grade retention, drug use, and dropping out of school. John Hopkins University and the National Governors Association, found chronic absenteeism as the strongest predictor of dropping out of high school, even stronger than test scores, overage, suspensions, and student demographics. Studies in Florida between student absences and academic achievement in ninth-grade using regression modeling and controlling for ethnicity, special education, English learner (*EL*) status, free and reduced lunch (*FRL*) status and students who were over-age showed that each missed day is associated with a further decline in test scores and that ninth-graders chronically absent show significantly lower test scores in reading. The findings of research indicate that one of the most effective strategies for closing the achievement gap will be a concerted effort to enable and ensure that high-poverty students attend school regularly. All turnaround schools are proposing to employ attendance interventionists who will work with teachers, school leaders, students, and parents to identify the root causes of attendance issues and link the families with the appropriate support services necessary for them to attend school regularly and come to school ready to learn.

Each school is establishing a wrap-around team responsible for creating a shared vision and action plan among school personnel, community-based partners, and other stakeholders in order to set the structure for teamwork, cross-team interactions, collaborating and team meetings. The strategies include:

- Building on existing service providers of resources and accountability systems;
- Requiring the school improvement plan features school-community partnership with specific strategies;
- Creating wrap-around support for out-of-school learning time opportunities;
- Providing wrap-around support for students with special needs;
- Providing parents opportunities to build their knowledge and understanding of the turnaround process;
- Ensuring that partners have the capacity to assist the turnaround efforts;
- Incorporating community-partnership engagement goals into the SIP to monitor outcomes;
- Assessing the school's capacity through monitoring and needs assessments;
- Facilitating better coordination between the schools, districts, state agencies;
- Creating a framework/plan to communicate proactively with parents and community partners;
- Developing a consistent process for recruiting stakeholders as advocates for turnaround school options;
- Identifying and offering meaningful opportunities for parents/families/community partners to participate;
- Communicating proactively with the community and media.

Each turnaround school through its sustainability plan will identify and prioritize the level and importance that each community-partner plays in providing authentic and strategic services to students and their families.

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**Gadsden County High School (GCHS)** will implement the academic standards established by the Florida Department of Education. The school, in alignment with the district and FDOE, will: (a) Hold all students to high academic standards; (b) Prepare all students for success in college and career; (c) Guarantee that steps are taken to help students improve; and (d) Hold schools accountable for student outcomes. To ensure that standards-based instruction occurs, high quality, tailored professional learning opportunities will be provided to all teachers to be able to meet the changing demands/challenges specific to the school with fragile learners with adverse childhood experiences. The support is designed to cultivate teacher leaders who are prepared to facilitate improvement in teaching and learning at their school from within their classroom.

Led by the Professional Learning Director and Area Directors for Instruction, instructional specialists hold regular trainings throughout the school year to assist non-content area teachers in learning how to infuse reading into their content area. These strategies have proven effective in reaching some of the lowest quartile of students. The district hopes that the infusion of these research-based strategies will further narrow the achievement gaps of all student subgroups. Effective pre-service/in-service programs are designed to improve teacher skills and credentials and develop appropriate curriculum for high-needs students, especially subgroups of students like ESE and EL students.

Summer professional development continues to be offered for school administrators, and staff on implementing Florida standards and strategies for increased rigor, integrating a standards-based curriculum to drive instruction, and monitoring the instruction after implementation. Trainings are offered throughout the summer with ongoing progress monitoring during the upcoming school year to assist with transferring learning into classroom instruction. The district collaborated with teams of teachers and FDOE instructional specialists to develop curriculum pacing guides that support Florida standards. During preplanning week each year, more training on instructional effectiveness and the infusion of standards is offered through principal trainings at each school so that teachers are fully aware of how the standards align to the state assessment and instruction. Modeling, training, data analysis and other training activities are provided throughout the year by district staff. Multi-Tiered Systems of Support (MTSS) trainings continue to be offered for site-based staff, especially for those responsible for training individual teachers at the site as different tiers of intervention are required.

Classroom management, differentiated instruction, along with other research-based strategies are part of the professional development schedule during the school year and are also available online through Edvivate to assist teachers in reaching maximum quality and helping them to assist their students in achieving maximum academic proficiency. GCHS will utilize small group instruction to ensure that academic needs of every student are addressed. Subject expert consultants trained in standards-based implementation are contracted as necessary to assist with trainings. Monitoring is ongoing throughout the year so that adjustments in the training can be made as necessary to better impact transfer of knowledge. Instructional specialists and leaders at all schools identified as DA schools, are invited to attend FDOE's Differentiated Academy (DA) during the summer. The schools benefit greatly from the state's best practices and trainings to assist them in delivering instruction. All trainings and strategies are based in the body of knowledge surrounding Florida standards and are reinforced by district instructional specialists and the professional learning team throughout the school year. All trainings and modeling at the school level are developed around the alignment of the standards to the state assessment and student achievement. All activities are based on the foundational practices for FEAPs to promote common language and understanding of expectations for the quality of instruction and professional responsibility.

Character Standards are critical to a learning environment. There are many strategies to address character and behavior of children in school but most are derived from a Multi-tiered System of Supports (MTSS) and Mental Health plans. GCHS has taken a close look at the options available and where we can make the most improvement. GCHS has decided to use Restorative practices as the approach to deal with Character Standards. It is a social science that studies how to improve and repair relationships between people and communities. The purpose is to build healthy communities, increase social capital, decrease crime and anti-social behavior, repair harm, and restore relationships. Restorative thinking is a significant shift from punishment-oriented thinking.



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Restorative practices cultivate a culture where everyone feels like they belong. Goals for students at turnaround schools will be to learn to value and regularly use proactive positive ways to build and maintain a peaceful classroom community. Chronic absenteeism has been identified as a key early warning system indicator of students most likely to drop out of high school and is included in state and local early warning systems (*EWS*). Chronic absenteeism continues to increase through high school so GCHS will address this issue in its project. The findings of research indicate that one of the most effective strategies for closing the achievement gap will be a concerted effort to enable and ensure that high-poverty students attend school regularly. GCHS is proposing to employ attendance interventionists who will work with teachers, school leaders, students, and parents to identify the root causes of attendance issues and link the families with the appropriate support services necessary for them to attend school regularly and come to school ready to learn.

**West Gadsden Middle School (WGMS)** will implement the academic standards established by the Florida Department of Education. The school, in alignment with the district and FDOE, will: (a) Hold all students to high academic standards; (b) Prepare all students for success in college and career; (c) Guarantee that steps are taken to help students improve; and (d) Hold schools accountable for student outcomes. To ensure that standards-based instruction occurs, high quality, tailored professional learning opportunities will be provided to all teachers to be able to meet the changing demands/challenges specific to the school with fragile learners with adverse childhood experiences. The support is designed to cultivate teacher leaders who are prepared to facilitate improvement in teaching and learning at their school from within their classroom.

Led by the Professional Learning Director and Area Directors for Instruction, instructional specialists hold regular trainings throughout the school year to assist non-content area teachers in learning how to infuse reading into their content area. These strategies have proven effective in reaching some of the lowest quartile of students. The district hopes that the infusion of these research-based strategies will further narrow the achievement gaps of all student subgroups. Effective pre-service/in-service programs are designed to improve teacher skills and credentials and develop appropriate curriculum for high-needs students, especially subgroups of students like ESE and EL students.

Summer professional development continues to be offered for school administrators, and staff on implementing Florida standards and strategies for increased rigor, integrating a standards-based curriculum to drive instruction, and monitoring the instruction after implementation. Trainings are offered throughout the summer with ongoing progress monitoring during the upcoming school year to assist with transferring learning into classroom instruction. The district collaborated with teams of teachers and FDOE instructional specialists to develop curriculum pacing guides that support Florida standards. During preplanning week each year, more training on instructional effectiveness and the infusion of standards is offered through principal trainings at each school so that teachers are fully aware of how the standards align to the state assessment and instruction. Modeling, training, data analysis and other training activities are provided throughout the year by district staff. Multi-Tiered Systems of Support (MTSS) trainings continue to be offered for site-based staff, especially for those responsible for training individual teachers at the site as different tiers of intervention are required. WGMS will utilize small group instruction to ensure that academic needs of every student are addressed.

Classroom management, differentiated instruction, along with other research-based strategies are part of the professional development schedule during the school year and are also available online through Edvivate to assist teachers in reaching maximum quality and helping them to assist their students in achieving maximum academic proficiency. Subject expert consultants trained in standards-based implementation are contracted as necessary to assist with trainings. Monitoring is ongoing throughout the year so that adjustments in the training can be made as necessary to better impact transfer of knowledge. Instructional specialists and leaders at all schools identified as DA schools, are invited to attend FDOE's Differentiated Academy (DA) during the summer. The schools benefit greatly from the state's best practices and trainings to assist them in delivering instruction. All trainings and strategies are based in the body of knowledge surrounding Florida standards and are reinforced by district instructional specialists and the professional learning team throughout the school year. All trainings and modeling at the school level are developed around the alignment of the standards to the state

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assessment and student achievement. All activities are based on the foundational practices for FEAPs to promote common language and understanding of expectations for the quality of instruction and professional responsibility.

Character Standards are critical to a learning environment. There are many strategies to address character and behavior of children in school but most are derived from a Multi-tiered System of Supports (MTSS) and Mental Health plans. WGMS has taken a close look at the options available and where we can make the most improvement. WGMS has decided to use Restorative practices as the approach to deal with Character Standards. It is a social science that studies how to improve and repair relationships between people and communities. The purpose is to build healthy communities, increase social capital, decrease crime and anti-social behavior, repair harm, and restore relationships. Restorative thinking is a significant shift from punishment-oriented thinking. Restorative practices cultivate a culture where everyone feels like they belong. Goals for students at turnaround schools will be to learn to value and regularly use proactive positive ways to build and maintain a peaceful classroom community. Chronic absenteeism has been identified as a key early warning system indicator of students most likely to drop out of high school and is included in state and local early warning systems (*EWS*). Chronic absenteeism continues to increase through high school so as a feeder school to the high school WGMS will address this issue in its project. The findings of research indicate that one of the most effective strategies for closing the achievement gap will be a concerted effort to enable and ensure that high-poverty students attend school regularly. WGMS is proposing to employ attendance interventionists who will work with teachers, school leaders, students, and parents to identify the root causes of attendance issues and link the families with the appropriate support services necessary for them to attend school regularly and come to school ready to learn.

**James A. Shanks Middle School (JASMS)** will implement the academic standards established by the Florida Department of Education. The school, in alignment with the district and FDOE, will: (a) Hold all students to high academic standards; (b) Prepare all students for success in college and career; (c) Guarantee that steps are taken to help students improve; and (d) Hold schools accountable for student outcomes. To ensure that standards-based instruction occurs, high quality, tailored professional learning opportunities will be provided to all teachers to be able to meet the changing demands/challenges specific to the school with fragile learners with adverse childhood experiences. The support is designed to cultivate teacher leaders who are prepared to facilitate improvement in teaching and learning at their school from within their classroom.

Led by the Professional Learning Director and Area Directors for Instruction, instructional specialists hold regular trainings throughout the school year to assist non-content area teachers in learning how to infuse reading into their content area. These strategies have proven effective in reaching some of the lowest quartile of students. The district hopes that the infusion of these research-based strategies will further narrow the achievement gaps of all student subgroups. Effective pre-service/in-service programs are designed to improve teacher skills and credentials and develop appropriate curriculum for high-needs students, especially subgroups of students like ESE and EL students.

Summer professional development continues to be offered for school administrators, and staff on implementing Florida standards and strategies for increased rigor, integrating a standards-based curriculum to drive instruction, and monitoring the instruction after implementation. Trainings are offered throughout the summer with ongoing progress monitoring during the upcoming school year to assist with transferring learning into classroom instruction. The district collaborated with teams of teachers and FDOE instructional specialists to develop curriculum pacing guides that support Florida standards. During preplanning week each year, more training on instructional effectiveness and the infusion of standards is offered through principal trainings at each school so that teachers are fully aware of how the standards align to the state assessment and instruction. Modeling, training, data analysis and other training activities are provided throughout the year by district staff. Multi-Tiered Systems of Support (MTSS) trainings continue to be offered for site-based staff, especially for those responsible for training individual teachers at the site as different tiers of intervention are required. JASMS will utilize small group instruction to ensure that academic needs of every student are addressed.

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Classroom management, differentiated instruction, along with other research-based strategies are part of the professional development schedule during the school year and are also available online through Edvivate to assist teachers in reaching maximum quality and helping them to assist their students in achieving maximum academic proficiency. Subject expert consultants trained in standards-based implementation are contracted as necessary to assist with trainings. Monitoring is ongoing throughout the year so that adjustments in the training can be made as necessary to better impact transfer of knowledge. Instructional specialists and leaders at all schools identified as DA schools, are invited to attend FDOE's Differentiated Academy (DA) during the summer. The schools benefit greatly from the state's best practices and trainings to assist them in delivering instruction. All trainings and strategies are based in the body of knowledge surrounding Florida standards and are reinforced by district instructional specialists and the professional learning team throughout the school year. All trainings and modeling at the school level are developed around the alignment of the standards to the state assessment and student achievement. All activities are based on the foundational practices for FEAPs to promote common language and understanding of expectations for the quality of instruction and professional responsibility.

Character Standards are critical to a learning environment. There are many strategies to address character and behavior of children in school but most are derived from a Multi-tiered System of Supports (MTSS) and Mental Health plans. JASMS has taken a close look at the options available and where we can make the most improvement. JASMS has decided to use Restorative practices as the approach to deal with Character Standards. It is a social science that studies how to improve and repair relationships between people and communities. The purpose is to build healthy communities, increase social capital, decrease crime and anti-social behavior, repair harm, and restore relationships. Restorative thinking is a significant shift from punishment-oriented thinking. Restorative practices cultivate a culture where everyone feels like they belong. Goals for students at turnaround schools will be to learn to value and regularly use proactive positive ways to build and maintain a peaceful classroom community. Chronic absenteeism has been identified as a key early warning system indicator of students most likely to drop out of high school and is included in state and local early warning systems (*EWS*). Chronic absenteeism continues to increase through high school so as a feeder school to the high school JASMS will address this issue in its project. The findings of research indicate that one of the most effective strategies for closing the achievement gap will be a concerted effort to enable and ensure that high-poverty students attend school regularly. JASMS is proposing to employ attendance interventionists who will work with teachers, school leaders, students, and parents to identify the root causes of attendance issues and link the families with the appropriate support services necessary for them to attend school regularly and come to school ready to learn.

**George W. Munroe Elementary (GWM)** will implement the academic standards established by the Florida Department of Education. The school, in alignment with the district and FDOE, will: (a) Hold all students to high academic standards; (b) Prepare all students for success in college and career; (c) Guarantee that steps are taken to help students improve; and (d) Hold schools accountable for student outcomes. To ensure that standards-based instruction occurs, high quality, tailored professional learning opportunities will be provided to all teachers to be able to meet the changing demands/challenges specific to the school with fragile learners with adverse childhood experiences. The support is designed to cultivate teacher leaders who are prepared to facilitate improvement in teaching and learning at their school from within their classroom.

Led by the Professional Learning Director and Area Directors for Instruction, instructional specialists hold regular trainings throughout the school year to assist non-content area teachers in learning how to infuse reading into their content area. These strategies have proven effective in reaching some of the lowest quartile of students. The district hopes that the infusion of these research-based strategies will further narrow the achievement gaps of all student subgroups. Effective pre-service/in-service programs are designed to improve teacher skills and credentials and develop appropriate curriculum for high-needs students, especially subgroups of students like ESE and EL students.

Summer professional development continues to be offered for school administrators, and staff on implementing Florida standards and strategies for increased rigor, integrating a standards-based curriculum to drive instruction, and monitoring the instruction after implementation.

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Trainings are offered throughout the summer with ongoing progress monitoring during the upcoming school year to assist with transferring learning into classroom instruction. The district collaborated with teams of teachers and FDOE instructional specialists to develop curriculum pacing guides that support Florida standards. During preplanning week each year, more training on instructional effectiveness and the infusion of standards is offered through principal trainings at each school so that teachers are fully aware of how the standards align to the state assessment and instruction. Modeling, training, data analysis and other training activities are provided throughout the year by district staff. Multi-Tiered Systems of Support (MTSS) trainings continue to be offered for site-based staff, especially for those responsible for training individual teachers at the site as different tiers of intervention are required.

Classroom management, differentiated instruction, along with other research-based strategies are part of the professional development schedule during the school year and are also available online through Edivate to assist teachers in reaching maximum quality and helping them to assist their students in achieving maximum academic proficiency.

Subject expert consultants trained in standards-based implementation are contracted as necessary to assist with trainings. Monitoring is ongoing throughout the year so that adjustments in the training can be made as necessary to better impact transfer of knowledge. Instructional specialists and leaders at all schools identified as DA schools, are invited to attend FDOE's Differentiated Academy (DA) during the summer. The schools benefit greatly from the state's best practices and trainings to assist them in delivering instruction. All trainings and strategies are based in the body of knowledge surrounding Florida standards and are reinforced by district instructional specialists and the professional learning team throughout the school year. All trainings and modeling at the school level are developed around the alignment of the standards to the state assessment and student achievement. All activities are based on the foundational practices for FEAPs to promote common language and understanding of expectations for the quality of instruction and professional responsibility. GWM Elementary will utilize small group instruction to ensure that academic needs of every student are addressed.

Character Standards are critical to a learning environment. As noted in EdWeek, June 2018, by shaping teaching strategies and policies around children's social and emotional development, students will be more effective learners who are better prepared for the challenges of a changing work force when they graduate. There are many strategies to address character and behavior of children in school but most are derived from a Multi-tiered System of Supports (MTSS) and Mental Health plans. George W. Munroe Elementary has taken a close look at the options available and where we can make the most improvement. Social-Emotional Learning (SEL) was the component that was determined to be the most impactful. SEL is about building relationships. The components of SEL: (1) Self-awareness, (2) Social awareness, (3) Self-management, (4) Relationship skills and (5) Responsible decision making skills are critical but are not always taught at school or at home. Florida has established standards for SEL at the prekindergarten level; those standards will be used as a springboard for developing SEL standards for students beyond prekindergarten. Identifying the standards will allow the school to build and maintain a common language around the school and school community. The school will utilize research proven, evidence based curricula that will teach the skills that students and adults need for life effectiveness, (e.g. PATHS, Positive Action, etc.). When SEL skills are taught effectively, there will be an increase in social emotional competence, an increase in attendance, a decrease in discipline issues and an increase in academic outcomes. Surveys will be conducted so that the school can gain information on where students are and what we should be teaching. GWM will embrace the concept that, "climate and culture eat curriculum for breakfast; it's about more than getting the assignments done". It is critical that we build relationships with students. As educators, we have the ethical responsibility to monitor the effectiveness of that in which we are engaging our students and spending our time. We will utilize surveys developed through Panorama and the curriculum to determine effectiveness.

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**Item 3:** Explain the strategies the district, **by school**, will implement to increase parental involvement and engagement in the child's education.

The district's Parent Resource Center and Director of Professional Learning work with each school to provide ongoing professional learning in order to (1) establish a protocol that defines the expectations of a highly effective partnership between schools, parents and families, and (2) facilitate collaborative environments where administrators, teachers and school personnel can share strategies that have positively impacted student achievement. The school staff participate in professional learning on trauma-informed care, mental health awareness, restorative practices, and implementing multi-tiered systems of support (MTSS) and other school diversion programs.

With the assistance of the district's Parent Resource Coordinator, collaboratively with the Federal Program Office, each school establishes a school-based parent resource center, with flexible hours, so that parents can readily access services while on the school site. The center at each school collaborates with local faith-based organizations and community partners to offer services. Training is offered to parents in financial literacy, employability skills, healthy lifestyle habits, parenting, and understanding academic standards. The school-based centers serve as a hub to assist families in connecting them with public services. Training is offered to parents on how to be a role model; how to pay attention to what their children's interests are; how to tune into their child learning; how to practice with their children what they learn in school; how to help connect what their child learns to everyday life and the world; how to help their child take charge of their own learning; how to help keep their child's schedule free for learning; and how to keep digital distractions to a minimum to encourage more quality learning time at home.

### **Gadsden County High School (GCHS):**

Although a parent's role in their children's learning evolves as kids grow, one thing remains constant: the parent is a children's learning model. Their attitudes about education can inspire their children and show them how to take charge of their own educational journey. This project will focus on training parents to be role models; to pay attention to what their child loves; to tune into how their child learns; to practice what their child learns at school; to set aside time to read to together; to connect what their child learns to everyday life and to the world; to help their child take charge of their own learning; to keep their child's schedule free for learning; and keeping digital distractions to a minimum. In the process, we hope to teach the parent how to learn something about themselves and improve their own understanding and ability to help their children at home with their learning, thereby positively impact the social-emotional skills necessary for success in life. GCHS will focus on several different approaches to parent involvement. Research has shown that parent engagement differs in intensity as the child moves through middle and high school. Students are more independent. Some drive, some work, and most have outside relationships that encompass their time as a young adult. Parents tend to let older children fend for themselves once they get to the high school level. In an effort to improve parent engagement, there will be several programs added to the high school scheduling that will include student presentations. Most parents want to see their child perform and having presentations (music, art, STEM, and other athletic and non-athletic competitions) bring parents out more than just a parent meeting. Some other strategies will include the following:

### ***Planning Counselor Conferences***

Course choice is pretty overwhelming for some students. One way to assist in making the best choices is to invite parents to participate in conferences with guidance counselors. Including them in these decisions prompts discussion around course and career pathways of interest and help to encourage family buy-in and support.

### ***Clarifying Academic Success***

Setting students up for success often means clarifying expectations at the beginning of the process. The school can assist with ensuring expectations for students are realistic and appropriate by defining what academic success looks like in high school and beyond.

### ***Identifying School Resources***

Despite preparing parents for the transition from high school to college, parents usually have unanswered questions and concerns. By providing names and contact information of resources at the high school for parents to contact if they have unanswered questions can help to close this information gap.

### ***Encouraging School Visits***

Encouraging parents to engage with transition from high school to college can be simple if the parents are invited multiple times to visit the high school with their children prior to the start of high school and during the four years of academics of their child. School visits allow the entire family to better visualize what the transition looks like and are really important to spark the engagement of relatively unengaged parents.

### ***Hosting Parent Days***

Beyond just visiting the school campus, the school will host a series of parent meetings, including a 'parents day' to help parents better understand the high school experience, their student's responsibilities, and provide additional opportunities to visit with their child's teachers.

### ***Involving Parents in Activity Planning***

Parents must be included in transition from middle school to high school and as their child progresses through high school. Making parents part of the academic planning and team of the child will provide parents with an outlet to express what they would like to see happen for their child's success through their high school years. Parents can bring insight as to the expectations and needs of their children and will help enlighten the school team with ways to best support the child.

### ***Connecting High School Parents with Parents who are already in College***

Parents of students already in college and career pathways are invaluable resources for parents in high school. Parents of college/career path students can help prepare the high school parent for the transition as their children graduate. Not only can these parents offer advice from personal experience to the high school parent but they can also alleviate some stress on the school administration in addressing concerns and questions from parents.

### **West Gadsden Middle School (WGMS):**

While many of the strategies that are effectively being employed at the high school will also be used by the middle schools, their focus includes other ways to engage parents. Strategies include:

#### ***Focus on the Positive***

Building successful parent-teacher relationships before there is a problem. Contacting the parent when a student does a particularly good job will be a focus. By focusing on positive news often, it will make a parent more likely and willing to listen when there is a negative issue that needs to be dealt with.

#### ***Sharing School Experiences***

Helping students share their experience with their parents is especially helpful to get parents engaged. Ideas like classroom newspapers with topics like sports schedules and upcoming events and classroom topics can be featured. Having the students to write the information and help to produce it engages students and helps to result in a successful product for parents that shows off their child's skills while keeping them up to date on happenings.

#### ***Finding Common Ground***

If you exhibit a willingness to learn more about your students from their parent then they will be more willing to work with you throughout the school year. The teacher must be willing to listen to a parent and show an interest in them. Asking parents for input about the child and treating them like a partner will open communication channels for the teacher. Including students in parent conferences can also be helpful. Exhibiting concern and caring about a child and the desire to help them succeed will bring more parents to more meaningful engagement.

### ***Entice Parents into the School***

The goal will be to provide a link between the school and the home. Provide parents with a place where they feel comfortable going. Having workshops for parents, computers and other technology they can use, and other resources to assist and support the family that they can access from the school will entice more visits to the school. School visits allow the entire family to better visualize what middle school looks like and are really important to spark the engagement of relatively unengaged parents.

### ***Visiting Parents Directly***

While home visits to all parents may not be possible, teachers doing some limited home visits will allow them to learn a bit more about the lives of the students, their situations, and their families. Understanding their situation is a key to unlocking a successful relationship with parents.

### ***Planning Counselor Conferences***

Inviting parents to participate in conferences with guidance counselors will help prompt discussion around career pathways of interest and help to encourage family buy-in and support.

### ***Clarifying Academic Success***

Setting students up for success often means clarifying expectations at the beginning of the process. The school can assist with ensuring expectations for students are realistic and appropriate by defining what academic success looks like in middle school and beyond.

### ***Identifying School Resources***

Despite preparing parents for the transition from middle school to high school, parents usually have unanswered questions and concerns. By providing names and contact information of resources at the middle school for parents to contact if they have unanswered questions can help to close this information gap.

### ***Hosting Parent Days***

Beyond just visiting the school campus, the school will host a series of parent meetings, including a 'parent's day' to help parents better understand the high school experience, their student's responsibilities, and provide additional opportunities to visit with their child's teachers.

### ***Involving Parents in Activity Planning***

Parents must be included as their child progresses through school. Making parents part of the academic planning team of the child will provide parents with an outlet to express what they would like to see happen for their child's success. Parents can bring insight as to the expectations and needs of their children and will help enlighten the school team with ways to best support the child.

### ***Connecting Middle School Parents with High School Parents***

Parents of students in high school are invaluable resources for parents in middle school. They can help middle school parents by offering advice from personal experience. This will also help to alleviate some stress on the school administration in addressing concerns and questions from parents.

### **James A. Shanks Middle School (JASMS):**

While many of the strategies that are effectively being employed at the high school will also be used by the middle schools, their focus includes other ways to engage parents. Strategies include:

### ***Focus on the Positive***

Building successful parent-teacher relationships before there is a problem. Contacting the parent when a student does a particularly good job will be a focus. By focusing on positive news often, it will make a parent more likely and willing to listen when there is a negative issue that needs to be dealt with.

### ***Sharing School Experiences***

Helping students share their experience with their parents is especially helpful to get parents engaged. Ideas like classroom newspapers with topics like sports schedules and upcoming events and classroom topics can be featured. Having the students to write the information and help to produce it engages students and helps to result in a successful product for parents that shows off their child's skills while keeping them up to date on happenings.

### ***Finding Common Ground***

If you exhibit a willingness to learn more about your students from their parent then they will be more willing to work with you throughout the school year. The teacher must be willing to listen to a parent and show an interest in them. Asking parents for input about the child and treating them like a partner will open communication channels for the teacher. Including students in parent conferences can also be helpful. Exhibiting concern and caring about a child and the desire to help them succeed will bring more parents to more meaningful engagement.

### ***Entice Parents into the School***

The goal will be to provide a link between the school and the home. Provide parents with a place where they feel comfortable going. Having workshops for parents, computers and other technology they can use, and other resources to assist and support the family that they can access from the school will entice more visits to the school. School visits allow the entire family to better visualize what middle school looks like and are really important to spark the engagement of relatively unengaged parents.

### ***Visiting Parents Directly***

While home visits to all parents may not be possible, teachers doing some limited home visits will allow them to learn a bit more about the lives of the students, their situations, and their families. Understanding their situation is a key to unlocking a successful relationship with parents.

### ***Planning Counselor Conferences***

Inviting parents to participate in conferences with guidance counselors will help prompt discussion around career pathways of interest and help to encourage family buy-in and support.

### ***Clarifying Academic Success***

Setting students up for success often means clarifying expectations at the beginning of the process. The school can assist with ensuring expectations for students are realistic and appropriate by defining what academic success looks like in middle school and beyond.

### ***Identifying School Resources***

Despite preparing parents for the transition from middle school to high school, parents usually have unanswered questions and concerns. By providing names and contact information of resources at the middle school for parents to contact if they have unanswered questions can help to close this information gap.

### ***Hosting Parent Days***

Beyond just visiting the school campus, the school will host a series of parent meetings, including a 'parent's day' to help parents better understand the high school experience, their student's responsibilities, and provide additional opportunities to visit with their child's teachers.

### ***Involving Parents in Activity Planning***

Parents must be included as their child progresses through school. Making parents part of the academic planning team of the child will provide parents with an outlet to express what they would like to see happen for their child's success. Parents can bring insight as to the expectations and needs of their children and will help enlighten the school team with ways to best support the child.



### ***Connecting Middle School Parents with High School Parents***

Parents of students in high school are invaluable resources for parents in middle school. They can help middle school parents by offering advice from personal experience. This will also help to alleviate some stress on the school administration in addressing concerns and questions from parents.

### ***George W. Munroe Elementary (GWM):***

Although a parent's role in their children's learning evolves as kids grow, one thing remains constant: the parent is a children's learning model. Their attitudes about education can inspire their children and show them how to take charge of their own educational journey. This project will focus on training parents to be role models; to pay attention to what their child loves; to tune into how their child learns; to practice what their child learns at school; to set aside time to read to together; to connect what their child learns to everyday life and to the world; to help their child take charge of their own learning; to keep their child's schedule free for learning; and keeping digital distractions to a minimum. In the process, we hope to teach the parent how to learn something about themselves and improve their own understanding and ability to help their children at home with their learning, thereby positively impact the social-emotional skills necessary for success in life.

### ***Role Modeling***

In the early years, parents are their children's first teachers. They help children explore nature, learn to read, learn to cook, and learn to count. When a young child begins formal school, the parent's job is to show him/her how school can extend the learning they began together at home, and how exciting and meaningful this learning can be. As preschoolers grow into school-age kids, parents should become their children's learning coaches. Through guidance and reminders, parents can help their kids organize their time and support their desires to learn new things in and out of school.

### ***Paying Attention***

"One of the most important things a parent can do is notice her child. Is he a talker or is he shy? Find out what interests him and help him explore it. Let your child show you the way he likes to learn," recommends Dalton Miller-Jones, Ph.D.

### ***Tune In***

Many children use a combination of modalities to study and learn. Some learn visually through making and seeing pictures, others through tactile experiences, like building block towers and working with clay. Still others are auditory learners who pay most attention to what they hear. And they may not learn the same way their siblings or their parents learn. By paying attention to how the child learns, the parent may be able to pique his/her interest and explain tough topics by drawing pictures together, creating charts, building models, singing songs and even making up rhymes.

### ***Practice***

Many teachers encourage parents to go over what their young children are learning in a non-pressured way and to practice what they may need extra help with. This doesn't mean drilling them for success, but it may mean going over basic counting skills, multiplication tables or letter recognition, depending on the needs and learning level of your child. Parents should not be drill masters, the child needs to feel part of the practice.

### ***Read Together***

Reading aloud regularly, even to older kids helps a parent bond with a child. If a child is a reluctant reader, reading aloud will expose her/him to the structure and vocabulary of good literature and get her/him interested in reading more. Parents will be provided access to a library of books to take home and practice reading with their children. They will be encouraged to let kids pick the books they like. Book series are great for reluctant readers. The parent will be reinforced that it is OK to read easy, interesting books instead of harder novels if that is what their child wants to read. Reading is the basic premise of all education.

### ***Connection to Life***

Making learning part of a child's everyday experience, especially when it comes out of a child's natural questions is how parents can connect learning to life. When they cook they should use math through measuring. When the ride in the car parents can use counting games or talk about different sights or states that they notice on the drive or on the cars. When a child turns on a motorized device parents can explore how it works together. When a child is concerned about the weather, the parent can talk about why it is so hot or why it rains. Parents will be trained to have give-and-take conversations, listening to their child's ideas instead of just pouring information into their heads.

### ***Connection to the World***

Parents will be trained to find age-appropriate ways to help an older child connect learning to world events. The process will be to start by asking questions about what a child has heard about a recent event and/or how they feel about it (possibly helping rescue animals or sending supplies to hurricane victims). This helps a child become a caring learner.

### ***Embrace learning***

Children should be in charge of their own learning. Parents will be taught to help them be responsible for their successes and failures, giving them motivation for learning, and helping them to realize what is in it for them intrinsically, not just as an external reward.

### ***Scheduling***

While parents often want children to be involved in extra-curricular activities, they will be taught to be judicious about how much they let or encourage a child to do. Kids need downtime as much as they may need to pursue extra-curricular activities. Parents should monitor the child to see that they are truly enjoying and if they are enjoying all of the extra things they are doing. Parents will be taught how to realistically choose which extra-curricular activities most benefit their children while still keeping them motivated to learn.

### ***Digital distractions***

Watching lots of TV or playing on digital devices does not give children the chance to develop their own interests and explore on their own, because the device controls the activity. Unstructured time with books, toys, crafts and friends allows children to learn how to be in charge of their agenda, and to develop their own interests, skills, solutions and expertise.

### ***Internalize learning***

Learning something new as a parent is a great way to model the learning process for their child. Parents will be encouraged to take up a new language or craft or read about an unfamiliar topic. Parents should show the child what they are learning and how they may be struggling. That way the parent will gain a better understanding of what the child is going through and the child may learn study skills by watching a parent study. Establishing joint study time is a good way to demonstrate these skills.

Parent conferences that focus on identified topics will be held each quarter. Surveys will be administered to determine the impact of the information presented.

**Item 4:** Explain the strategies the school district will implement to identify, recruit, retain and reward instructional personnel.

The ultimate goal of the district is to improve student learning and educational opportunities. Recruitment and retention of qualified and effective teachers is considered a potential means to that end. District goals and objectives are:

### **Goal 1: Improve the Image and Status of Gadsden County Public Schools**

Objectives:

- Make the district a more attractive and competitive choice by enhancing its image through general campaign in the media, which includes promoting the achievement of schools, teachers, and students.
- Build stronger links between schools and community to enhance the status of teaching.
- Promote the benefits of teaching to under-represented groups (i.e., males and those of minority and cultural backgrounds), which match the diversity of the students and families being served by the district.
  1. Promoting positive teacher role models from these backgrounds
  2. Correcting misconceptions responsible for negative views of teaching and the district
  3. Disseminating information about the district and teaching to these groups.

### **Goal 2: Improve Teaching Salary Competitiveness**

Objectives:

- Develop special programs and incentives (i.e., fee waivers to attract, continuing education scholarships, recruitment and retention bonuses, etc.) to attract people into teaching and to recruit teachers for high need areas (mathematics, science, ELL), and recognition of work and/or educational attainment for teachers
- Develop a scaffolding process for raising teachers' salaries across-the-board and targeting larger salary increases to key groups, such as new teachers, to maximize cost-effectiveness
- Provide flexible working opportunities, such as part-time teaching to attract hard-to-fill subject specific vacancies, as well as job exchange with industry.

### **Goal 3: Expand the pool of potential teachers**

Objectives:

- Leverage university partnerships to ensure field practice placements of pre-service students are in high-needs schools, providing extensive and high-quality classroom student support.
- Establish a unique, high-quality and consistent program for individuals with relevant experience outside education by enabling suitable candidates to start working and earning while completing teacher-training qualifications (professional certification) through university partnerships to allow transition to teaching within a specified time frame.
- Create a feedback loop between university partner faculties and schools to address out-of-school issues that affect recruitment of their graduates.
- Promote retired/former teachers as "Retirees as Treasures" by keeping them informed about educational developments within the district and/or schools and target them as potential mentors for new and/or teachers deemed ineffective.
- Develop a grow-your-own structure aimed at the identifying high school students and/or others with an interest in teaching through a teacher residential partnership program with university partners, which addresses the recruitment and retention of a local teaching force as a long-term process.
- Working with teacher recruitment agencies such as TPG so that International Teachers with the correct teacher certification are placed in high needs schools and hard to staff positions of science and math.

### **Goal 4: Improve Hiring Practices**

Objectives:

- Change hiring processes to ensure teachers are hired earlier in order to compete with other higher paying districts.

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- Include, as part of the hiring process, information rich documents about the district, as well as school specific documents.
- Provide incentive schemes to recruit teachers with high-level competencies and the correct certifications.
- Work closely with Teacher-Teacher.com to expand the reach of recruitment and quality of candidates.

### **Goal 5: Ensure that evaluation systems allow for differentiation between effective and less effective teachers, as well as ways for teachers to share their expertise and experience more systematically**

#### Objectives:

- Improve the effectiveness of current teachers with feedback, support, coaching, and a focus on classroom environment and relationships with students.
- Restructure the professional learning of teachers to be school-based and school-need specific augmented with district-wide professional learning.
- Provide release time to teachers who are consistently effective to model and teach specific practices to less effective teachers.

### **Goal 6: Strengthen Teacher Retention Efforts**

#### Objectives:

- Identify district and/or school-level mentor teachers who can provide guidance and supervision to new teachers in close collaboration with university partners.
- Monitor resources dedicated to induction, mentoring, teacher development programs/activities carefully to ensure and the quality consistently meets the specific and identified needs of teachers and/or schools.
- Restructure professional learning to encompass:
  1. Incentive for participation in professional learning as a requirement for salary increases or taking on new roles.
  2. Linking individual teacher learning with school improvement needs.

### **Goal 7: Make Reward Mechanisms More Flexible**

#### Objectives:

- Expand incentives and policies to focus on:
  1. Making high-needs schools attractive – increasing the incentive for teachers to teach in high needs schools (i.e., low performing and/or turnaround schools).
  2. Providing scholarships and/or forgivable loans for teachers to upgrade their content and pedagogical skills through enrollment in graduate and/or graduate certificate programs, prioritizing for teachers who teach in critical shortage areas.
  3. Combining pay incentives with improved working conditions
  4. Combining pay incentives with “cohort” assignments.

**Item 5:** Explain the strategies the district, **by school**, will implement to provide professional development that focuses on academic rigor, direct instruction, and creating high academic and character standards.

To maintain continuity of strategic goals and outcomes for all schools in the district, the professional learning plans are all focused on academic rigor, direct instruction, and creating high academic and character standards. As has been established in earlier parts of this application, these things are in addition to the strategies that were identified by school in items 1-3 of this application.

### **Gadsden County High School (GCHS)**

Instructional Design and Lesson Planning training for GCHS applies concepts from human development and learning theories. Leaders and teachers are taught to maintain student-centered, safe, organized, flexible, and collaborative learning environments. They are taught to engage and challenge instructional delivery and facilitate to support identified student needs. They learn how to use data from assessments to make instructional decisions to match learning objectives with mastery. They collaborate with home and community to support student learning and continuous improvement. Maintaining professional responsibility and ethical conduct is stressed.

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The school instructional specialists hold regular trainings throughout the school year to assist non-content area teachers in learning how to infuse reading into their content areas. These strategies have proven effective in reaching some of the lowest quartile of students and achievement gaps between minority and non-minority students are continuing to narrow.

This TSSSA plan is designed to build the capacity of pre-service personnel, parents, and professionals with specialized knowledge to enhance literacy outcomes. In order to improve supports and services for children from culturally and linguistically diverse backgrounds, the projects support teacher trainees each year to complete coursework toward certification and/or degree to serve at GCHS. They provide all teachers at GCHS with job-embedded professional learning each year and provide parents with literacy and standards professional learning. Professional Learning builds capacity to implement, evaluate, and disseminate highly effective evidence-based practices. The project engages learners in specialty courses and cross-disciplinary professional learning in a competency-based model to build knowledge and skills essential for literacy personnel to become highly qualified so they can better address the needs of fragile children.

The project's inputs include: a) advanced coursework in literacy development and disorders integrating culture, disability, and poverty; b) rigorous practicum experiences with guided practice and feedback; and c) cutting edge research, enhanced through colloquia with university faculty and national experts. The project design includes a blend of experts in a multi-faceted mentorship model with faculty, national consultants, and partnerships. Professional Learning will be evaluated through a competency-based model mapped to project components. The project will produce a highly qualified cadre of personnel to implement and enhance the outcomes of students.

Professional learning and matching resources will be used to design and deliver solutions to three pressing challenges:

- Building stronger and more reciprocal relationships between GCHS and educator preparation programs to recruit and retain qualified, certified teachers and school leaders.
- Improving quality of current educator practice aligned to educator standards and GCHS' SIP
- Reducing achievement and opportunity gaps for high-need students at GCHS.

Professional learning will benefit recipients in at least three ways:

- Better alignment of educator evaluation system and professional learning supports for differentiated professional growth and advancement
- Enhanced school leadership capacity to advance school improvement processes
- Sustainable "grow your own" teacher and school leader talent pipelines

Professional learning will enhance human capital management systems by:

1. Improving the GCHS Evaluation and Support System that a) reflects clear and fair measures of performance based in part on demonstrated improvement in academic achievement; and b) provides ongoing, differentiated, targeted, and personalized support and feedback for improvement.
2. Trains and supports GCHS leaders in how to observe and evaluate teachers' performance and instruction with inter-rater reliability.
3. Implements a differentiated salary structure, which may include bonuses and stipends.
4. Improves the school's system and process for recruitment, selection, placement, and retention of effective teachers and school leaders.
5. Institutes career advancement opportunities characterized by increased responsibility and pay (i.e., align incentives and professional learning supports, career ladders).

By working collaboratively, GCHS will have a larger capacity to promote positive communication and engagement of teachers and school leaders and solidify productive relationships with educator preparation providers.

### West Gadsden Middle School (WGMS)

Instructional Design and Lesson Planning training for WGMS applies concepts from human development and learning theories. Leaders and teachers are taught to maintain student-centered, safe, organized, flexible, and collaborative learning environments. They are taught to engage and challenge instructional delivery and facilitate to support identified student needs. They learn how to use data from assessments to make instructional decisions to match learning objectives with mastery. They collaborate with home and community to support student learning and continuous improvement. Maintaining professional responsibility and ethical conduct is stressed.

The school instructional specialists hold regular trainings throughout the school year to assist non-content area teachers in learning how to infuse reading into their content areas. These strategies have proven effective in reaching some of the lowest quartile of students and achievement gaps between minority and non-minority students are continuing to narrow.

This TSSSA plan is designed to build the capacity of pre-service personnel, parents, and professionals with specialized knowledge to enhance literacy outcomes. In order to improve supports and services for children from culturally and linguistically diverse backgrounds, the projects support teacher trainees each year to complete coursework toward certification and/or degree to serve at WGMS. They provide all teachers at WGMS with job-embedded professional learning each year and provide parents with literacy and standards professional learning. Professional Learning builds capacity to implement, evaluate, and disseminate highly effective evidence-based practices. The project engages learners in specialty courses and cross-disciplinary professional learning in a competency-based model to build knowledge and skills essential for literacy personnel to become highly qualified so they can better address the needs of fragile children.

The project's inputs include: a) advanced coursework in literacy development and disorders integrating culture, disability, and poverty; b) rigorous practicum experiences with guided practice and feedback; and c) cutting edge research, enhanced through colloquia with university faculty and national experts. The project design includes a blend of experts in a multi-faceted mentorship model with faculty, national consultants, and partnerships. Professional Learning will be evaluated through a competency-based model mapped to project components. The project will produce a highly qualified cadre of personnel to implement and enhance the outcomes of students.

Professional learning and matching resources will be used to design and deliver solutions to three pressing challenges:

- Building stronger and more reciprocal relationships between WGMS and educator preparation programs to recruit and retain qualified, certified teachers and school leaders.
- Improving quality of current educator practice aligned to educator standards and WGMS' SIP
- Reducing achievement and opportunity gaps for high-need students at WGMS.

Professional learning will benefit recipients in at least three ways:

- Better alignment of educator evaluation system and professional learning supports for differentiated professional growth and advancement
- Enhanced school leadership capacity to advance school improvement processes
- Sustainable "grow your own" teacher and school leader talent pipelines

Professional learning will enhance human capital management systems by:

6. Improving the WGMS Evaluation and Support System that a) reflects clear and fair measures of performance based in part on demonstrated improvement in academic achievement; and b) provides ongoing, differentiated, targeted, and personalized support and feedback for improvement.
7. Trains and supports WGMS leaders in how to observe and evaluate teachers' performance and instruction with inter-rater reliability.
8. Implements a differentiated salary structure, which may include bonuses and stipends.
9. Improves the school's system and process for recruitment, selection, placement, and retention of effective teachers and school leaders.

10. Institutes career advancement opportunities characterized by increased responsibility and pay (i.e., align incentives and professional learning supports, career ladders).

By working collaboratively, WGMS will have a larger capacity to promote positive communication and engagement of teachers and school leaders and solidify productive relationships with educator preparation providers.

### **James A. Shanks Middle School (JASMS)**

Instructional Design and Lesson Planning training for JASMS applies concepts from human development and learning theories. Leaders and teachers are taught to maintain student-centered, safe, organized, flexible, and collaborative learning environments. They are taught to engage and challenge instructional delivery and facilitate to support identified student needs. They learn how to use data from assessments to make instructional decisions to match learning objectives with mastery. They collaborate with home and community to support student learning and continuous improvement. Maintaining professional responsibility and ethical conduct is stressed.

The school instructional specialists hold regular trainings throughout the school year to assist non-content area teachers in learning how to infuse reading into their content areas. These strategies have proven effective in reaching some of the lowest quartile of students and achievement gaps between minority and non-minority students are continuing to narrow.

This TSSSA plan is designed to build the capacity of pre-service personnel, parents, and professionals with specialized knowledge to enhance literacy outcomes. In order to improve supports and services for children from culturally and linguistically diverse backgrounds, the projects support teacher trainees each year to complete coursework toward certification and/or degree to serve at JASMS. They provide all teachers at JASMS with job-embedded professional learning each year and provide parents with literacy and standards professional learning. Professional Learning builds capacity to implement, evaluate, and disseminate highly effective evidence-based practices. The project engages learners in specialty courses and cross-disciplinary professional learning in a competency-based model to build knowledge and skills essential for literacy personnel to become highly qualified so they can better address the needs of fragile children.

The project's inputs include: a) advanced coursework in literacy development and disorders integrating culture, disability, and poverty; b) rigorous practicum experiences with guided practice and feedback; and c) cutting edge research, enhanced through colloquia with university faculty and national experts. The project design includes a blend of experts in a multi-faceted mentorship model with faculty, national consultants, and partnerships. Professional Learning will be evaluated through a competency-based model mapped to project components. The project will produce a highly qualified cadre of personnel to implement and enhance the outcomes of students.

Professional learning and matching resources will be used to design and deliver solutions to three pressing challenges:

- Building stronger and more reciprocal relationships between JASMS and educator preparation programs to recruit and retain qualified, certified teachers and school leaders.
- Improving quality of current educator practice aligned to educator standards and JASMS' SIP
- Reducing achievement and opportunity gaps for high-need students at JASMS.

Professional learning will benefit recipients in at least three ways:

- Better alignment of educator evaluation system and professional learning supports for differentiated professional growth and advancement
- Enhanced school leadership capacity to advance school improvement processes
- Sustainable "grow your own" teacher and school leader talent pipelines

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Professional learning will enhance human capital management systems by:

1. Improving the JASMS Evaluation and Support System that a) reflects clear and fair measures of performance based in part on demonstrated improvement in academic achievement; and b) provides ongoing, differentiated, targeted, and personalized support and feedback for improvement.
2. Trains and supports JASMS leaders in how to observe and evaluate teachers' performance and instruction with inter-rater reliability.
3. Implements a differentiated salary structure, which may include bonuses and stipends.
4. Improves the school's system and process for recruitment, selection, placement, and retention of effective teachers and school leaders.
5. Institutes career advancement opportunities characterized by increased responsibility and pay (i.e., align incentives and professional learning supports, career ladders).

By working collaboratively, JASMS will have a larger capacity to promote positive communication and engagement of teachers and school leaders and solidify productive relationships with educator preparation providers.

### **George W. Munroe Elementary (GWM)**

Instructional Design and Lesson Planning training for GWM will apply concepts from human development and learning theories; leaders will be taught to maintain a student-centered, safe, organized, flexible, and collaborative learning environment; how to engage and challenge instructional delivery and facilitate to support identified student needs; using data from assessments to make instructional decisions to match learning objectives with mastery; collaborating with home and community to support student learning and continuous improvement; and maintaining professional responsibility and ethical conduct holding educators to a higher moral standard.

The Director of Professional Learning, Area Directors of Instruction and instructional specialists hold regular trainings throughout the school year to assist non-content area teachers in learning how to infuse reading into their content area. These strategies have proven effective in reaching some of the lowest quartile of students. Even though the district is primarily a minority district, the typical achievement gaps between minority and non-minority students are not as prevalent and are continuing to narrow. The district is confident that the infusion of these research-based strategies will further narrow the achievement gaps of all student subgroups.

The project is designed to build the capacity of pre-service personnel, parents, and professionals with specialized knowledge to enhance literacy outcomes. In order to improve supports and services for young children from culturally and linguistically diverse backgrounds, the project will support at least 10 teachers to complete coursework toward certification and/or degree to serve at GWM; provide all teachers at the school with in-service trainings each year; and 100 parents. Training will build capacity to implement, evaluate, and disseminate highly effective evidence-based practices. The project will engage trainees in specialty courses and cross-disciplinary professional learning in a competency-based model to build knowledge and skills essential for literacy personnel highly qualified to address the needs of at-risk children.

The project's inputs include: a) advanced coursework in literacy development and disorders integrating culture, disability, and poverty; b) rigorous practicum experiences with guided practice and feedback; and c) cutting edge research, enhanced through colloquia with university faculty and national experts. The project design includes a blend of experts in a multifaceted mentorship model with faculty, national consultants, and partnerships. Trainings will be evaluated through a competency-based model mapped to project components. The project will produce a highly qualified cadre of personnel to implement and enhance the outcomes of students.

Training and matching resources will be used to design and deliver solutions to three pressing challenges:

- Building stronger and more reciprocal relationships between the school and educator preparation programs to recruit and retain qualified, certified teachers and school leaders.
- Improving quality of current educator practice aligned to educator standards and school improvement plans.



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- Reducing achievement and opportunity gaps for high need students.

Training will benefit teachers in at least three ways:

- Better alignment of educator evaluation system and professional learning supports for differentiated professional growth and advancement
- Enhanced school leadership capacity to advance school improvement process
- Sustainable “grow your own” teacher and school leader talent pipelines

Training will enhance the human capital management system by:

1. Improving the Evaluation and Support System that (i) reflects clear and fair measures of performance based in part on demonstrated improvement in academic achievement; and (ii) provides ongoing, differentiated, targeted, and personalized support and feedback for improvement.
2. Trains and supports school leaders in how to observe and evaluate teachers performance and instruction
3. Implements a differentiated salary structure, which may include bonuses and stipends.
4. Improves the district’s system and process for recruitment, selection, placement, and retention of effective teachers and school leaders.
5. Institutes career advancement opportunities characterized by increased responsibility and pay (e.g. align incentives and professional learning supports, career ladders)

By working collaboratively, the school will have a better capacity to promote positive communication and engagement of teachers and school leaders and solidify productive relationships with educator preparation providers.

**Item 6:** Explain the strategies the district, **by school**, will implement to provide focused instruction to improve student academic proficiency, which may include additional instruction time beyond the normal school day or school year.

### Gadsden County High School (GCHS)

Grade level performance scores on the FSA in all core subjects, especially in ELA/Writing and Science, coupled with progress monitoring data, indicate the student’s deficiencies in vocabulary and comprehension of informational text. Reading and writing are strongly linked to all content learning and are critically important to a high school student’s success. Weaker foundational skills contribute to a students’ inability to perform well on rigorous assessments like FSA. Not addressing foundational weaknesses presents a point of frustration to students as they attempt rigorous classes in high school. It also increases the likelihood of students becoming a dropout before finishing high school. To this end, the following strategies are prioritized to be implemented to ensure academic success.

- GCHS works to identify the standards that are most useful to improving vocabulary, writing, and informational comprehension and revise the curriculum to include more exposure and practice in these skill areas. Science curriculum is aligned to similar standards so that exposure and practice with Science standards includes practice in vocabulary, writing, and informational comprehension. There is a strong relationship between vocabulary knowledge and reading comprehension in all core content subjects in high school. GCHS teachers embrace Robert Marzano’s six step process for learning.
- GCHS’ leadership team, in collaboration with instructional specialists and the Area Directors for Elementary and Secondary Education identify the lowest quartile of students. The Area Directors work with school leaders to recommend that the best teachers be placed with the most fragile students. Once school leadership has ensured effective staff are assigned to each classroom, the instructional specialists work directly with school leaders and classroom teachers to share and model evidence-based strategies.
- Instructional specialists and the Area Directors monitor progress at GCHS regularly and work to continually provide technical assistance on the use of data to make decisions about strategies for reaching the most fragile students. Data analysis helps identify the best interventions to reach students, including strategies of MTSS and Restorative Practices. Resource teachers are provided technical assistance by instructional specialists via modeled lessons and use of appropriate intervention resources. Common

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planning and professional learning communities (PLCs) are used to effectively reach the most fragile students, especially those with the largest achievement gaps.

- Regular common assessments are part of GCHS' instructional focus in core subjects. Common assessments are reviewed by the district's Curriculum and Instruction Department.
- Instruction beyond the normal six-period day is offered for a seventh-period for those students who need remediation.
- Regular after-school instruction extends beyond the seventh-period for other remediation
- Summer school instruction targets those students who have level 1 and 2 performance and/or who are recommended by their teacher to get extra interventions to improve academic proficiency
- Regular day school teachers work with after school and seventh-period instructors to coordinate and align remediation needed by each student.
- Monitoring early warning signs, absenteeism, behavior, and regular progress monitoring of instruction is ongoing daily at GCHS by school leadership, interventionists, and teachers.
- Common planning for subject area teachers is held bi-weekly with regular faculty meetings that focus on professional learning and strategies for improvement.

### West Gadsden Middle School (WGMS)

Grade level performance scores on the FSA in all core subjects, especially in ELA/Writing and Science, coupled with progress monitoring data, indicate the student's deficiencies in vocabulary and comprehension of informational text which is the strongest indicator of academic success. Weaker foundational skills contribute to a students' inability to perform well on rigorous assessments like FSA. Not addressing foundational weaknesses at grade four and five cause students to be frustrated as they transition into and through the traditional middle grades. It also increases the likelihood of students becoming a dropout before entering high school. To this end, the following strategies will be implemented to ensure a knowledge-rich curriculum to develop students' background knowledge.

- WGMS works to identify the standards that are most useful to improving vocabulary, writing, and informational comprehension and revise the curriculum to include more exposure and practice in these skill areas. Science curriculum will be aligned to similar standards so that exposure and practice with Science standards will include practice in vocabulary, writing, and informational comprehension. There is a strong relationship between vocabulary knowledge and reading comprehension. Teachers responsibilities include: explicit instruction and modeling of vocabulary terms; guided instruction with use of new vocabulary where students and teachers participate together in using new vocabulary; giving students lots of opportunities to clarify and refine meaning and usage in the classroom together with their peers (students teaching other students how to use the word correctly and verifying the correct definition is a strong teaching practice); using oral language to communicate the meaning in different contexts and having groups of students complete assignments including semantic mapping or other graphing organizers; and practicing independently with reading, writing, discussion, and assessment. WGMS teachers will embrace Robert Marzano's six step process for learning.
- WGMS' leadership team, in collaboration with instructional specialists and the Area Directors for Elementary and Secondary Education identify the lowest quartile of students. The Area Directors work with school leaders to recommend that the best teachers be placed with the most fragile students. Once school leadership has ensured effective staff are assigned to each classroom, the instructional specialists work directly with school leaders and classroom teachers to share and model evidence-based strategies.
- Instructional specialists and the Area Directors monitor progress at WGMS regularly and work to continually provide technical assistance on the use of data to make decisions about strategies for reaching the most fragile students. Data analysis helps identify the best interventions to reach students, including strategies of MTSS and Restorative Practices. Resource teachers are provided technical assistance by instructional specialists via modeled lessons and use of appropriate intervention resources. Common planning and professional learning communities (PLCs) are used to effectively reach the most fragile students, especially those with the largest achievement gaps.
- Regular before and after-school instruction is offered each day for remediation

## Turnaround School Supplemental Services Plan

- Summer school instruction targets those who have level 1 and 2 performance and/or who are recommended by their teacher to get extra interventions to improve academic proficiency
- Regular day school teachers work with before and after school staff to coordinate and align remediation needed by each student.
- Monitoring early warning signs, absenteeism, behavior, and regular progress monitoring of instruction is ongoing daily at GCHS by school leadership, interventionists, and teachers.
- Common planning for grade-level teachers is held bi-weekly with regular faculty meetings that focus on professional learning and strategies for improvement.

### **James A. Shanks Middle School (JASMS)**

Grade level performance scores on the FSA in all core subjects, especially in ELA/Writing and Science, coupled with progress monitoring data, indicate the student's deficiencies in vocabulary and comprehension of informational text. Weaker foundational skills contribute to a students' inability to perform well on rigorous assessments like FSA. Not addressing foundational weaknesses at grade four and five, present a point of frustration to students as they transition into the traditional middle grades. It also increases the likelihood of students becoming a dropout before entering high school. To this end, the following strategies will be implemented to ensure a knowledge-rich curriculum to develop students' background knowledge.

- JASMS works to identify the standards that are most useful to improving vocabulary, writing, and informational comprehension and revise the curriculum to include more exposure and practice in these skill areas. Science curriculum will be aligned to similar standards so that exposure and practice with Science standards will include practice in vocabulary, writing, and informational comprehension. There is a strong relationship between vocabulary knowledge and reading comprehension. Teachers responsibilities include: explicit instruction and modeling of vocabulary terms; guided instruction with use of new vocabulary where students and teachers participate together in using new vocabulary; giving students lots of opportunities to clarify and refine meaning and usage in the classroom together with their peers (students teaching other students how to use the word correctly and verifying the correct definition is a strong teaching practice); using oral language to communicate the meaning in different contexts and having groups of students complete assignments including semantic mapping or other graphing organizers; and practicing independently with reading, writing, discussion, and assessment. JASMS teachers will embrace Robert Marzano's six step process for learning.
- JASMS' leadership team, in collaboration with instructional specialists and the Area Directors for Elementary and Secondary Education identify the lowest quartile of students. The Area Directors work with school leaders to recommend that the best teachers be placed with the most fragile students. Once school leadership has ensured effective staff are assigned to each classroom, the instructional specialists work directly with school leaders and classroom teachers to share and model evidence-based strategies.
- Instructional specialists and the Area Directors monitor progress at JASMS regularly and work to continually provide technical assistance on the use of data to make decisions about strategies for reaching the most fragile students. Data analysis helps identify the best interventions to reach students, including strategies of MTSS and Restorative Practices. Resource teachers are provided technical assistance by instructional specialists via modeled lessons and use of appropriate intervention resources. Common planning and professional learning communities (PLCs) are used to effectively reach the most fragile students, especially those with the largest achievement gaps.
- Regular before and after-school instruction is offered each day for remediation
- Summer school instruction targets those who have level 1 and 2 performance and/or who are recommended by their teacher to get extra interventions to improve academic proficiency
- Regular day school teachers work with before and after school staff to coordinate and align remediation needed by each student.
- Monitoring early warning signs, absenteeism, behavior, and regular progress monitoring of instruction is ongoing daily at GCHS by school leadership, interventionists, and teachers.
- Common planning for grade-level teachers is held bi-weekly with regular faculty meetings that focus on professional learning and strategies for improvement.

## Turnaround School Supplemental Services Plan

### George W. Munroe Elementary (GWM)

The district will allow GWM Elementary the flexibility to adjust the master schedule such that there is ample time to address the instructional needs of the students to improve academic proficiency. In alignment with the School Improvement Plan, the overall goals of this project are: (A) Increase the number of students proficient in English Language Arts as measured by FSA ELA and Star Reading, (B) Increase the number of students ready to start kindergarten as determined by Star Early, (C) Increase the number of students proficient in Math as measured by the FSA Math and (D) Provide opportunities to develop social-emotional learning skills.

The following strategies will be implemented.

- (1) Common planning time will be provided for all grades levels, Prekindergarten –Third
- (2) Student progress-monitoring and performance data will be shared school-wide
- (3) Classroom learning walks with feedback provided will be conducted
- (4) Bi-weekly meetings will be held with students performing in the lowest 25% (Star Early Literacy, Star Reading and FSA) to keep them motivated and accountable for their learning goals
- (5) Provide academic tutoring and support in the areas of reading and math for EL students during the school day
- (6) Provide professional development to all teachers in teaching Florida standards with rigor, engaging parents, educating children with Adverse Childhood Experiences (ACE), and understanding youth mental health.
- (7) Conduct data chats to compare and discuss student performance in order to make instructional decisions
- (8) Provide small group instruction in the areas of reading and math for Tier 2 and Tier 3 students
- (9) Monitor the Early Warning Indicators (attendance, behavior and course performance) of students in the lowest 25% at each grade level, with quarterly discussions and reporting to district area director of elementary instruction
- (10) Expand student experiences through field trips
- (11) Extend the number of minutes of instruction provided in reading and mathematics
- (12) Provide specific instruction in social-emotional learning skills

**Item 7:** Explain the sustainability plan the district, **by school**, will implement for continuing to provide services after the school is no longer in turnaround status by virtue of achieving a grade of “C” or higher.

Engagement in school improvement is a results-centered, time-bound, catalytic engagement that builds on rather than disregards local talent. Once engaged, the turnaround teams help the district seek out the talent that exists within the district and help the district build coherent structures to capitalize on that local talent. Partnerships with the community and schools help develop local talent so that the change they have catalyzed is sustained. The turnaround teams think through solutions together instead of simply expecting the outside agencies to submit a set of deliverables for them. The projects provide both a level of support and a level of responsibility that the principals and district have struggled to provide with the required intensity over time. Implementation of proven strategies enables immediate and incisive action and leads to dramatic increases in academic achievement. Leadership capacity-building promotes independence and locally-owned sustainable change. Effective interventions reverse the factors that cause schools to fail. Relentless optimism will cause the schools to serve their children better. The projects each use feedback and evaluation to determine how and if the program is on target to meet its initial goals by reviewing what worked, making modifications as needed, as well as determining what budgetary issues have manifested. In this process, the program team (including partners) refine its goals with input. It reviews program objectives and program designs in order to establish a long-term model for sustaining the residency.

### Gadsden County High School (GCHS)

GCHS has made great strides in its work to serve the vast majority of the district’s public high school students. It has created strong community student-adult partnerships through Community Sparkplug programs, has garnered more support from its faith-based partners, and has enhanced its business partnerships and included them more in decisions that determine high school offerings aligned to the business partners’ needs. It has been the district’s only high school for two years and there were many challenges combining different communities into one high school. It took a lot of collaboration to build a solidarity effort to educate all the students together. As a combined high school, it was immediately saddled with a school grade history of a smaller school in order to ensure that those

## Turnaround School Supplemental Services Plan

students were followed into turnaround. This immediately placed the school into the last stage of turnaround when most schools are allowed two years of district-managed turnaround to succeed. In spite of this additional challenge, in its first year of turnaround (as a new combined school) it earned a “C” grade. Processes were set in place to ensure not only sustainability of a “C” grade but also further “C” and above grades at the school. Other school improvement needs in the district necessitated moving some of the high school leaders who earned the “C” to other turnaround schools. With the principal retiring and a new principal and new school leadership team in place, the school attempted to maintain its “C” grade. However, it fell to a high “D” grade this past school year. During the school year, the new leadership team learned a lot about each other and the staff and students at the school. They learned what worked and what needed to be changed. With this knowledge in hand, they have planned together all summer for the implementation of an even stronger more focused curriculum and program offerings at the school. They are embracing restorative practices in an attempt to further improve the culture and climate of the school. They have implemented stronger professional learning communities and added more professional learning to faculty meetings. Subject-area groups plan together and align their lesson plans with other non-content groups so that the learning can be sustained during the school day. For example, music and art teachers plan with ELA teachers to align their music/art work with what is being taught in the ELA classes. With this new stronger focus, the team is well on its way to regaining that “C” and exceeding the grade in future years.

### **West Gadsden Middle School (WGMS)**

WGMS has spent the past school year focusing on relationships. Relationships between adults and students; relationships between business partners and the school; relationships between teachers and school leaders; and relationships between teachers of content area subjects and non-content area subjects. The school leadership team has made many school diversion programs a priority through Restorative Practices and ‘Finding Students Doing Something Good’ campaigns. The leaders put a particularly hefty effort into supporting its lowest performing subgroups of ESE and EL learners. The principal strongly supported professional learning and learning communities and scheduled out of class time to support both efforts. The school is in a remote location serving a very diverse population. It was hit very hard with Hurricane Michael and was a strong support system to the surrounding community during recovery efforts. Even with lost instructional time from the hurricane and student mobility because of relocation, the school still made very respectable learning gains in most core subjects, with some exceeding the district average. At the end of the school year, it was 0.5% away from a “C”. This school year, it will begin the new school year with one new Assistant Principal. The principal has focused the summer getting more and more professional learning in place for its leadership team and its teachers. The school made a lot of progress and did a lot of learning during the past school year and hopes to implement that learning and more expanded instructional strategies this coming school year. Adult mentors have been assigned to each student to help support them throughout the school year. Stronger efforts are being made to include migrant and EL learners and their parents into the school culture so that there is a more collaborative effort between parents to help the school obtain academic proficiency necessary for all students to be successful and sustain high levels of student achievement for years to come.

### **James A. Shanks Middle School (JASMS)**

JASMS has had the benefit of having a proven school turnaround leader operating as principal for the past year. The strategic planning and implementation that this leader has put into place moved the school for a three-year “D” school, in year one of district-managed turnaround, to a strong “C” school in only one year. This is the district’s largest secondary school in the middle grades. With almost 700 students, it also became a combined middle-elementary school in 2017-2018 which presented its leader and its leadership team with challenges new to them. They had to establish processes and procedures for combining grade 4 and 5 with grades 6-8. JASMS’ principal worked very hard to establish relationships with teachers and students during his first year at the school. He also reviewed the data day and night to determine where he should place teachers which would benefit the students most. He has implemented daily walk-throughs and progress monitoring and weekly grade-level meetings, in addition to his regular weekly faculty meetings. He has added restorative practices, adult mentorships, early warning sign interventionists to monitor behavior and attendance, and added project-based learning to get students more engaged in their own learning. He has celebrated student successes and held a strong line in supporting his teachers and student’s protected learning time. He has garnered community and business support for the school and has added subjects that are leading to a more well-rounded student. He has included field-trips aligned with

## Turnaround School Supplemental Services Plan

curriculum and held both students and staff accountable for their own and their peers learning. He has recruited new staff and replace ineffective staff as necessary to effect change. Continuing these strategies and adding even strong strategic direction to the school, its staff, its students, and its instruction, he is on the radar to be a “B” school or higher this school year.

### **George W. Munroe Elementary (GWM)**

GWM achieved its first school letter grade of “A” at the close of the 2017-18 school year. The school earned a letter grade of “B” at the close of the 2018-19 school year. The culture of the school is gradually changing such that there is an expectation of excellence among all stakeholders. The culture and strategies are being institutionalized. The change in the culture will facilitate sustainability in student performance.

The established partnerships will maximize connections and further bolster community support in order to create a sustainable and diverse funding base for the program through partner’s collaborative initiatives, (e.g., endowments), which will encourage local businesses and state entities to recognize the project and its strategies as a viable model for rural education, thereby, providing program staff with access to connections for achieving funding goals. With its feet on the ground, the project will be looking to the future and sustainability efforts throughout each phase of the project. The project will use feedback and evaluation to determine how and if the program is on target to meet its initial goals by reviewing what worked, make modifications as needed, as well as what budgetary issues may have manifested. In this process, the program team (including partners) will refine goals with input, review program objectives and program design in order to establish a long-term model for sustaining the strategies.

## Turnaround School Supplemental Services Plan

### Part III: Estimated Budget

**Item 1:** Explain the proposed district budget, **by school**, in the following plan requirements.

Plan Requirements	Estimated Budget
<b>George W. Munroe Elementary</b>	
1. Establish comprehensive support services that develop family and community partnerships. (Trainings on specified topics, quarterly meetings, communication efforts)	\$5,000.00
2. Establish clearly defined and measurable high academic and character standards. (Consultants - \$10,000, instructional materials and supplies - \$9000)	\$19,000.00
3. Increase parental involvement and engagement in the child's education. (family conferences)	\$14,000.00
4. Describe how instructional personnel will be identified, recruited, retained and rewarded. (Recruitment bonus of \$2,500 for highly effective teacher who commits to remaining at the school for at least three years; Retention bonuses for effective and highly effective teachers as agreed upon in the Turnaround MOU)	\$80,000.00
5. Provide professional development that focuses on academic rigor, direct instruction, and creating high academic and character standards. (Topics of Focus: Standards-based instruction, Youth Mental Health, ACE, SEL, Early Literacy, Certification assistance; to include travel, lodging, per diem, where applicable)	\$45,000.00
6. Provide focused instruction to improve student academic proficiency, which may include instructional time beyond the normal school day or year. (EL support through an instructional paraprofessional; retired teachers assisting with small group instruction during additional reading hour)	\$25,000.00
7. Explain the sustainability plan the district, by school, will implement for continuing to provide services after the school is no longer in turnaround. (Marketing to obtain support from community partners)	\$922.00
<b>Projected District/School Budget</b>	<b>\$188,922.00</b>
<b>Gadsden County High School</b>	
1. Establish comprehensive support services that develop family and community partnerships. (Create social support systems with Mental Health and Social Workers on staff offering regular and targeted support services to both families and students and to work with community agencies to provide the necessary social supports to the student/families – includes salary and benefits for two social workers at the school at \$40,000 each with benefits of retirement (9.85%), FICA (7.65%), workers compensation (1.33%), health (\$5,700), and life insurance (\$250) \$13,482 each position) – retention bonuses of \$1,524 (\$762 each)	\$108,488.00

## Turnaround School Supplemental Services Plan

2. Establish clearly defined and measurable high academic and character standards. (Restorative Practices consultant (\$40,000), professional learning implementation (travel, per diem, training stipend on non-work days – estimate \$1,000 per teacher and 40 teachers); 1 attendance and 1 behavior interventionists at \$25,000 each for the school year to follow up with absenteeism and school behavior issues)	\$130,000.00
3. Increase parental involvement and engagement in the child’s education. (offer parent workshops, parent’s day at school, connection to other parents, work with faith-based partners and community partners to enhance parent engagement – 1 parent interventionists at \$25,000 each to provide targeted parent training development and trainings	\$25,000.00
4. Describe how instructional personnel will be identified, recruited, retained and rewarded. (Recruitment bonus of \$2,500 for highly effective teacher who commits to remaining at the school for at least three years; Retention bonuses for effective and highly effective teachers as agreed upon in the Turnaround MOU)	\$95,000.00
5. Provide professional development that focuses on academic rigor, direct instruction, and creating high academic and character standards. (provide weekly subject area meetings for 20 teachers at 1 hour stipend for 35 weeks at \$25 per hour (\$17,500)	\$17,500.00
6. Provide focused instruction to improve student academic proficiency, which may include instructional time beyond the normal school day or year. (add 6 additional teachers at \$22 per hour to the existing after school program with targeted students – 3 hours per day 3 days per week 35 weeks x \$22 per hour x 6 teachers)	\$41,580.00
7. Explain the sustainability plan the district, by school, will implement for continuing to provide services after the school is no longer in turnaround. (Strategic revision and review for effectiveness; return on investment; community partnership expansion)	\$0.00
<b>Projected District/School Budget</b>	<b>\$417,568.00</b>
<b>West Gadsden Middle School</b>	
1. Establish comprehensive support services that develop family and community partnerships. (Create social support systems with Mental Health and Social Workers on staff offering regular and targeted support services to both families and students and to work with community agencies to provide the necessary social supports to the student/families – includes contracted amount for one social interventionist at \$25,000.00)	\$25,000.00
2. Establish clearly defined and measurable high academic and character standards. (Restorative Practices consultant part time (\$20,000), professional learning implementation (travel, per diem, training stipend on non-work days – estimate \$1,000 per teacher and 20 teachers); 1 attendance interventionist contracted at \$25,000 for the school year to follow up with absenteeism issues) – bonus of \$671 for appreciable improvements.	\$65,671.00
3. Increase parental involvement and engagement in the child’s education. (offer parent workshops, parent’s day at school, connection to other parents, work with faith-based partners and community partners to enhance parent	\$12,500.00



## Turnaround School Supplemental Services Plan

engagement – 1 part-time parent interventionists at \$12,500 to provide targeted parent training development and trainings and home follow up visits.	
4. Describe how instructional personnel will be identified, recruited, retained and rewarded. (Recruitment bonus of \$2,500 for highly effective teacher who commits to remaining at the school for at least three years; Retention bonuses for effective and highly effective teachers as agreed upon in the Turnaround MOU)	\$40,000.00
5. Provide professional development that focuses on academic rigor, direct instruction, and creating high academic and character standards. (provide bi-weekly subject area meetings for 20 teachers at 1 hour stipend for 15 weeks at \$25 per hour (\$17,500))	\$7,500.00
6. Provide focused instruction to improve student academic proficiency, which may include instructional time beyond the normal school day or year. 4 extra teachers for after/before school at 20 weeks at \$22 per hour x 3 hours per day x 4 days per week (\$21,120 – rounded to \$20,000 for those not who don't work a day or two during the 20 weeks)	\$20,000.00
7. Explain the sustainability plan the district, by school, will implement for continuing to provide services after the school is no longer in turnaround. (Strategic revision and review for effectiveness; return on investment; community partnership expansion)	\$0.00
<b>Projected District/School Budget</b>	<b>\$170,671.00</b>
<b>James A. Shanks Middle School</b>	
1. Establish comprehensive support services that develop family and community partnerships. (Create social support systems with Mental Health and Social Workers on staff offering regular and targeted support services to both families and students and to work with community agencies to provide the necessary social supports to the student/families – includes salary and benefits for one social worker at the school at \$40,000 with benefits of retirement (9.85%), FICA (7.65%), workers compensation (1.33%), health (\$5,700), and life insurance (\$250) \$13,482) - \$318 bonus for appreciable improvements in family services.	\$53,802.00
2. Establish clearly defined and measurable high academic and character standards. (Restorative Practices part-time consultant (\$20,000), professional learning implementation (travel, per diem, training stipend on non-work days – estimate \$1,000 per teacher and 40 teachers); 1 behavior interventionist at \$25,000 for the school year to follow up with school behavior issues)	\$85,000.00
3. Increase parental involvement and engagement in the child's education. (offer parent workshops, parent's day at school, connection to other parents, work with faith-based partners and community partners to enhance parent engagement – 1 full-time parent staff member salary and benefits at \$40,000 plus 9.85% retirement, 7.65% FICA, 1.33% workers compensation, \$5,700 health insurance, \$250 life insurance)	\$53,484.00
4. Describe how instructional personnel will be identified, recruited, retained and rewarded. (Recruitment bonus of \$2,500 for highly effective teacher who commits to remaining at the school for at least three years; Retention bonuses for effective and highly effective teachers as agreed upon in the Turnaround MOU)	\$25,000.00

## Turnaround School Supplemental Services Plan

5. Provide professional development that focuses on academic rigor, direct instruction, and creating high academic and character standards. (provide weekly subject area meetings for 20 teachers at 1 hour stipend for 35 weeks at \$25 per hour (\$17,500)	\$17,500.00
6. Provide focused instruction to improve student academic proficiency, which may include instructional time beyond the normal school day or year. (add STEM interventionist to provide targeted assistance to STEM teachers to ultimately improve math and science scores on EOCs at \$50,000 plus 9.85% retirement; 7.65% FICA, 1.33% workers compensation, \$5,700 health, \$250 life insurance - \$15,365 for benefits)	\$65,365.00
7. Explain the sustainability plan the district, by school, will implement for continuing to provide services after the school is no longer in turnaround. (Strategic revision and review for effectiveness; return on investment; community partnership expansion)	\$0.00
<b>Projected District/School Budget</b>	<b>\$300,151.00</b>

### Acknowledgement

The district verifies the information in this form and confirms that the proposal has been approved by the district school board.

<b>Name and title of person responsible for completion and submission of TSSSA plan</b>
Rose Raynak, Director of Federal Programs
<b>Contact information: email, phone number</b>
<a href="mailto:raynakr@gcpsmail.com">raynakr@gcpsmail.com</a> ; 850-627-1576
<b>Date submitted to the Bureau of School Improvement (due no later than September 1)</b>
August 30, 2019
<b>Superintendent signature (or authorized representative)</b>
Roger P. Milton, Superintendent



# SCHOOL DISTRICT OF GADSDEN COUNTY

## GRADUATION COACH

### JOB DESCRIPTION

#### QUALIFICATIONS:

- (1) Bachelor's degree in education, psychology, guidance and counseling, business management or related field from an accredited educational institution, Master's degree from an accredited educational institution preferred.
- (2) Three (3) years professional experience as a teacher, guidance counselor, or in a related field working with programs serving secondary students or students of that age level.
- (3) School level or district administration preferred.
- (4) Project management and/or implementation preferred.
- (5) Experience providing support to struggling schools preferred.
- (6) Certified by the State of Florida in the appropriate area.
- (7) Must meet Every Student Succeeds Act requirements.
- (8) Satisfactory criminal background check and drug screening.

#### KNOWLEDGE, SKILLS AND ABILITIES:

Knowledgeable about statewide school improvement efforts and programs. Ability to provide training to adult learners. Knowledge of the techniques for planning, implementing or evaluating educational programs. Ability to plan, organize, and coordinate work assignments. Ability to communicate effectively both verbally and in writing. Ability to work collaboratively with school administration and staff as well as program business partners. Ability to work with adults and children. Ability to use computer software and programs, including Microsoft Office Suite programs, *i.e.*, Word, Excel, and PowerPoint. Ability to establish and maintain effective working relationships with others. A strong work ethic. Ability to perform administrative tasks in the areas of business and public relations, operations, program development, program implementation, and finance. Ability to advocate, facilitate, and monitor the use of an integrated management system. Strong presentation skills

#### REPORTS TO:

Principal

#### JOB GOAL

To coordinate all graduation activities and services to complement existing student systems; provide strong student support services; work closely to align students, counselors, teachers, school, and community efforts; and facilitate college outreach programs.

#### SUPERVISES:

N/A

#### 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. This is a grant funded position and employment will be linked to available grant funding.

**EVALUATION:**

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

**PERFORMANCE RESPONSIBILITIES:**

**Planning/Preparation**

- \* (1) Arrange educational field trips, family events, and cultural events for students and their families during the program.
- \* (2) Set up college and job shadowing visits.
- \* (3) Help develop and coordinate the mentoring and tutoring activities of the university students assigned to the school.
- \* (4) Arrange high school mentor relationships for students.
- \* (5) Assist with the development of workshops for financial aid, college survival skills, and college search workshops for parents annually.
- \* (6) Help the partners set up the meetings and workshops and then evaluate the overall effectiveness.

**Administrative/Management**

- \* (7) Maintain accurate student records.
- \* (8) Comply with all the program reporting requirements including the input of all outcome data into the dedicated database and maintaining and submitting student participation data, time and effort logs, and project evaluation reports in a timely manner.
- \* (9) Manage project related supplies and equipment.

**Assessment/Evaluation**

- \* (10) Conduct career assessments to help students identify interests and relevant academic strategies required to reach their career goals.
- \* (11) Continuously monitor students' academic progress and provide instructional best practices to teachers for implementation in the classroom.
- \* (12) Measure progress of outcomes each year as compared to baseline data established in year one and previous years' data.
- \* (13) Survey students and parents to establish baseline data for annual outcome measures.
- \* (14) Analyze student performance data and collaborate with school staff on the development, implementation and monitoring of academic plans.

**Intervention/Direct Services**

- \* (15) Facilitate long-range student planning.
- \* (16) Work with school staff and other program partners to implement the technology and college awareness components.
- \* (17) Work with the partner colleges to assign student teachers to schools.
- \* (18) Promote college awareness for students using visits, networks, summer experiences, and other innovative strategies designed to reach even the hard-to-reach students.
- \* (19) Assist with the development of workshops for financial aid, college survival skills, and college search workshops for students annually.

- \* (20) Encourage the use of career and academic planning tools.
- \* (21) Help students select their high school major(s) and develop college and career plans.
- \* (22) Encourage students to take coursework to ensure their eligibility for the Florida Bright Futures Scholarships.
- \* (23) Help students and parents develop contracts and academic plans so that students succeed in high school and continue in postsecondary education.
- \* (24) Involve parents and the community in college/career preparation activities and trainings.
- \* (25) Work with the Parent Resource Center to align program efforts in parent awareness and involvement.
- \* (26) Develop Certificates for students and their parents to gain their commitment to participate in the program.
- \* (27) Work with targeted students and parents to ensure that the students are taking the required courses each year in high school and that their parents are reviewing their schedules and assessment results each year.
- \* (28) Promote college awareness for parents using visits, networks, summer experiences, and other innovative strategies designed to reach even the hard-to-reach parent.
- \* (29) Work closely with key personnel to plan activities, coordinate activities of college and university partners, and report results of surveys and progress made annually.
- \* (30) Work closely with program partners to ensure appropriate implementation of all related activities.
- \* (31) Participate in all graduation related meetings and professional development activities.

**Collaboration**

- \* (32) Collaborate with after-school program and summer program staff.
- \* (33) Collaborate with the community stakeholders, to develop other community mentor and tutoring relationships for targeted students.
- \* (34) Collaborate with partner colleges to develop summer bridge programs to help high school graduates who do not meet minimum college entrance cut off scores remediate before the fall semester starts, getting them better prepared for their first year in college.
- \* (35) Collaborate with Career Resource staff at the school and with career academy or magnet programs in the school to coordinate academic and career preparation.
- \* (36) Collaborate with teachers and school leaders to identify promising practices and effective instructional strategies which align with program goals.
- \* (37) Collaborate with state and local partners and school district to identify promising practices to reach and involve parents and community partners.
- \* (38) Collaborate with lending institution trainers and default prevention teams to ensure that students and parents are aware of the consequences of their financial actions.
- \* (39) Collaborate with program partners and the school districts to ensure that the program activities are maximized and that remediation and professional development are scheduled and taking place.
- \* (40) Collaborate with partners to become trainers for activities that embed the values and activities necessary for success in high school and postsecondary education.

**Staff Development**

- \* (41) Work with school leadership and district Area Directors to support teachers in need of improvement and teachers either not properly certified or teaching out-of-field.

- \*(42) Work with district professional learning personnel to plan the most appropriate professional learning for the teachers at the school based on program goals, program initiatives, and teacher credentials.
- \*(43) Consult with district leadership and safety staff to ensure that teachers will receive professional learning designed to teach the techniques of positive behavior support so that they can work with targeted students most at-risk in a more effective way.
- \*(44) Monitor program related professional learning to ensure completion, follow-up, and successful classroom implementation.
- \*(45) Establish and implement an Individual Professional Development Plan.

**Professional Responsibilities**

- \*(46) Model professional and ethical conduct and adhere at all times to the *Code of Ethics of the Education Profession in Florida* and *Principles of Professional Conduct for the Education Profession in Florida*.
- (47) Perform other incidental tasks consistent with the goals and objectives of this position.

**Student Growth/Achievement**

- \*(48) Provide a positive environment in which students are encouraged to be actively engaged in the learning process.
- \*(49) Maintain academic focus by using a variety of motivational techniques.
- \*(50) Ensure that student growth/achievement is continuous and appropriate for age group, subject area, and/or student program classification.
- \*(51) Establish and maintain a positive, collaborative relationship with students' families to increase student achievement.

\*Essential Performance Responsibilities